HOLYOKE COMMUNITY COLLEGE

NECHE 2020 Accreditation

SELF-STUDY

NECHE 2020
Accreditation Self-Study

HOLYOKE COMMUNITY COLLEGE

NECHE 2020
Accreditation Self-Study

Submitted August 2020

Prepared for a Comprehensive Evaluation of the College by the Commission on Institutions of Higher Education, New England Association of Schools and Colleges.

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INSTITUTIONAL CHARACTERISTICS

Institutional Characteristics Form
Revised September 2009

This form is to be completed and placed at the beginning of the self-study report:

Date**: July 8, 2020**

1. Corporate name of institution: **Holyoke Community College**
2. Date institution was chartered or authorized: **September 9, 1946**
3. Date institution enrolled first students in degree programs: **September 30, 1946**
4. Date institution awarded first degrees: **June 8, 1948**
5. Type of control:

Public	Private
State	Independent, not-for-profit
City	Religious Group
Other	(Name of Church) _____
(Specify) _____	Proprietary
	Other: (Specify) _____

6. By what agency is the institution legally authorized to provide a program of education beyond high school, and what degrees is it authorized to grant? _____

Massachusetts Department of Higher Education _____

7. Level of postsecondary offering (check all that apply)

Less than one year of work	First professional degree
At least one but less than two years	Master's and/or work beyond the first professional degree
Diploma or certificate programs of at least two but less than four years	Work beyond the master's level but not at the doctoral level (e.g., Specialist in Education)
Associate degree granting program of at least two years	A doctor of philosophy or equivalent degree
Four- or five-year baccalaureate degree granting program	Other doctoral programs _____
	Other (Specify)

8. Type of undergraduate programs (check all that apply)

Occupational training at the crafts/clerical level (certificate or diploma)	Liberal arts and general
Occupational training at the technical or semi-professional level (degree)	Teacher preparatory
Two-year programs designed for full transfer to a baccalaureate degree	Professional
	Other_____

9. The calendar system at the institution is:

Semester Quarter Trimester Other _____

10. What constitutes the credit hour load for a full-time equivalent (FTE) student each semester?

a) Undergraduate __**15**___ credit hours

b) Graduate _____ credit hours

c) Professional _____ credit hours

11. Student population:

a) Degree-seeking students:

	Undergraduate	Graduate	Total
Full-time student headcount	1958 (Fall 2019)		**1958**
Part-time student headcount	2377 (Fall 2019)		**2377**
FTE	3056 (Fall 2019)		**3056**

b) Number of students (headcount) in non-credit, short-term courses: **818** (Fall 2019)_____

12. List all programs accredited by a nationally recognized, specialized accrediting agency.

Program	**Agency**	**Accredited Since**	**Last Reviewed**	**Next Review**
Culinary Arts	American Culinary Federation (ACF)	2001	2013	2021
Music	National Association of Schools Music (NASM)	1999	2010	2021

Program	Agency	Accredited Since	Last Reviewed	Next Review
Associate in Science in Nursing	Massachusetts Board of Registration in Nursing (MA BORN) Accreditation Commission for Education in Nursing (ACEN)	1970 1976	2017 2017	2027 2024
Practical Nurse Certificate	Massachusetts Board of Registration in Nursing (MA BORN) Accreditation Commission for Education in Nursing (ACEN)	2000 1976	2019 2019	2029 2024
Radiologic Technology	Joint Review Committee on Education in Radiologic Technology (JRCERT)	1989	2016	Interim Report submitted 6/15/2020/under review by JRCERT
Veterinary Animal Science	American Veterinary Medical Association (AVMA)	1989	2019	-Biennial report due 9/20/2020 -Next site visit due 2024

13. Off-campus Locations. List all instructional locations other than the main campus. For each site, indicate whether the location offers full-degree programs or 50% or more of one or more degree programs. Record the full-time equivalent enrollment (FTE) for the most recent year.

Add more rows as needed.

	Full degree	50%-99%	FTE
A. In-state Locations			
The HCC MGM Culinary Arts Institute 164 Race Street, Holyoke, MA 01040	B111-Culinary Arts Certificate		39
The HCC MGM Culinary Arts Institute 164 Race Street, Holyoke, MA 01040		B113- Culinary Arts (AAS)	20
B. Out-of-state Locations			
N/A			

14. International Locations: For each overseas instructional location, indicate the name of the program, the location, and the headcount of students enrolled for the most recent year. An overseas instructional location is defined as "any overseas location of an institution, other than the main campus, at which the institution matriculates students to whom it offers any portion of a degree program or offers on-site instruction or instructional support for students enrolled in a predominantly or totally on-line program." **Do not include study abroad locations**.

Name of program(s)	Location	Headcount
N/A		

15. Degrees and certificates offered 50% or more electronically: For each degree or Title IV-eligible certificate, indicate the level (certificate, associate's, baccalaureate, master's, professional, doctoral), the percentage of credits that may be completed on-line, and the FTE of matriculated students for the most recent year. Enter more rows as needed.

Code	**Name of program**	**Degree level**	**% Online**	**FTE**
B016	Accounting	AS	50%	18.5
B018	Accounting	Cert.	50%	7.1
B017	Accounting Systems	Cert.	80%	0.4
H024	Addiction Studies	Cert.	80%	25.2
B041	Administrative Professional Studies	AS	80%	2.4
B042	Administrative Professional Studies	Cert.	80%	3.2
C002	Applied Technology	AS	100%	0.5
B029	Banking Option	AS	100%	0.9
X060	Biology	AS	50%	112.1
X012	Biotechnology	AA	50%	9.8
B026	Business Administration Career	AS	100%	53.9
B034	Business Administration General Transfer	AS	100%	25.0
B023	Business Administration Mass Transfer	AS	100%	228.7
N012	Chemistry	AA	50%	14.1
C012	Child and Family Studies	AS	80%	13.2
H043	CMTA Integrated Studies	AA	80%	33.9
H012	Communications	AA	50%	30.9
M086	Community Health Worker	Cert.	80%	15.5
N052	Computer Science	AS	50%	36.2
N067	Computer User Support	AS	50%	16.3
H015	Creative Writing	AA	80%	16.3
S080	Criminal Justice	AS	100%	181.7
N042	Cyber Security & Digital Forensics	AS	50%	10.7
N043	Cyber Security	Cert.	50%	0.9
H080	Deaf Studies	AS	50%	13.3

Code	Name of program	Degree level	% Online	FTE
S013	Developmental Disabilities Direct Support	Cert.	80%	4.8
M085	Direct Care Worker	Cert.	80%	2.9
M027	Early Childhood Transfer	AS	50%	52.6
H035	Electronic Media	AA	50%	8.2
M029	Elementary Education	AA	80%	11.7
N082	Engineering Science	AS	50%	21.1
H016	English	AA	80%	19.1
B033	Entrepreneurship	AS	100%	13.3
B094	Entrepreneurship	Cert.	100%	5.7
M031	Environmental Science Transfer	AS	50%	15.5
B052	Food Service Management	AS	50%	8.7
X074	Forensic Science	AS	50%	25.5
X073	Forensic Science	Cert.	50%	1.9
M068	Foundations of Health	AS	50%	1.3
M080	Foundations of Health Career	AS	50%	278.7
M081	Foundations of Health Transfer	AA	80%	164.6
H072	Gender and Women's Studies	AA	50%	1.5
C004	General Integrated Studies - Elementary Education	AS	80%	17.3
C001	General Integrated Studies	AS	100%	4.1
H042	Graphics	AS	50%	27.5
M115	Health and Fitness	AS	50%	27.9
B053	Hospitality Management	Cert.	100%	4.1
B056	Hospitality Management Career	AS	80%	9.1
B051	Hospitality Management Transfer	AS	80%	13.1
B011	Human Resource Mgt	AS	80%	7.7
B010	Human Resources Management	Cert.	100%	7.9
H049	Human Services	AS	80%	86.1
H019	Human Services	Cert.	100%	36.6
N066	Information Technology Management	AS	50%	25.7
H076	Latinx Studies	AA	50%	1.1
S082	Law Enforcement	Cert.	100%	1.9
B044	Legal Studies	AS	80%	6.9
B043	Legal Studies	Cert.	80%	4.9
H010	Liberal Arts And Sciences	AA	100%	374.6
B038	Marketing	AS	80%	12.9
B078	Marketing	Cert.	80%	1.7
N017	Mathematics General Transfer	AS	80%	3.3
N015	Mathematics Mass Transfer	AS	80%	11.9
M043	Medical Billing and Coding	Cert.	50%	22.8

Code	Name of program	Degree level	% Online	FTE
M032	Natural Resources Studies Transfer	AS	50%	3.5
M071	Nutrition & Foods	AA	50%	16.6
B045	Paralegal Transfer	AS	80%	5.7
H041	Photography	AS	50%	13.0
N014	Physics	AS	50%	2.3
N016	Physics Mass Transfer	AS	50%	6.2
M067	Pre-Health	AS	50%	0.8
N056	Programming Option	AS	50%	27.6
H060	Psychology	AA	80%	152.5
M020	Secondary Education	AA	50%	35.5
H070	Sociology	AA	80%	14.2
B096	Sport Management	AS	80%	27.9
M107	Strength And Conditioning Specialist	Cert.	50%	0.9
H084	Sustainability Studies	AA	50%	2.1
H083	Sustainable Agriculture	AA	50%	2.3
H011	Theater	AA	50%	11.3
C008	University Without Walls Option	AS	80%	1.5
H031	Visual Art	AS	50%	42.2
N068	Web Development	AS	50%	10.6

16. Instruction offered through contractual relationships: For each contractual relationship through which instruction is offered for a Title IV-eligible degree or certificate, indicate the name of the contractor, the location of instruction, the program name, and degree or certificate, and the number of credits that may be completed through the contractual relationship. Enter more rows as needed.

Name of contractor	Location	Name of program	Degree or certificate	# of credits
N/A				

17. List by name and title the chief administrative officers of the institution. (Use the table on the following page.)

18. Supply a table of organization for the institution. While the organization of any institution will depend on its purpose, size and scope of operation, institutional organization usually includes four areas. Although every institution may not have a major administrative division for these areas, the following outline may be helpful in charting and describing the overall administrative organization:

    a) Organization of academic affairs, showing a line of responsibility to president for each department, school division, library, admissions office, and other units assigned to this area;

b) Organization of student affairs, including health services, student government, intercollegiate activities, and other units assigned to this area;

c) Organization of finances and business management, including plant operations and maintenance, non-academic personnel administration, IT, auxiliary enterprises, and other units assigned to this area;

d) Organization of institutional advancement, including fund development, public relations, alumni office and other units assigned to this area.

19. Record briefly the central elements in the history of the institution:

- **September 30, 1946** – Holyoke Graduate School enrolls 90 students; classes are held in the afternoons and evenings at the Holyoke High School, with the high school principal, Henry J. Fitzpatrick, supervising the school. Teaching staff is drawn from the faculties of Smith, Mount Holyoke, Amherst, and Mass. State College (now UMass/Amherst).
- **December 9, 1946** – George E. Frost appointed first Director (part-time) of the school by Holyoke School Board.
- **June 8, 1948** – First degrees conferred: four in liberal arts, ten in business administration.
- **June 23, 1952** – George Frost becomes full-time director of Holyoke Junior College.
- **September, 1958** – Two part-time instructors are appointed to the first full-time teaching positions at HJC.
- **November, 1963** – George Frost appointed Director of the Holyoke Community College; transfer of college to state control finalized on May 15, 1964 (1963-64 enrollment is 901 full-time and part-time students; with 89 full-time and part-time faculty)
- **January 4, 1968** – Fire breaks out in the college's newly renovated building, the former Holyoke High School, and completely destroys it. Fearing that a long-discussed relocation to nearby Springfield will result from the fire, college and municipal leaders rally to keep the institution in Holyoke. Classes resume four days later in temporary quarters; city takes option on 135 acres of land for new college site.
- **August 1, 1968** – The Friends of Holyoke Community College (now the HCC Foundation) is incorporated as a 501(c)3 to secure, invest and steward financial and other resources to enhance the quality of education and expand educational opportunities for Holyoke Community College students.
- **January 4, 1969** – Newly-erected interim building for the college dedicated; planning and design of new Homestead Avenue campus underway.
- **December, 1970** – College is initially accredited by the Commission on Institutions of Higher Education (NEASC).
- **July 1975** – David M. Bartley becomes the second president of Holyoke Community College.
- **1988** – Deepening state fiscal crisis leads College to limit enrollment
- **1992** – Dual admissions Agreement signed with the University of Massachusetts
- **1996** – HCC celebrates its 50th anniversary

- **1999** – HCC establishes Distance Education Program
- **2000** – Kids' Place Childcare Facility opens, Athletic Facility scheduled to be completed, college receives decennial comprehensive evaluation from CIHE.
- **2001** – The David M. Bartley Athletic and Recreation Center opens
- **2004** – William F. Messner becomes third president of Holyoke Community College
- **2006** – The Kittredge Center for Business and Workforce Development opens
- **2010** – HCC launches the Picknelly Adult and Family Education Center in downtown Holyoke, to provide greater access to adult education programs to downtown Holyoke residents. The facility also houses a Head Start childcare center, which enables parents to take advantage of the educational resources available.
- **2015 –** In response to the strong demand for employees in the field of healthcare, HCC launches the Center for Health Education at 404 Jarvis Avenue, Holyoke.
- **2016** – HCC recognized by the U.S. Department of Education as a Hispanic Serving Institution.
- **2016** – HCC, in collaboration with the Quaboag Valley Community Development Corporation, launches E2E (Education to Employment) in Ware, MA. E2E offers workforce training programs, personal enrichment classes, and student support activities for residents interested in college degree programs.
- **January 2017** – Christina Royal, Ph.D. becomes the fourth president of Holyoke Community College and first woman to assume the post.
- **January 2018** – The HCC MGM Culinary Arts Institute opens at 164 Race Street, Holyoke. The 20,000 sq. foot facility features five state-of-the-art kitchens, including rooms for production, demonstration, hot lab work, multi-purpose use, and a bakery. It is the only Massachusetts community college accredited by the prestigious American Culinary Federation.
- **2018** – With the opening of the Center for Life Sciences, HCC becomes the only Massachusetts community college with an ISO-certified clean room. The 13,000-square-foot facility is home to cutting-edge technology, including a suite of biotechnology labs and classrooms that serve students studying biotechnology, genetics and microbiology.
- **2018** – A partnership between MGM Springfield, Springfield Technical Community College and HCC results in the launch of the Massachusetts Casino Career Training Institute, created to meet employer needs by providing hands-on training from professionals in the gaming industry.
- **December 2018** – Massachusetts Board of Higher Education votes to approve HCC's new mission statement and FY19-22 Strategic Plan.
- **2019** – HCC's beautifully renovated Campus Center opens, bringing Admissions, Advising, Career, Transfer, and placement testing services together, along with Multicultural Academic Services, Students Engagement, and the college's dining commons and bookstore.
- **2019** – HCC's Center for Excellence opens, launched to support a culture of inclusion, innovation, and collaboration through quality professional development, access to progressive technology tools, and opportunities for employees to share and develop best practices to meet

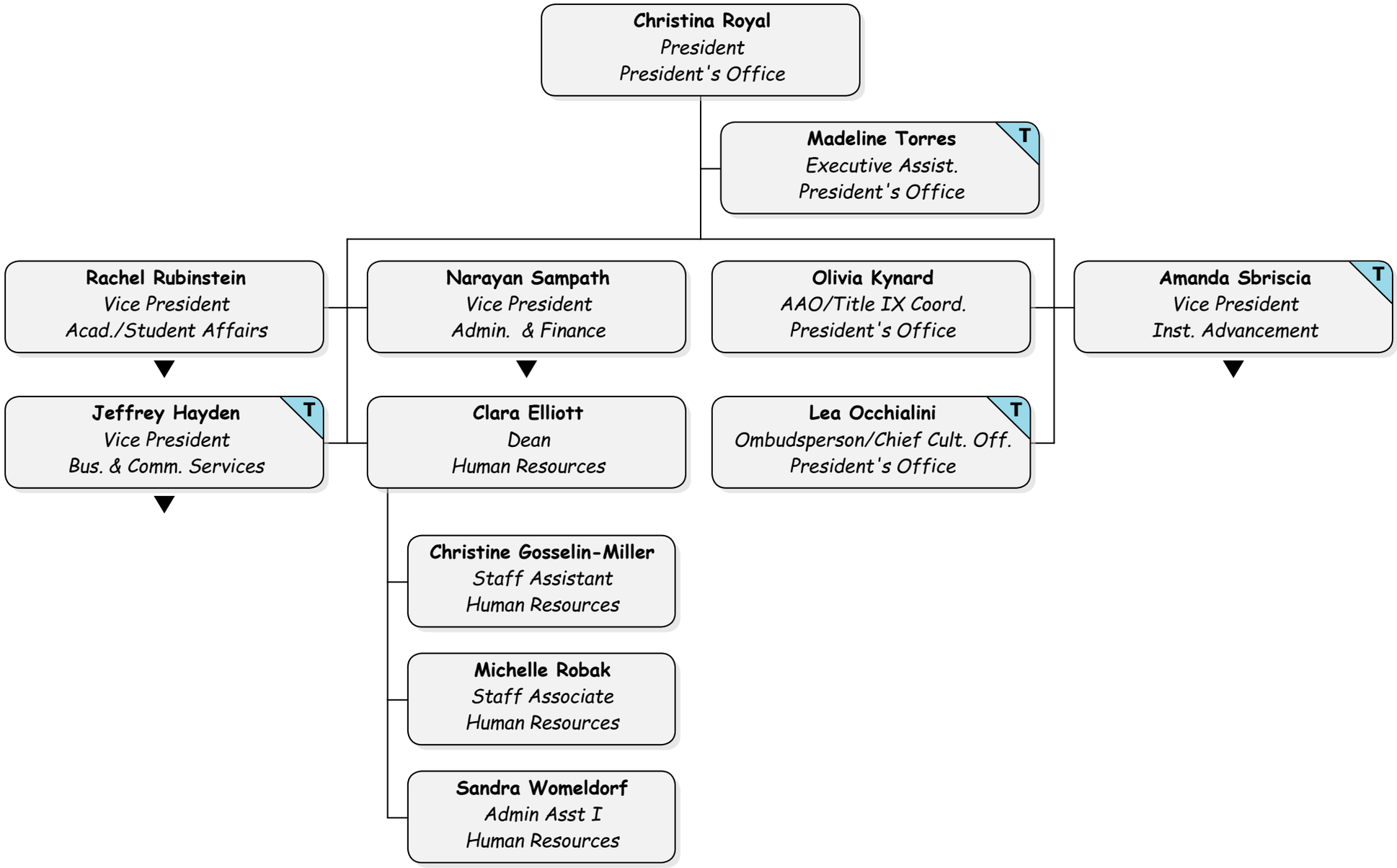
the diverse needs of students, and to foster student success through faculty and staff excellence.

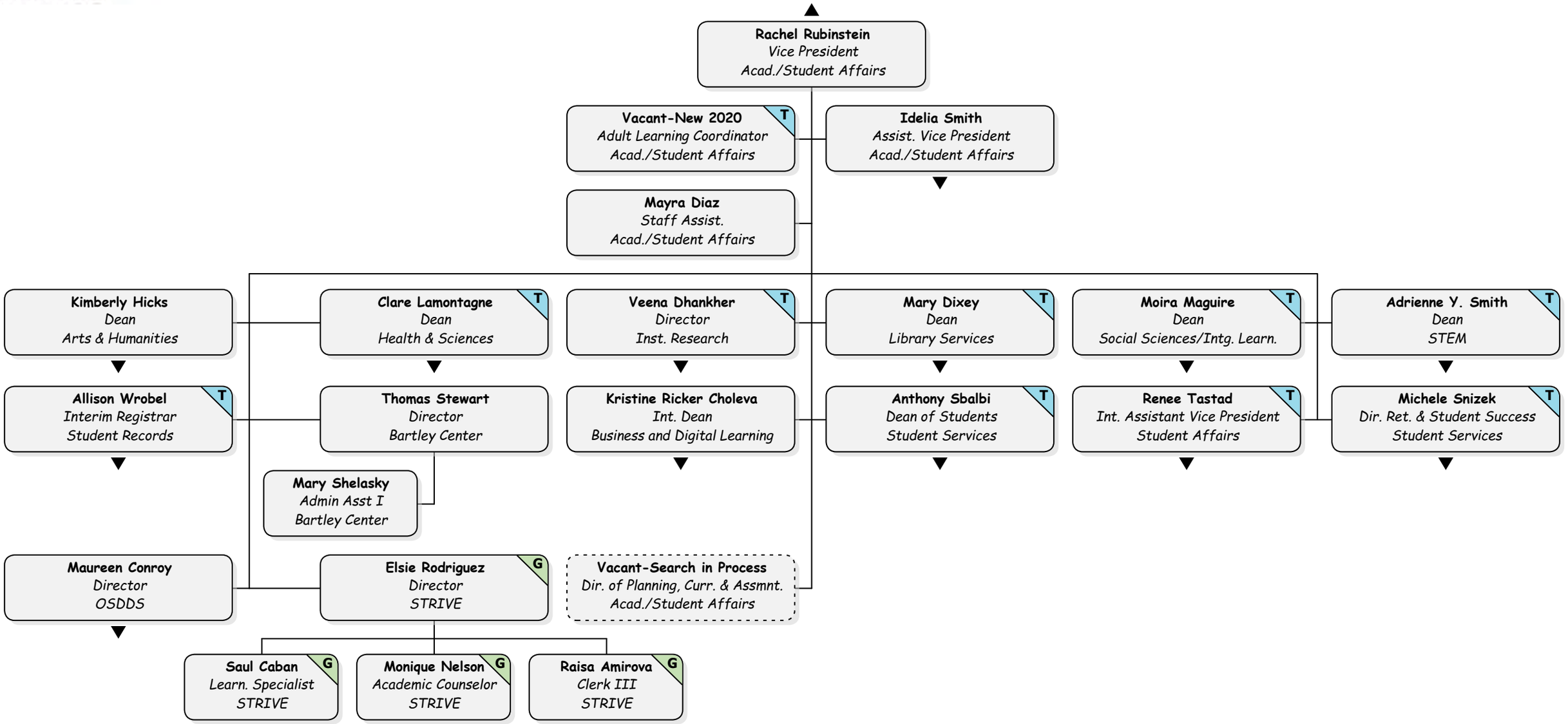
- **March, 2020** – HCC responds to the global pandemic by transitioning to remote teaching and learning for the Spring 2020 semester while continuing to provide services and support to its students and community.

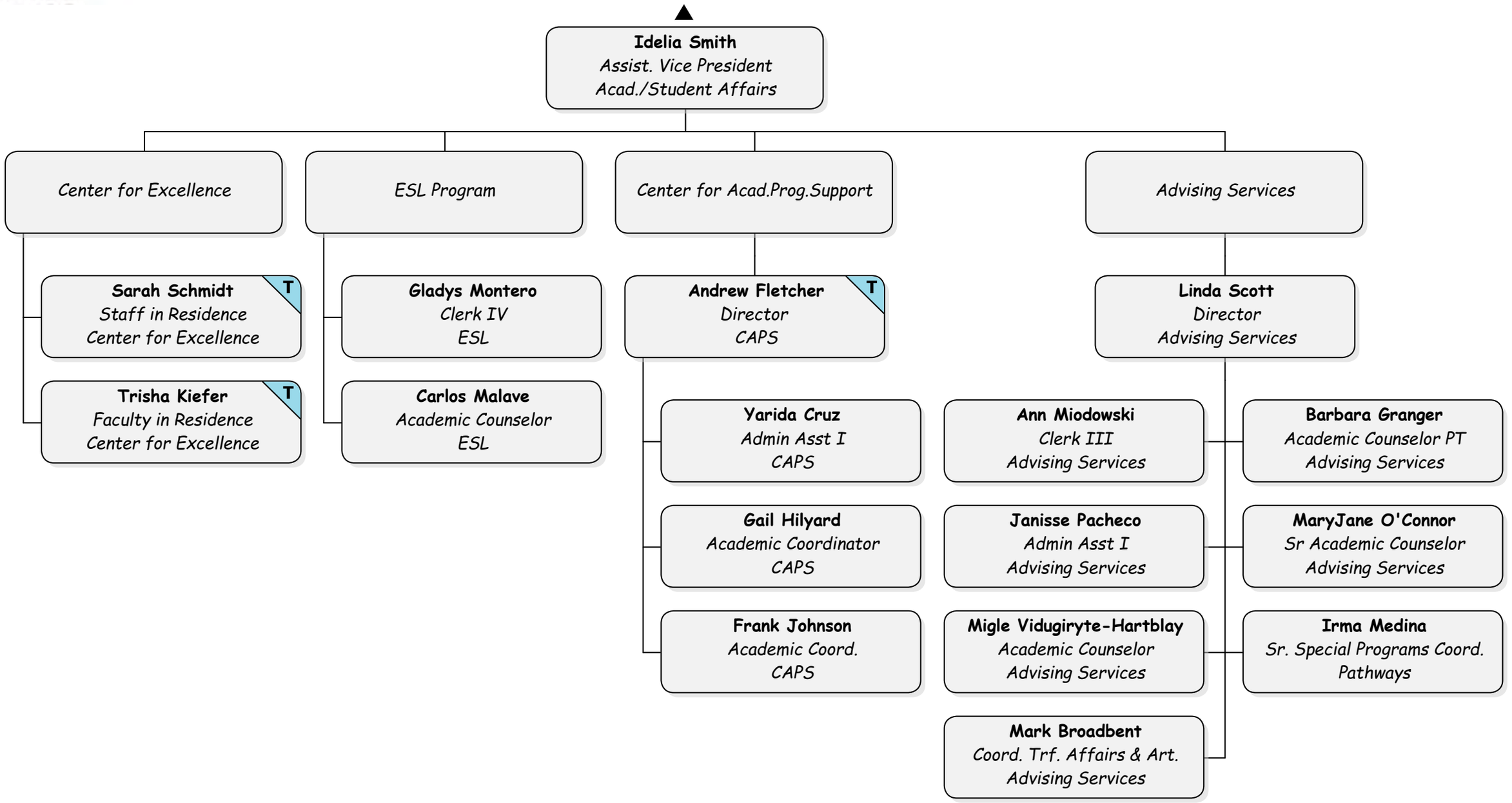
CHIEF INSTITUTIONAL OFFICERS

Function or Office	Name	Exact Title	Year of Appointment
Chair Board of Trustees	Robert W. Gilbert, Jr.	Chair of Board of Trustees	2015
President/CEO	Christina Royal	President	2017
Executive Vice President	N/A	N/A	N/A
Chief Academic Officer	Rachel Rubinstein	Vice President for Academic and Student Affairs	2019
Deans of Schools and Colleges	Adrienne Smith	Interim Dean of Science, Technology, Engineering, and Math	2019
	Kris Ricker Choleva	Interim Dean of Business and Digital Learning	2018
	Moira Maguire	Dean of Social Sciences	2018
	Clare Lamontagne	Dean of Health Sciences	2018
	Kim Hicks	Dean of Arts and Humanities	2013
Chief Financial Officer	Narayan Sampath	Vice President for Administration and Finance	2020
Chief Student Services Officer	Rachel Rubinstein	Vice President for Academic and Student Affairs	2019
Planning	TBD	Director of Planning, Curriculum and Assessment	Search is underway (2020)
Institutional Research	Veena Dhankher	Director of Institutional Research	2012
Assessment	TBD	Director of Planning, Curriculum and Assessment	Search is underway (2020)
Development	Amanda Sbriscia	Vice President for Institutional Advancement, Executive Director of HCC Foundation	2017
Library	Mary Dixey	Dean of Library Services	2015
Chief Information Officer	Linda Szalankiewicz	Chief Information Officer	2011
Continuing Education	N/A	N/A	N/A
Grants/Research	Amy Dopp	Dean of Resource Development	2012

Function or Office	Name	Exact Title	Year of Appointment
Admissions	Mark Hudgik	Director of Admission and Enrollment Management	2018
Registrar	Allison Wrobel	Interim Registrar	2020
Financial Aid	Patricia Billings	Director of Financial Aid	2020
Public Relations	JoAnne Rome	Director of Marketing and Communication	2011
Alumni Association	Julie Phillips	Coordinator of Alumni Relations and Annual Giving	2019
OTHER			
	Jeffrey Hayden	Vice President for Business and Community Services	2006
	Kermit Dunkelberg	Assistant Vice President of Adult Education and Workforce Development	2013
	Clara M. Elliott	Dean of Human Resources	2008
	Idelia Smith	Assistant Vice President of Academic Affairs/CFE Administrator	2017
	Renee Tastad	Interim Assistant Vice President for Student Affairs & Dean of Enrollment Management	2018
	Anthony Sbalbi	Dean of Student Services	2013
	Curt Foster	Interim Comptroller	2019
	Olivia Kynard	Interim Affirmative Action Officer/Title IX Coordinator	2019
	Lea Occhialini	Ombudsperson and Chief Culture Officer	2019
	Laura Lefebvre	Director of Public Safety	2019
	Johanna Lebron	Interim Bursar	2019
	Patrick Carpenter	Director of Institutional Advancement	2019

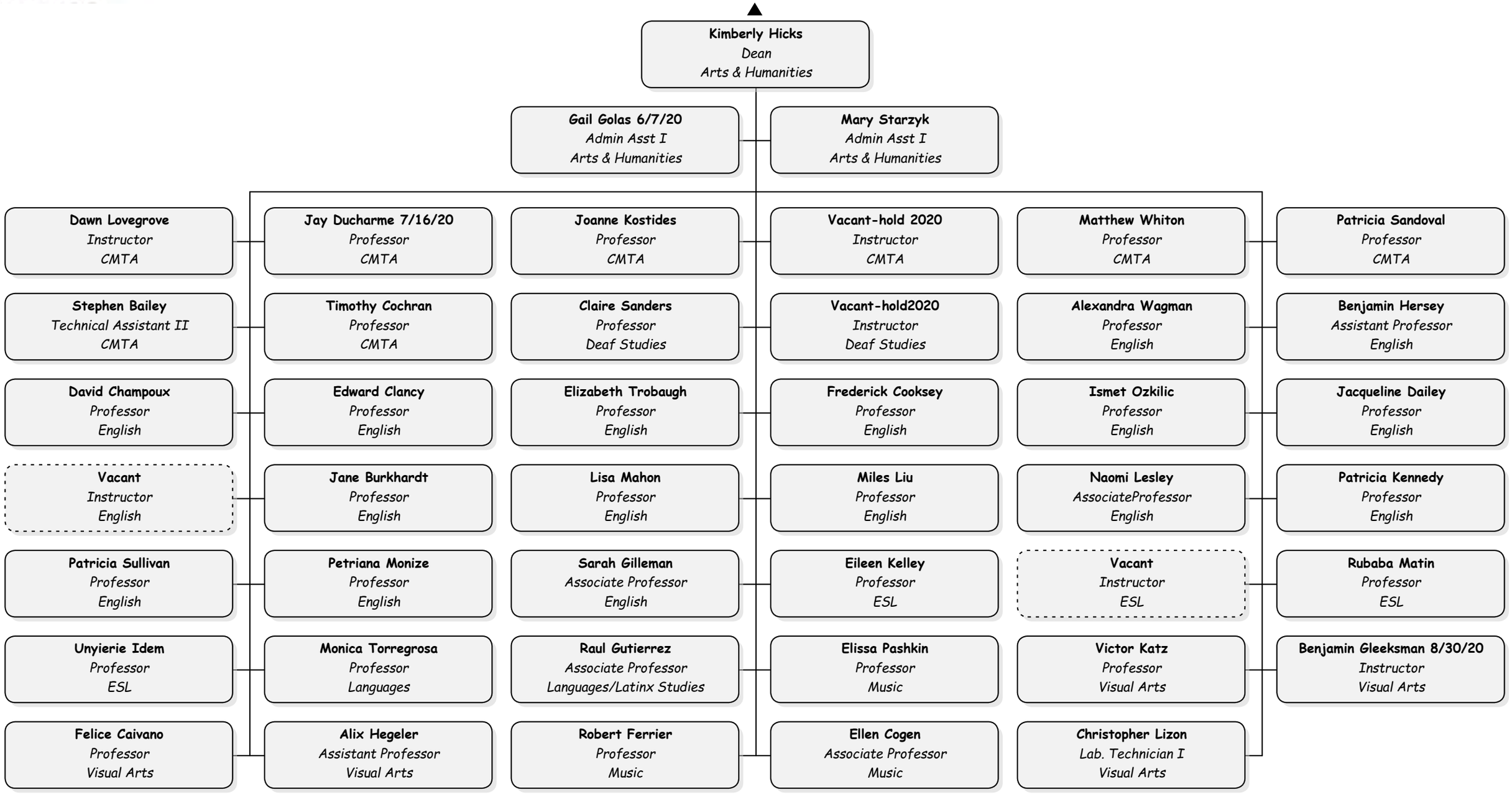

Christina Royal
President
President's Office
Madeline Torres
T
Executive Assist.
President's Office
Rachel Rubinstein
Vice President
Acad./Student Affairs
Narayan Sampath
Vice President
Admin. & Finance
Olivia Kynard
AAO/Title IX Coord.
President's Office
Amanda Sbriscia
T
Vice President
Inst. Advancement
Jeffrey Hayden
T
Vice President
Bus. & Comm. Services
Clara Elliott
Dean
Human Resources
Lea Occhialini
T
Ombudsperson/Chief Cult. Off.
President's Office
Christine Gosselin-Miller
Staff Assistant
Human Resources
Michelle Robak
Staff Associate
Human Resources
Sandra Womeldorf
Admin Asst I
Human Resources

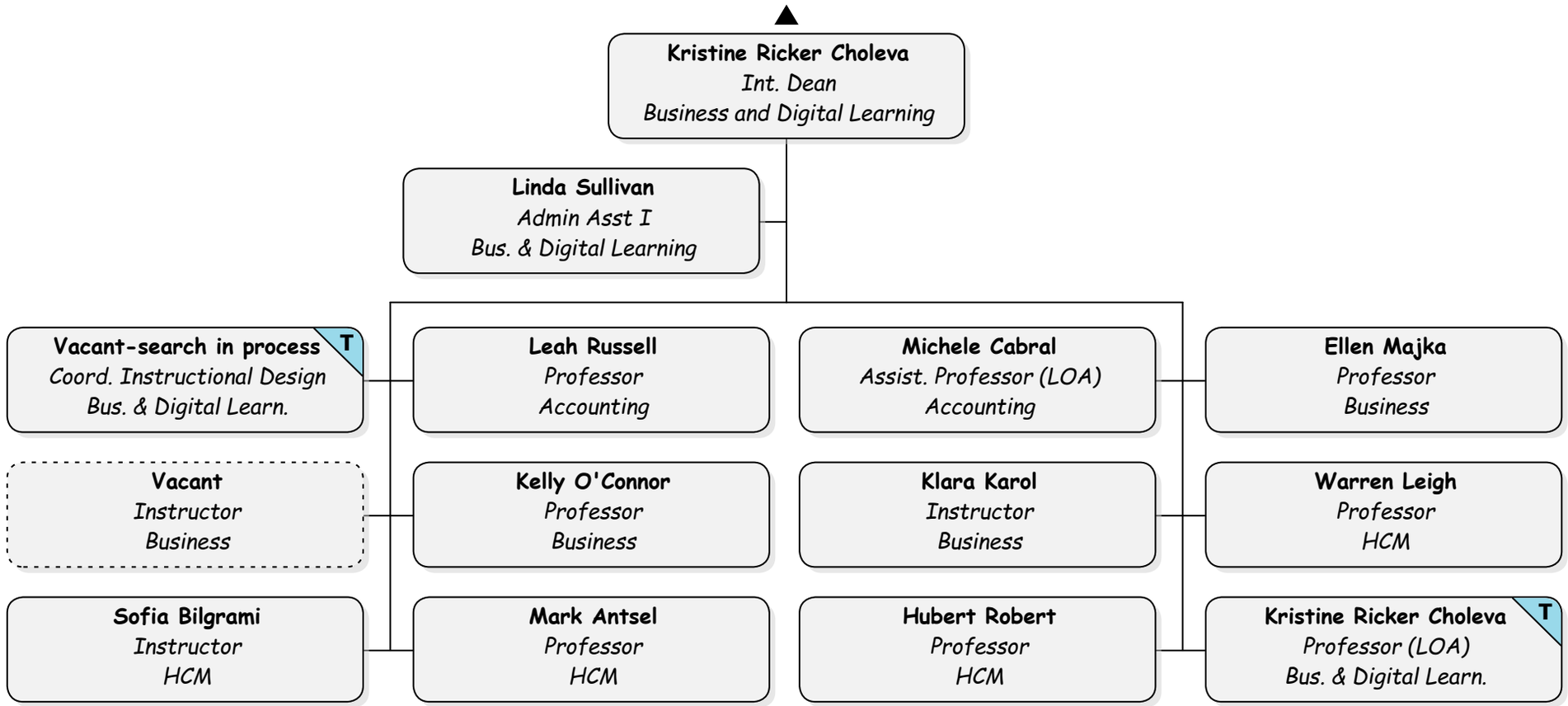

Rachel Rubinstein
Vice President
Acad./Student Affairs
Vacant-New 2020
T
Adult Learning Coordinator
Acad./Student Affairs
Idelia Smith
Assist. Vice President
Acad./Student Affairs
Mayra Diaz
Staff Assist.
Acad./Student Affairs
Kimberly Hicks
Dean
Arts & Humanities
Clare Lamontagne
T
Dean
Health & Sciences
Veena Dhankher
T
Director
Inst. Research
Mary Dixey
T
Dean
Library Services
Moira Maguire
T
Dean
Social Sciences/Intg. Learn.
Adrienne Y. Smith
T
Dean
STEM
Allison Wrobel
T
Interim Registrar
Student Records
Thomas Stewart
Director
Bartley Center
Kristine Ricker Choleva
Int. Dean
Business and Digital Learning
Anthony Sbalbi
T
Dean of Students
Student Services
Renee Tastad
T
Int. Assistant Vice President
Student Affairs
Michele Snizek
T
Dir. Ret. & Student Success
Student Services
Mary Shelasky
Admin Asst I
Bartley Center
Maureen Conroy
Director
OSDDS
Elsie Rodriguez
G
Director
STRIVE
Vacant-Search in Process
Dir. of Planning, Curr. & Assmnt.
Acad./Student Affairs
Saul Caban
G
Learn. Specialist
STRIVE
Monique Nelson
G
Academic Counselor
STRIVE
Raisa Amirova
G
Clerk III
STRIVE


Idelia Smith
Assist. Vice President
Acad./Student Affairs
Center for Excellence
ESL Program
Center for Acad.Prog.Support
Advising Services
Sarah Schmidt
T
Staff in Residence
Center for Excellence
Trisha Kiefer
T
Faculty in Residence
Center for Excellence
Gladys Montero
Clerk IV
ESL
Carlos Malave
Academic Counselor
ESL
Andrew Fletcher
T
Director
CAPS
Yarida Cruz
Admin Asst I
CAPS
Gail Hilyard
Academic Coordinator
CAPS
Frank Johnson
Academic Coord.
CAPS
Linda Scott
Director
Advising Services
Ann Miodowski
Clerk III
Advising Services
Janisse Pacheco
Admin Asst I
Advising Services
Migle Vidugiryte-Hartblay
Academic Counselor
Advising Services
Mark Broadbent
Coord. Trf. Affairs & Art.
Advising Services
Barbara Granger
Academic Counselor PT
Advising Services
MaryJane O'Connor
Sr Academic Counselor
Advising Services
Irma Medina
Sr. Special Programs Coord.
Pathways

HOLYOKE COMMUNITY COLLEGE

President's Office\Acad./Student Affairs\Arts & Humanities




Kristine Ricker Choleva
Int. Dean
Business and Digital Learning
Linda Sullivan
Admin Asst I
Bus. & Digital Learning
Vacant-search in process
T
Coord. Instructional Design
Bus. & Digital Learn.
Leah Russell
Professor
Accounting
Michele Cabral
Assist. Professor (LOA)
Accounting
Ellen Majka
Professor
Business
Vacant
Instructor
Business
Kelly O'Connor
Professor
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Klara Karol
Instructor
Business
Warren Leigh
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Instructor
HCM
Mark Antsel
Professor
HCM
Hubert Robert
Professor
HCM
Kristine Ricker Choleva
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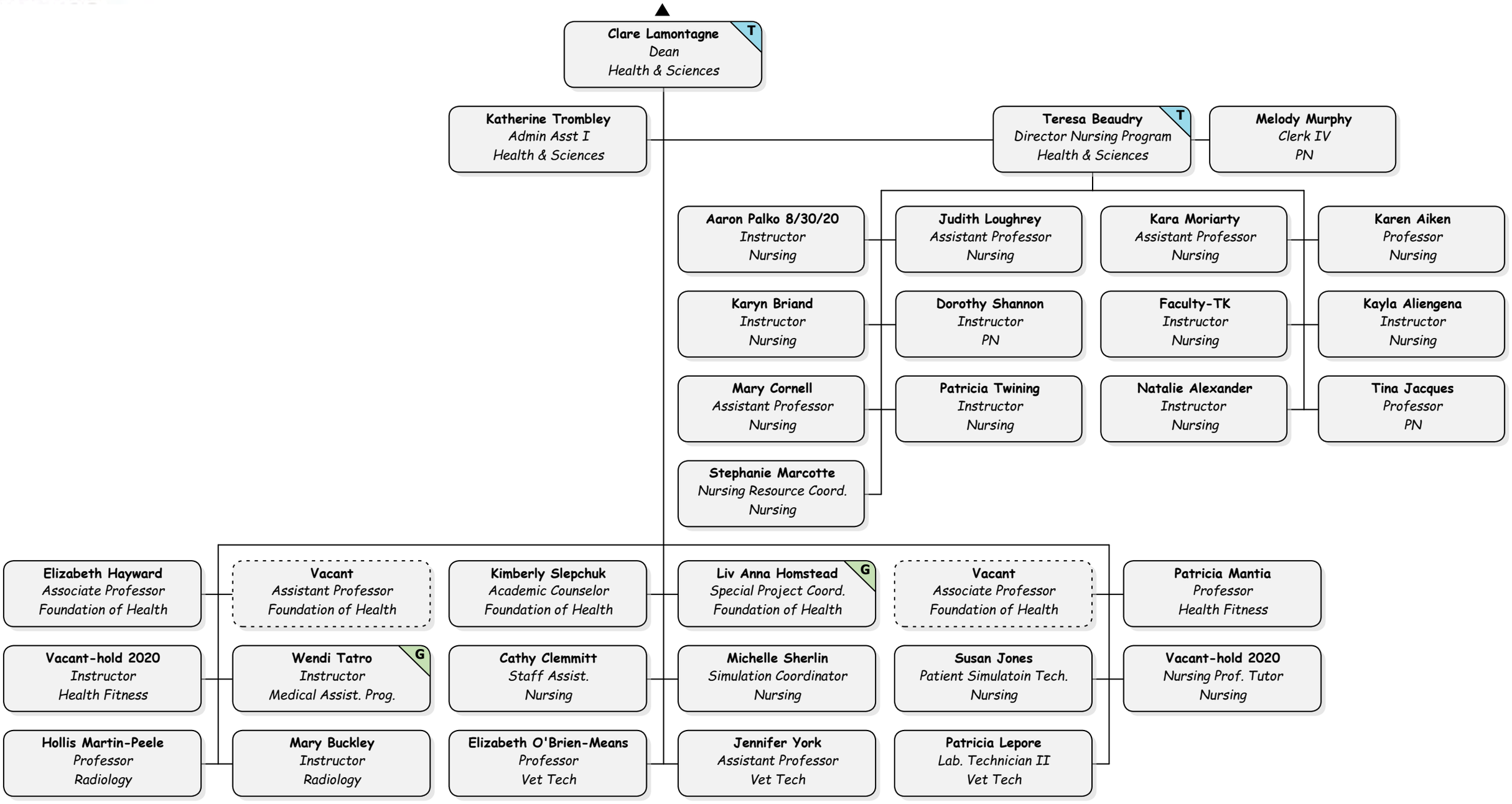
Professor (LOA)
Bus. & Digital Learn.


Clare Lamontagne
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Dean
Health & Sciences
Katherine Trombley
Admin Asst I
Health & Sciences
Teresa Beaudry
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Director Nursing Program
Health & Sciences
Melody Murphy
Clerk IV
PN
Aaron Palko 8/30/20
Instructor
Nursing
Judith Loughrey
Assistant Professor
Nursing
Kara Moriarty
Assistant Professor
Nursing
Karen Aiken
Professor
Nursing
Karyn Briand
Instructor
Nursing
Dorothy Shannon
Instructor
PN
Faculty-TK
Instructor
Nursing
Kayla Aliengena
Instructor
Nursing
Mary Cornell
Assistant Professor
Nursing
Patricia Twining
Instructor
Nursing
Natalie Alexander
Instructor
Nursing
Tina Jacques
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Assistant Professor
Foundation of Health
Kimberly Slepchuk
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Liv Anna Homstead
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Special Project Coord.
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Simulation Coordinator
Nursing
Susan Jones
Patient Simulatoin Tech.
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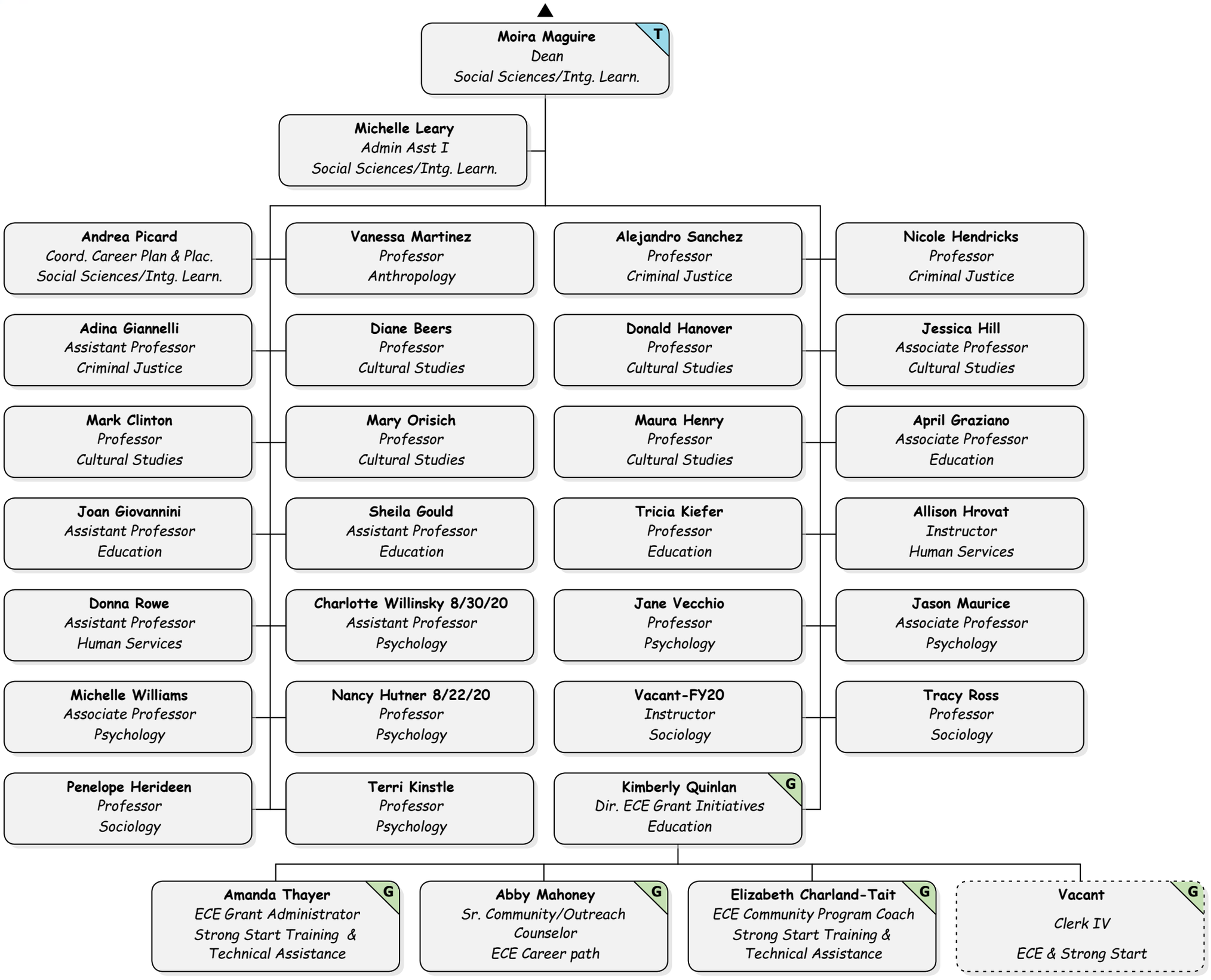
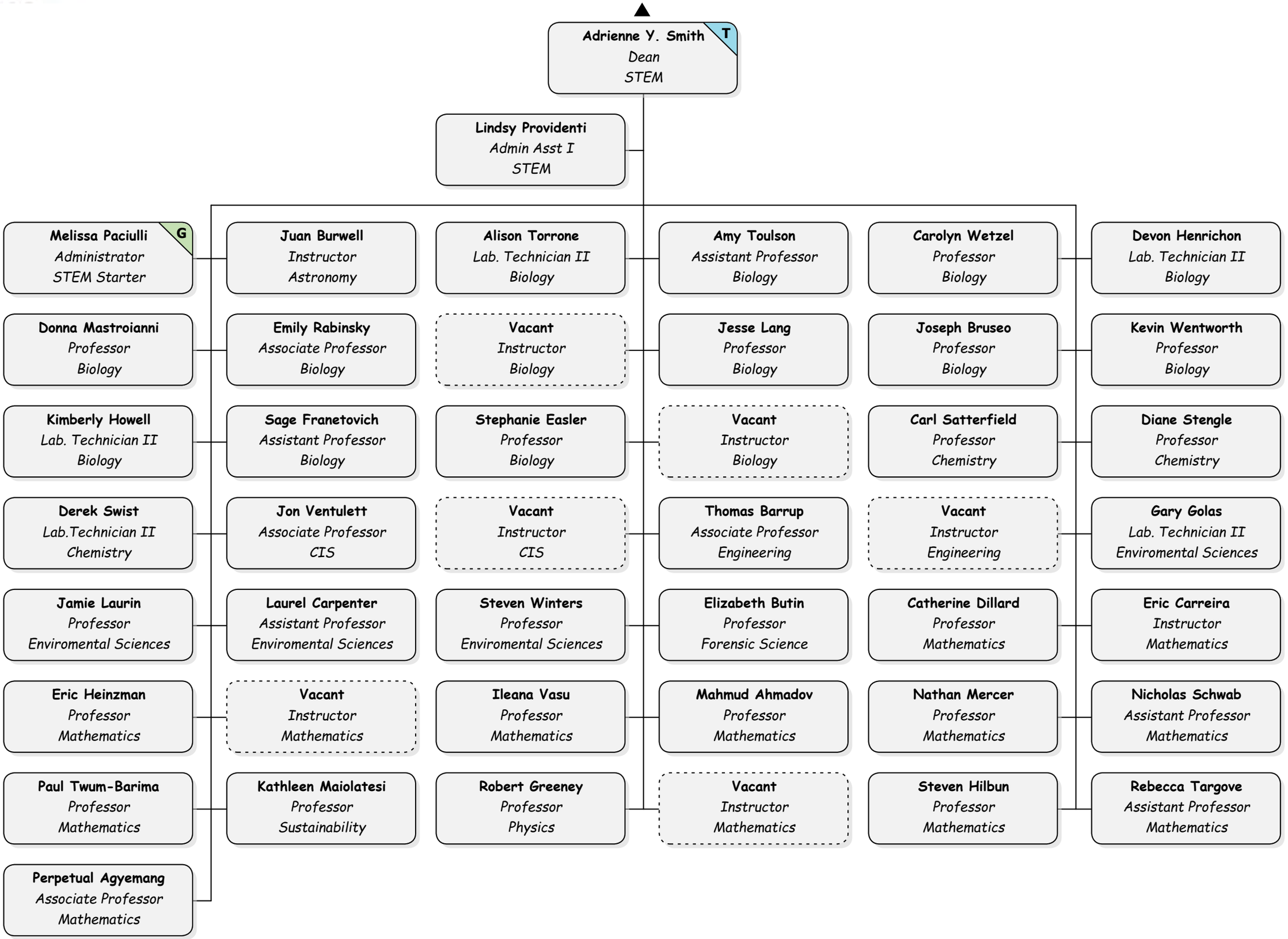
Vacant-hold 2020
Nursing Prof. Tutor
Nursing
Hollis Martin-Peele
Professor
Radiology
Mary Buckley
Instructor
Radiology
Elizabeth O'Brien-Means
Professor
Vet Tech
Jennifer York
Assistant Professor
Vet Tech
Patricia Lepore
Lab. Technician II
Vet Tech


Moira Maguire
T
Dean
Social Sciences/Intg. Learn.
Michelle Leary
Admin Asst I
Social Sciences/Intg. Learn.
Andrea Picard
Coord. Career Plan & Plac.
Social Sciences/Intg. Learn.
Vanessa Martinez
Professor
Anthropology
Alejandro Sanchez
Professor
Criminal Justice
Nicole Hendricks
Professor
Criminal Justice
Adina Giannelli
Assistant Professor
Criminal Justice
Diane Beers
Professor
Cultural Studies
Donald Hanover
Professor
Cultural Studies
Jessica Hill
Associate Professor
Cultural Studies
Mark Clinton
Professor
Cultural Studies
Mary Orisich
Professor
Cultural Studies
Maura Henry
Professor
Cultural Studies
April Graziano
Associate Professor
Education
Joan Giovannini
Assistant Professor
Education
Sheila Gould
Assistant Professor
Education
Tricia Kiefer
Professor
Education
Allison Hrovat
Instructor
Human Services
Donna Rowe
Assistant Professor
Human Services
Charlotte Willinsky 8/30/20
Assistant Professor
Psychology
Jane Vecchio
Professor
Psychology
Jason Maurice
Associate Professor
Psychology
Michelle Williams
Associate Professor
Psychology
Nancy Hutner 8/22/20
Professor
Psychology
Vacant-FY20
Instructor
Sociology
Tracy Ross
Professor
Sociology
Penelope Herideen
Professor
Sociology
Terri Kinstle
Professor
Psychology
Kimberly Quinlan
G
Dir. ECE Grant Initiatives
Education
Amanda Thayer
G
ECE Grant Administrator
Strong Start Training &
Technical Assistance
Abby Mahoney
G
Sr. Community/Outreach
Counselor
ECE Career path
Elizabeth Charland-Tait
G
ECE Community Program Coach
Strong Start Training &
Technical Assistance
Vacant
G
Clerk IV
ECE & Strong Start

HOLYOKE COMMUNITY COLLEGE

President's Office\Acad./Student Affairs\STEM



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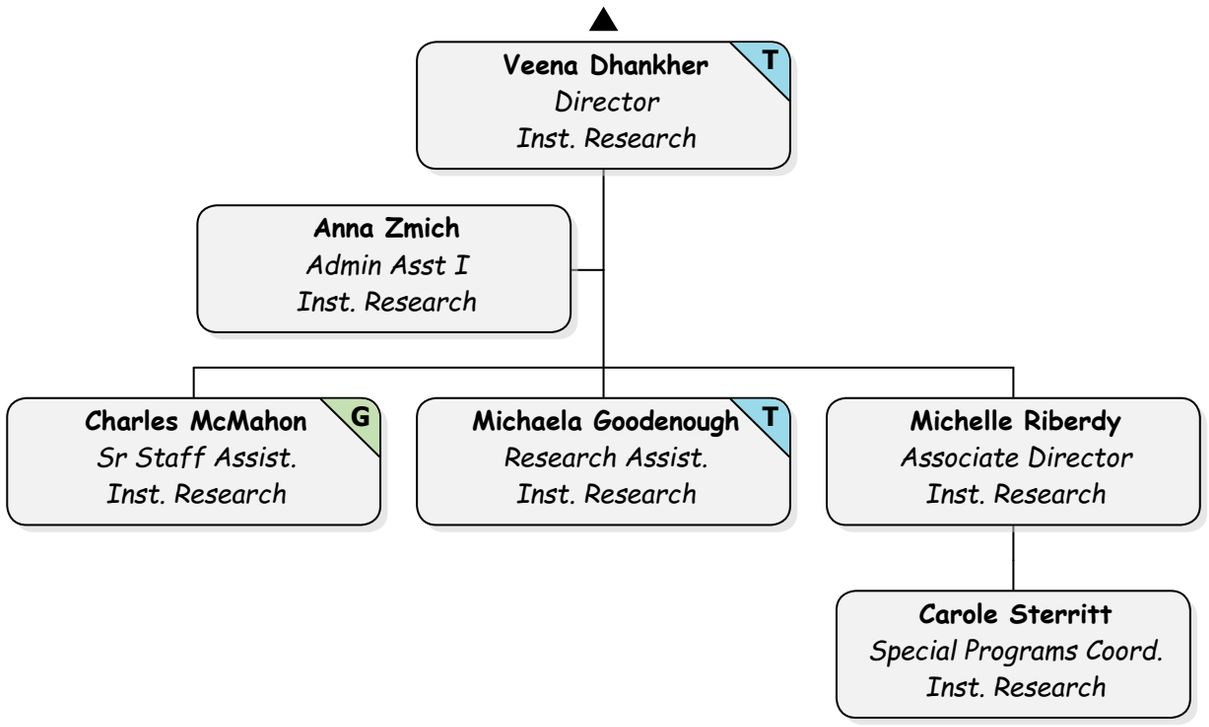
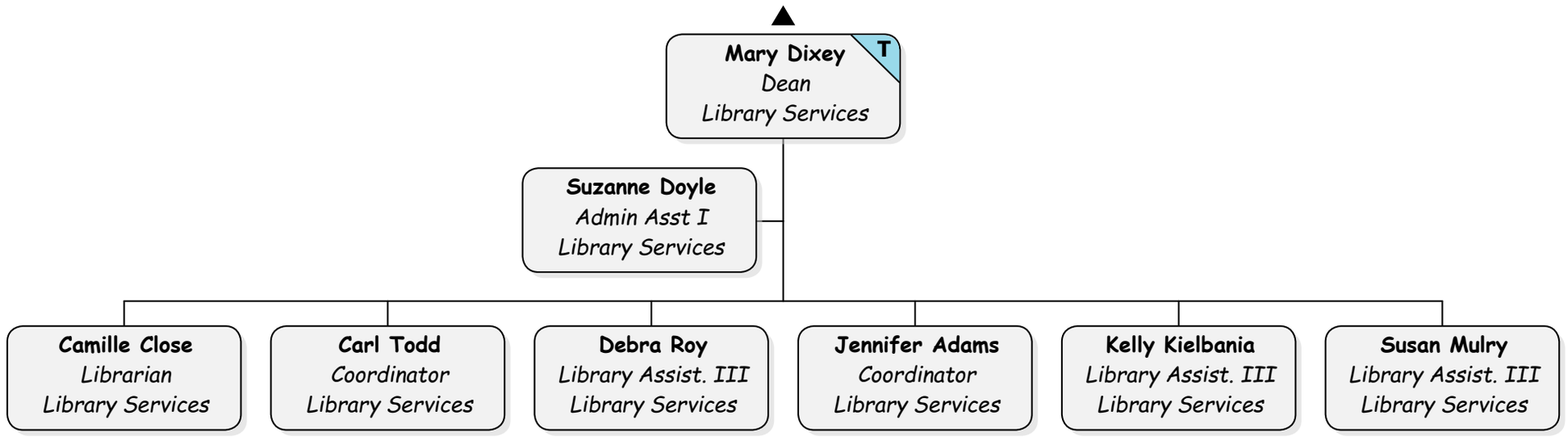
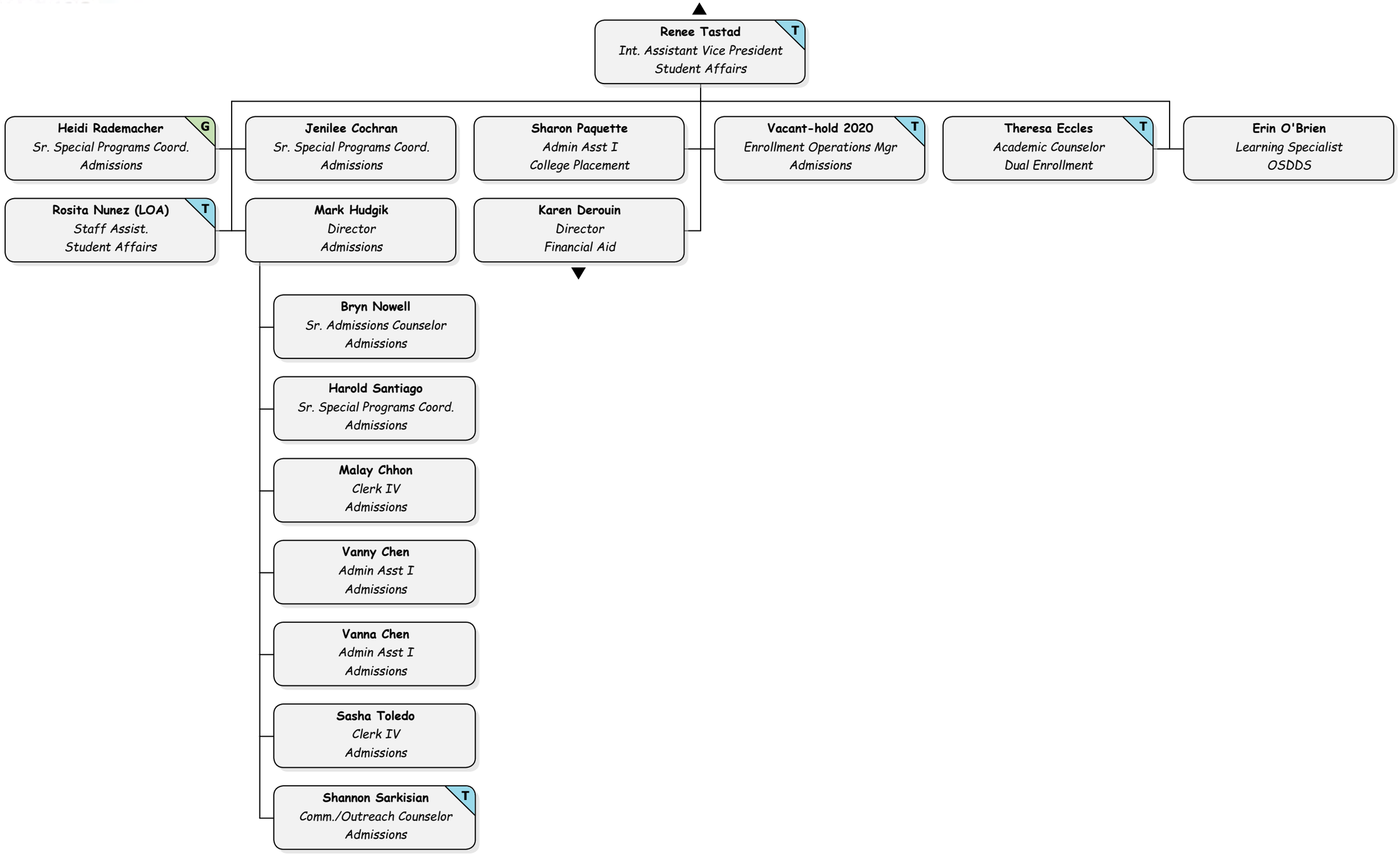
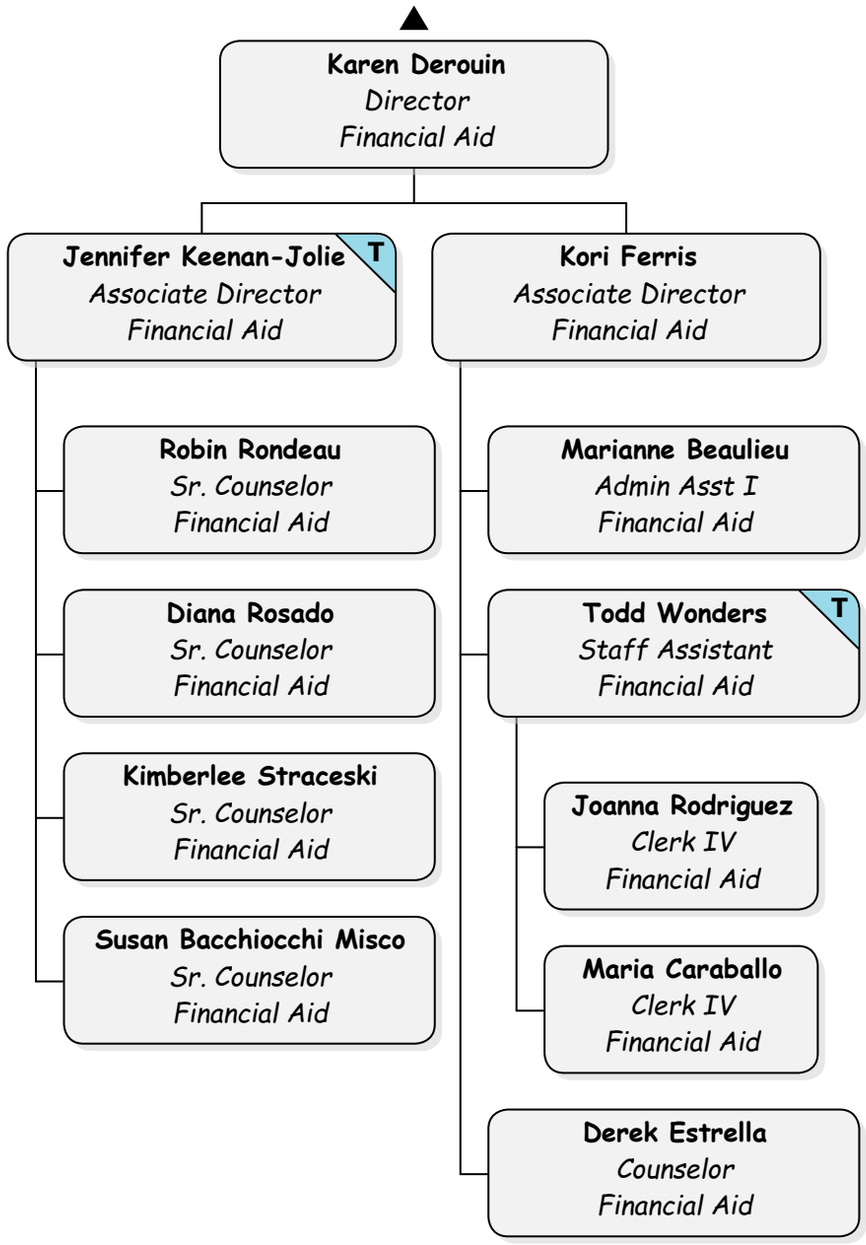
May 27, 2020


Veena Dhankher
T
Director
Inst. Research
Anna Zmich
Admin Asst I
Inst. Research
Charles McMahon
G
Sr Staff Assist.
Inst. Research
Michaela Goodenough
T
Research Assist.
Inst. Research
Michelle Riberdy
Associate Director
Inst. Research
Carole Sterritt
Special Programs Coord.
Inst. Research


Mary Dixey
T
Dean
Library Services
Suzanne Doyle
Admin Asst I
Library Services
Camille Close
Librarian
Library Services
Carl Todd
Coordinator
Library Services
Debra Roy
Library Assist. III
Library Services
Jennifer Adams
Coordinator
Library Services
Kelly Kielbania
Library Assist. III
Library Services
Susan Mulry
Library Assist. III
Library Services


Renee Tastad
T
Int. Assistant Vice President
Student Affairs
Heidi Rademacher
G
Sr. Special Programs Coord.
Admissions
Jenilee Cochran
Sr. Special Programs Coord.
Admissions
Sharon Paquette
Admin Asst I
College Placement
Vacant-hold 2020
T
Enrollment Operations Mgr
Admissions
Theresa Eccles
T
Academic Counselor
Dual Enrollment
Erin O'Brien
Learning Specialist
OSDDS
Rosita Nunez (LOA)
T
Staff Assist.
Student Affairs
Mark Hudgik
Director
Admissions
Karen Derouin
Director
Financial Aid
Bryn Nowell
Sr. Admissions Counselor
Admissions
Harold Santiago
Sr. Special Programs Coord.
Admissions
Malay Chhon
Clerk IV
Admissions
Vanny Chen
Admin Asst I
Admissions
Vanna Chen
Admin Asst I
Admissions
Sasha Toledo
Clerk IV
Admissions
Shannon Sarkisian
T
Comm./Outreach Counselor
Admissions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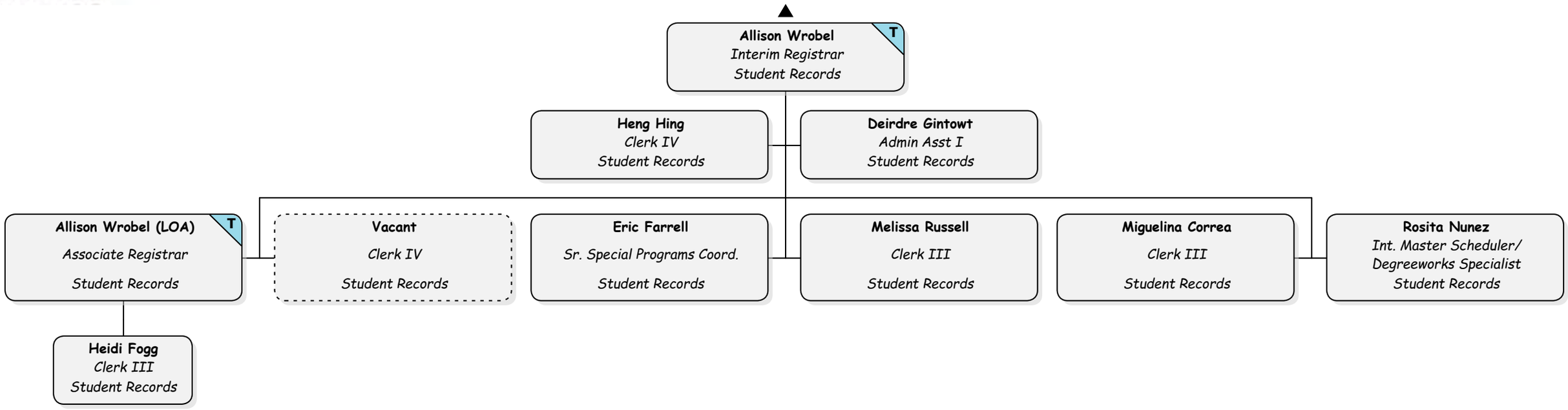
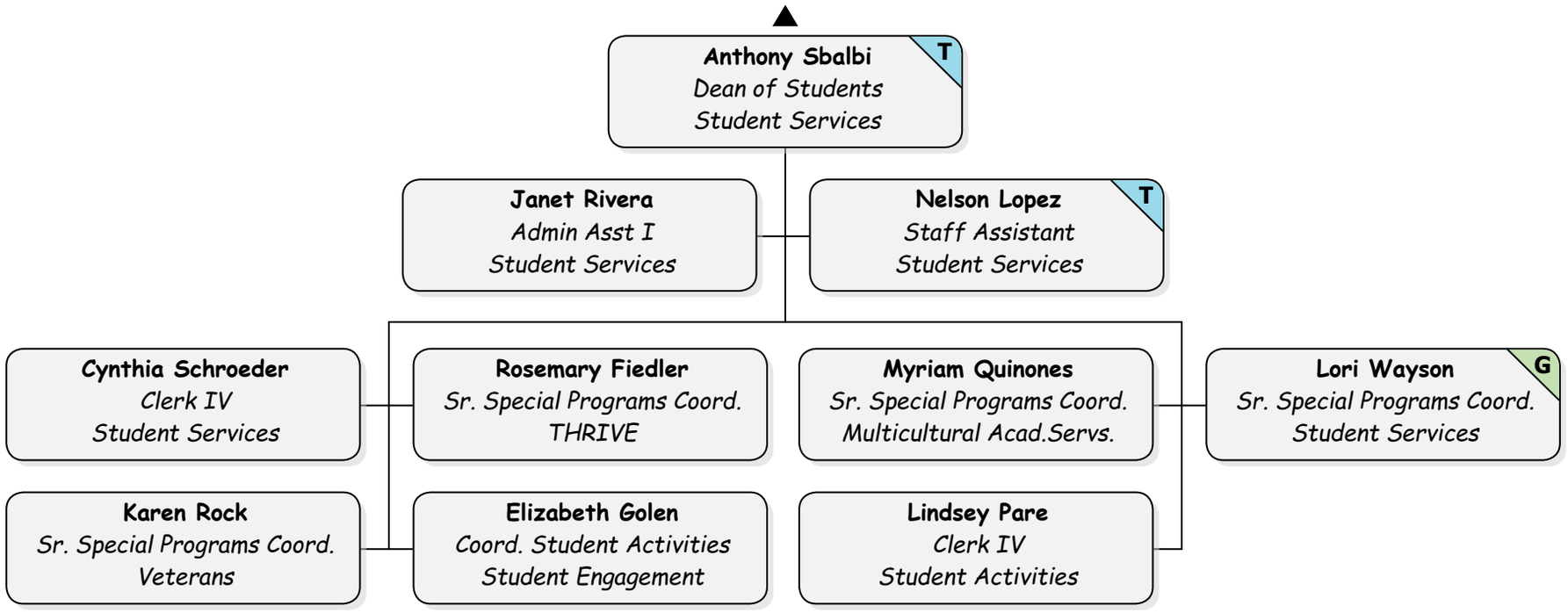
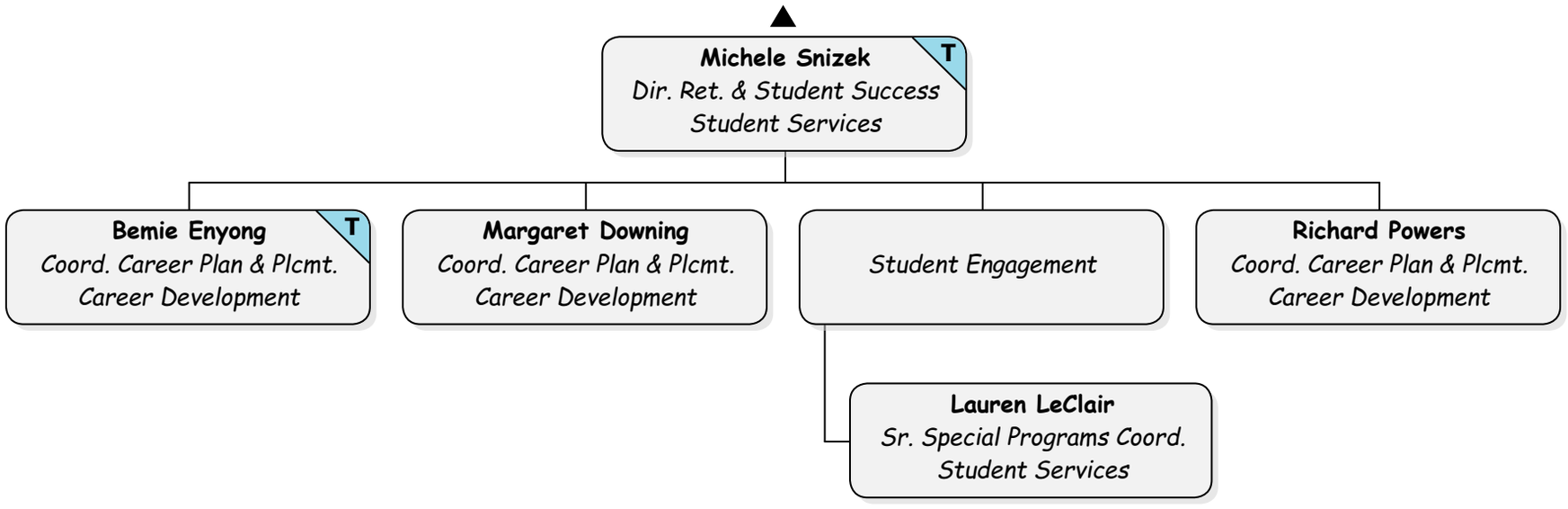
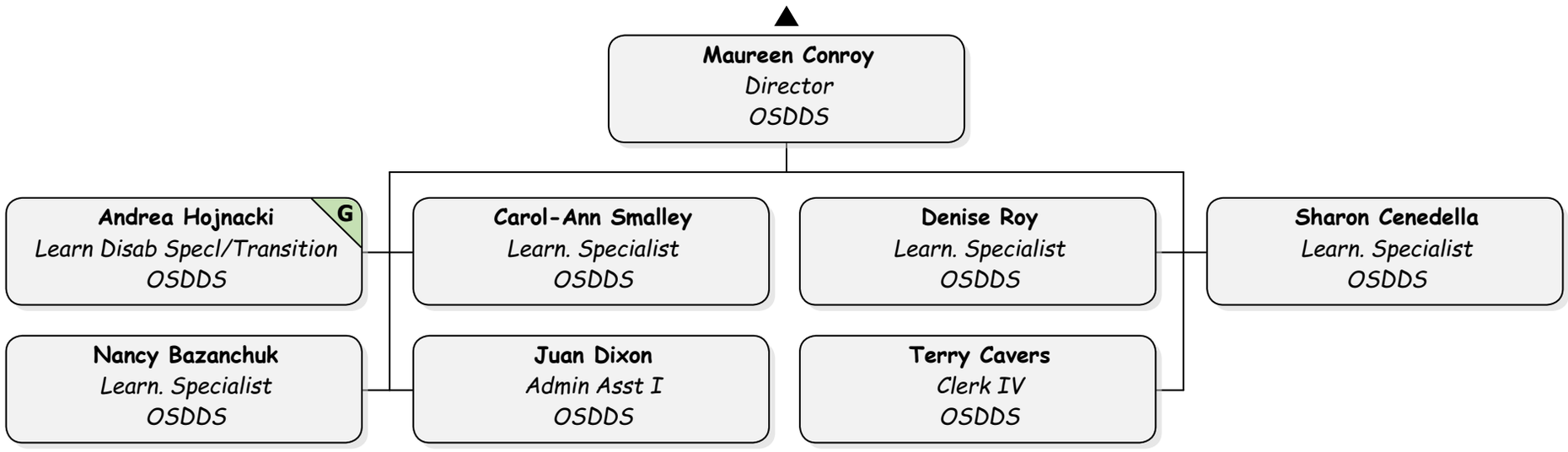
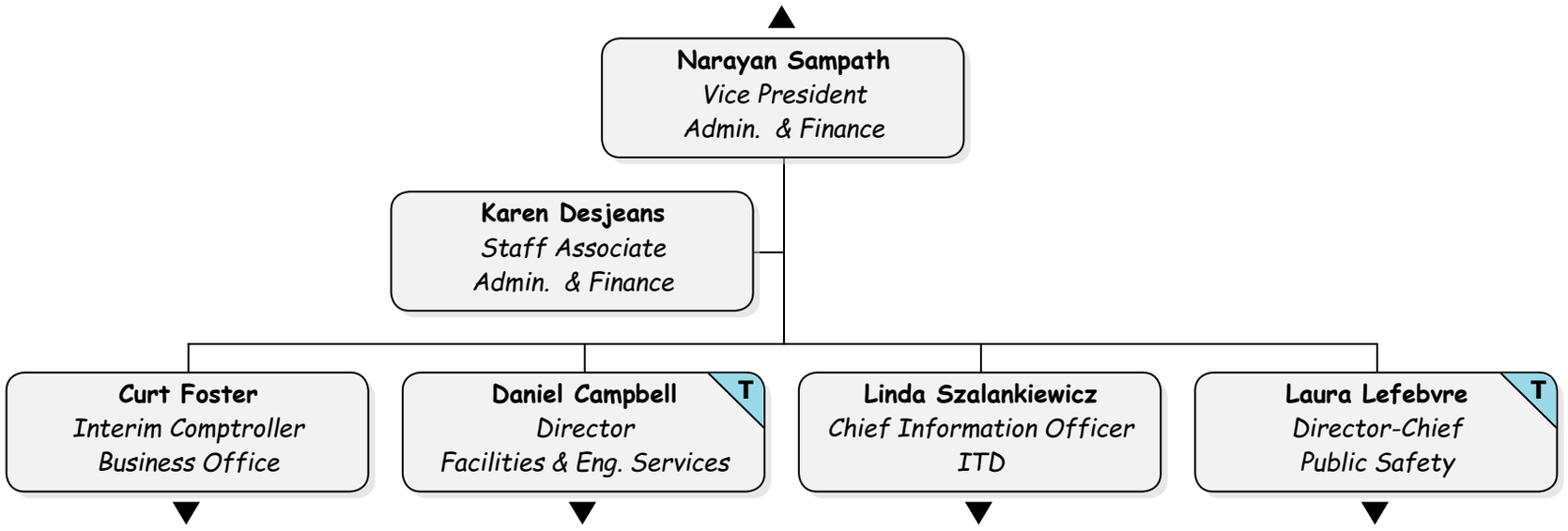
Director
Financial Aid
Jennifer Keenan-Jolie
T
Associate Director
Financial Aid
Kori Ferris
Associate Director
Financial Aid
Robin Rondeau
Sr. Counselor
Financial Aid
Marianne Beaulieu
Admin Asst I
Financial Aid
Diana Rosado
Sr. Counselor
Financial Aid
Todd Wonders
T
Staff Assistant
Financial Aid
Kimberlee Straceski
Sr. Counselor
Financial Aid
Joanna Rodriguez
Clerk IV
Financial Aid
Susan Bacchiocchi Misco
Sr. Counselor
Financial Aid
Maria Caraballo
Clerk IV
Financial Aid
Derek Estrella
Counselor
Financial Aid

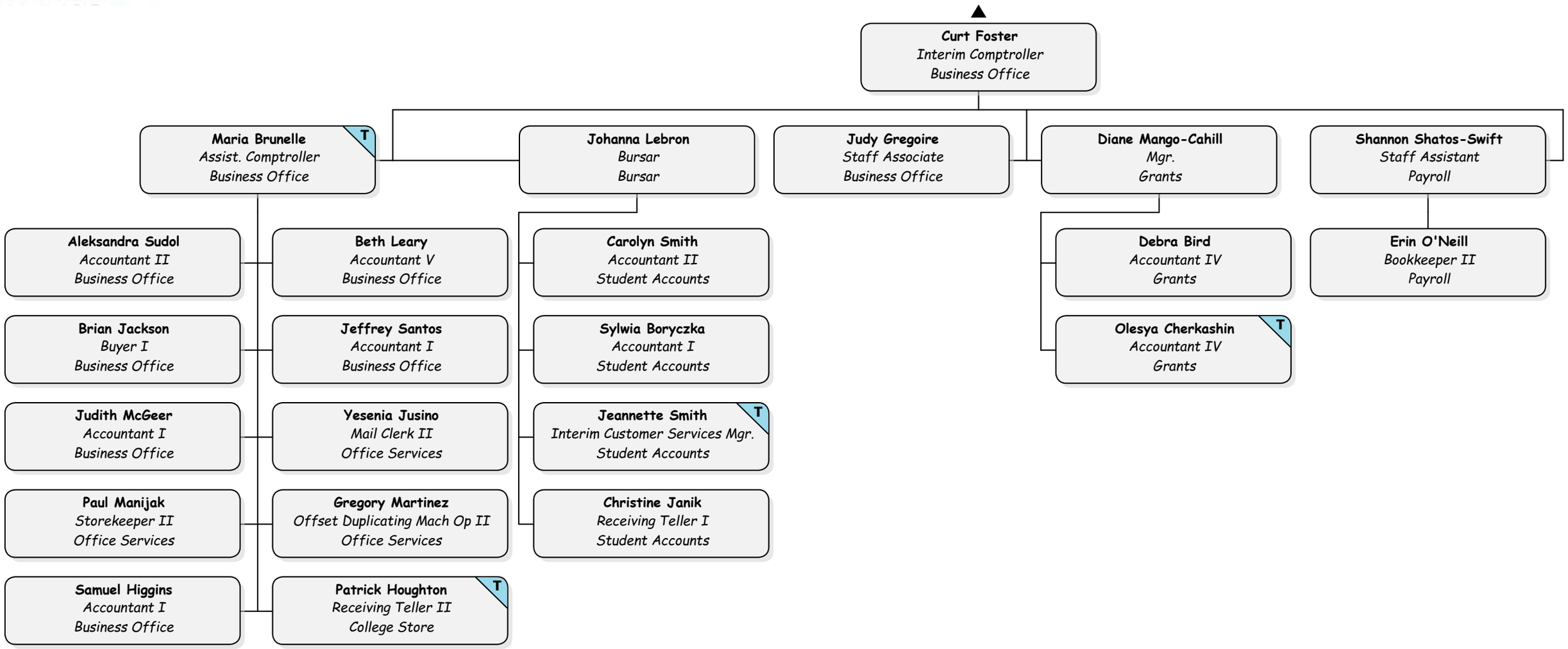

Allison Wrobel
Interim Registrar
Student Records
T
Heng Hing
Clerk IV
Student Records
Deirdre Gintowt
Admin Asst I
Student Records
Allison Wrobel (LOA)
Associate Registrar
Student Records
T
Vacant
Clerk IV
Student Records
Eric Farrell
Sr. Special Programs Coord.
Student Records
Melissa Russell
Clerk III
Student Records
Miguelina Correa
Clerk III
Student Records
Rosita Nunez
Int. Master Scheduler/
Degreeworks Specialist
Student Records
Heidi Fogg
Clerk III
Student Records

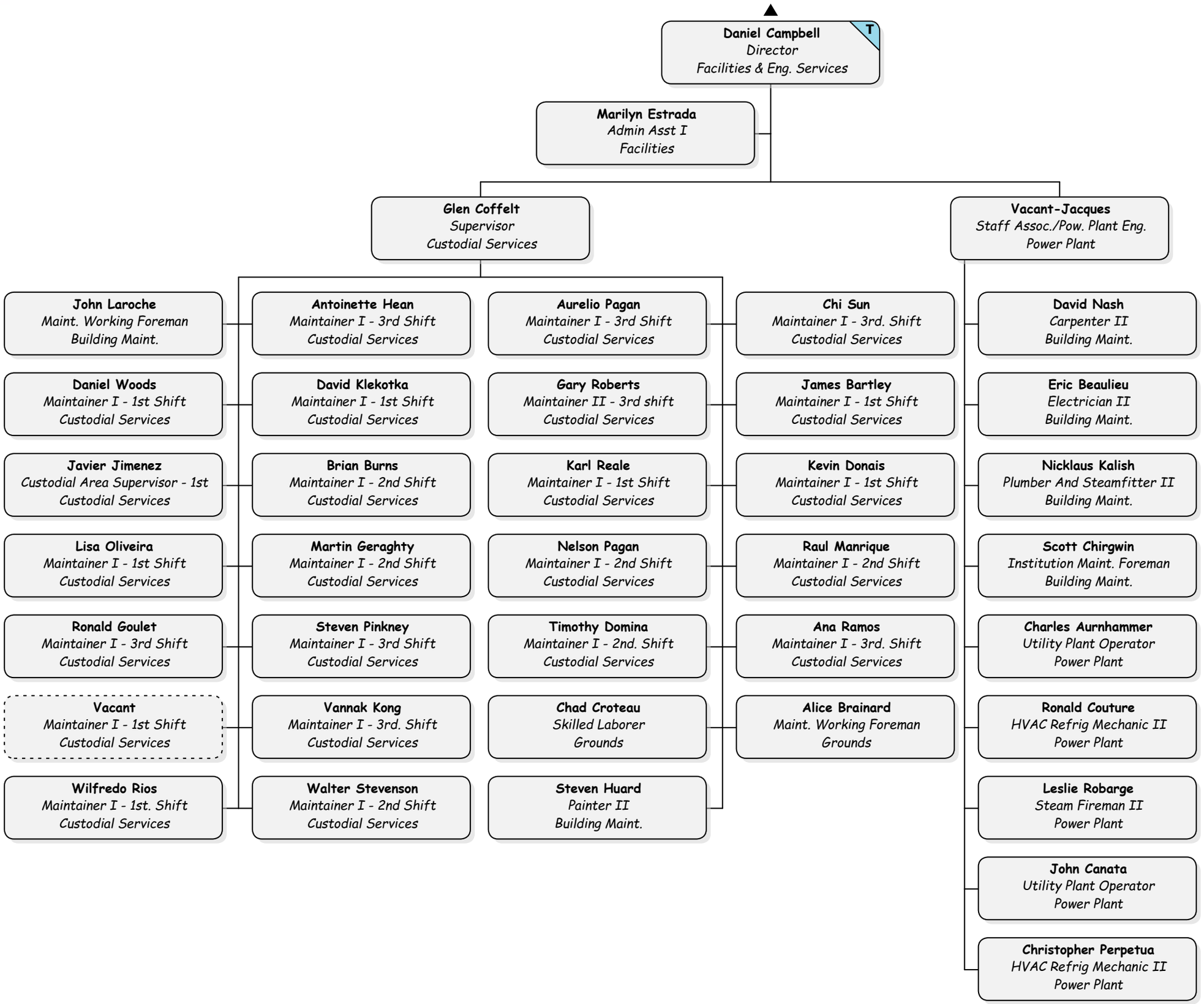

Anthony Sbalbi
T
Dean of Students
Student Services
Janet Rivera
Admin Asst I
Student Services
Nelson Lopez
T
Staff Assistant
Student Services
Cynthia Schroeder
Clerk IV
Student Services
Rosemary Fiedler
Sr. Special Programs Coord.
THRIVE
Myriam Quinones
Sr. Special Programs Coord.
Multicultural Acad.Servs.
Lori Wayson
G
Sr. Special Programs Coord.
Student Services
Karen Rock
Sr. Special Programs Coord.
Veterans
Elizabeth Golen
Coord. Student Activities
Student Engagement
Lindsey Pare
Clerk IV
Student Activities

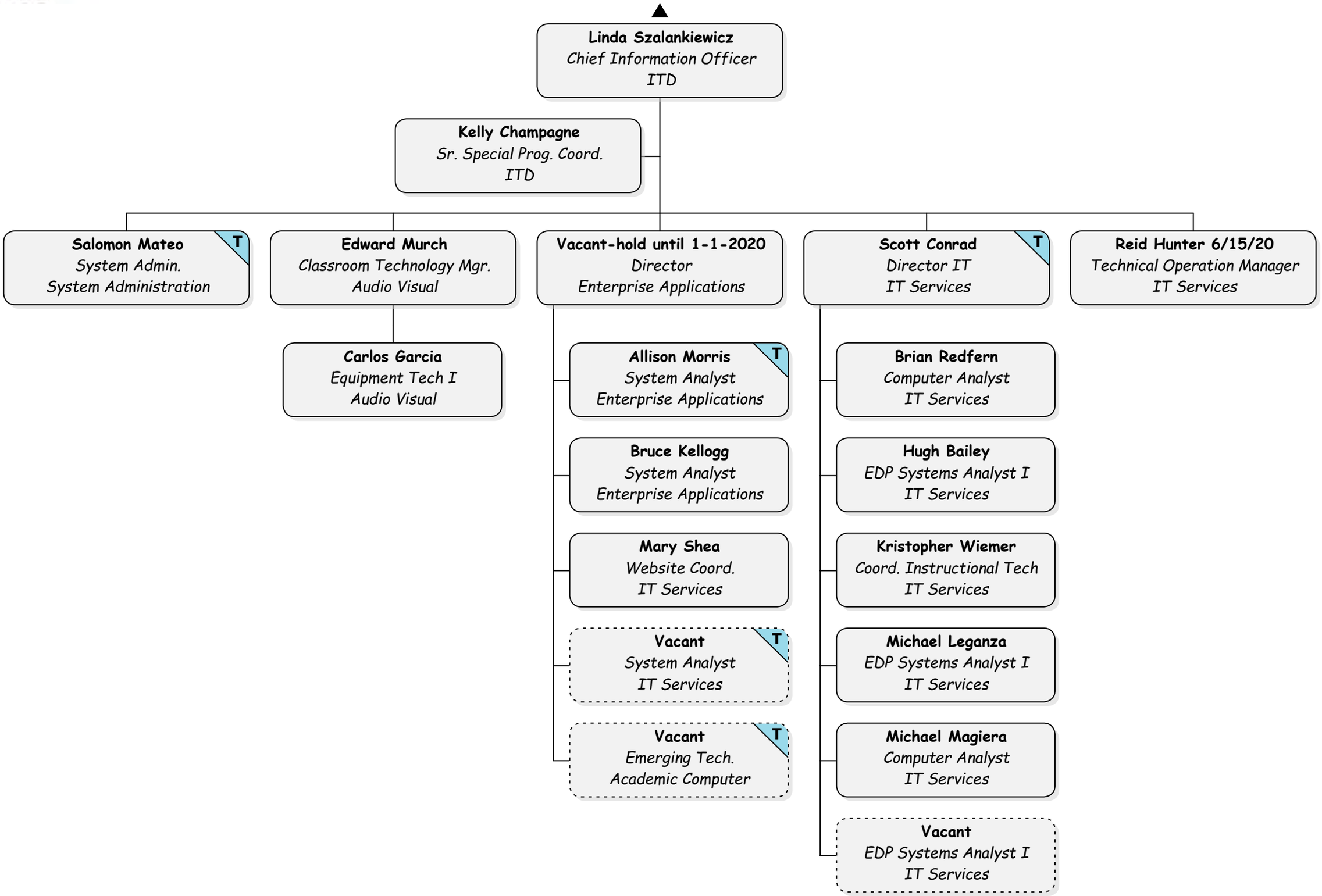

Michele Snizek
T
Dir. Ret. & Student Success
Student Services
Bemie Enyong
T
Coord. Career Plan & Plcmt.
Career Development
Margaret Downing
Coord. Career Plan & Plcmt.
Career Development
Student Engagement
Richard Powers
Coord. Career Plan & Plcmt.
Career Development
Lauren LeClair
Sr. Special Programs Coord.
Student Services

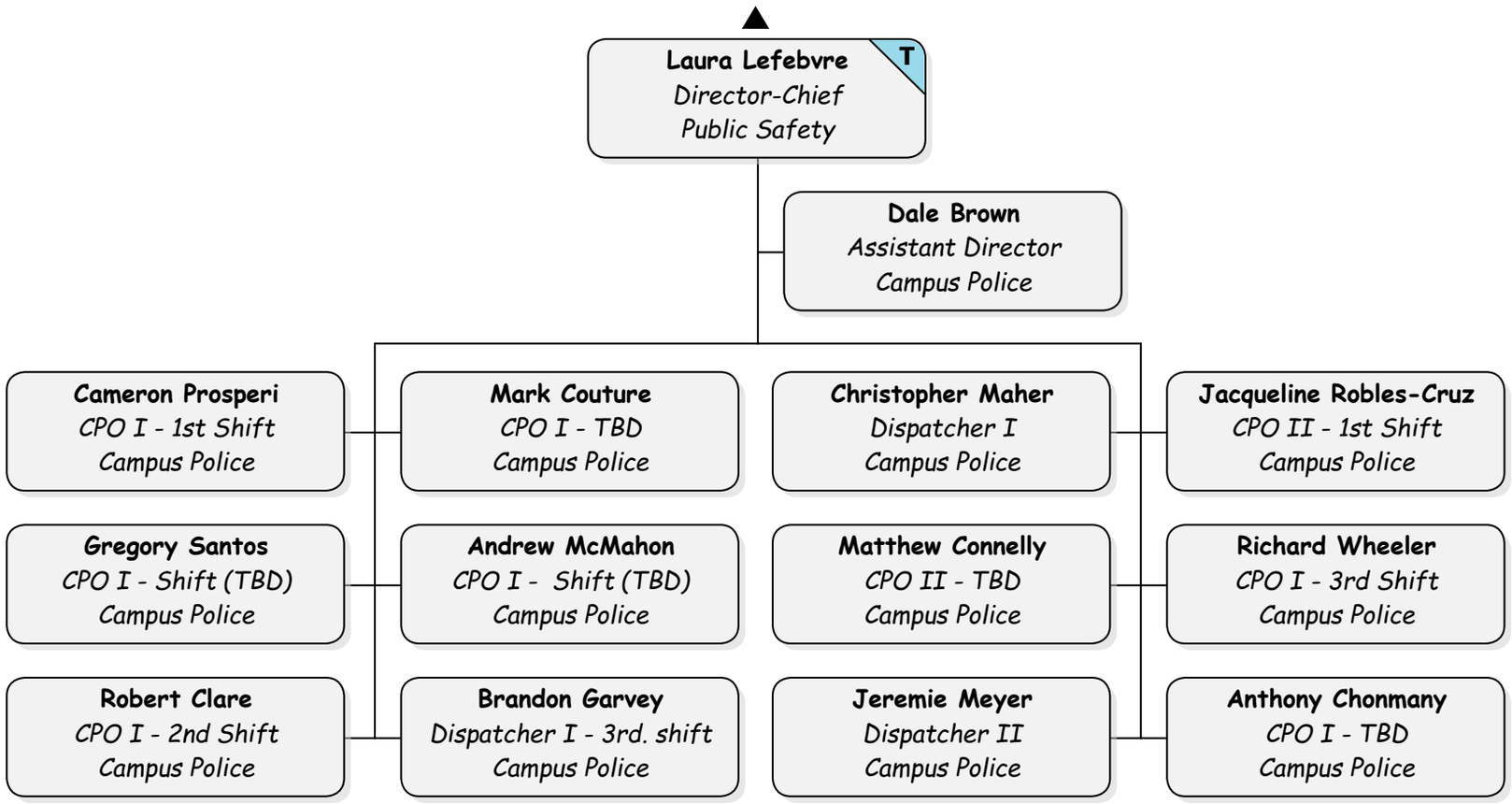

Maureen Conroy
Director
OSDDS
Andrea Hojnacki
G
Learn Disab Specl/Transition
OSDDS
Carol-Ann Smalley
Learn. Specialist
OSDDS
Denise Roy
Learn. Specialist
OSDDS
Sharon Cenedella
Learn. Specialist
OSDDS
Nancy Bazanchuk
Learn. Specialist
OSDDS
Juan Dixon
Admin Asst I
OSDDS
Terry Cavers
Clerk IV
OSDDS

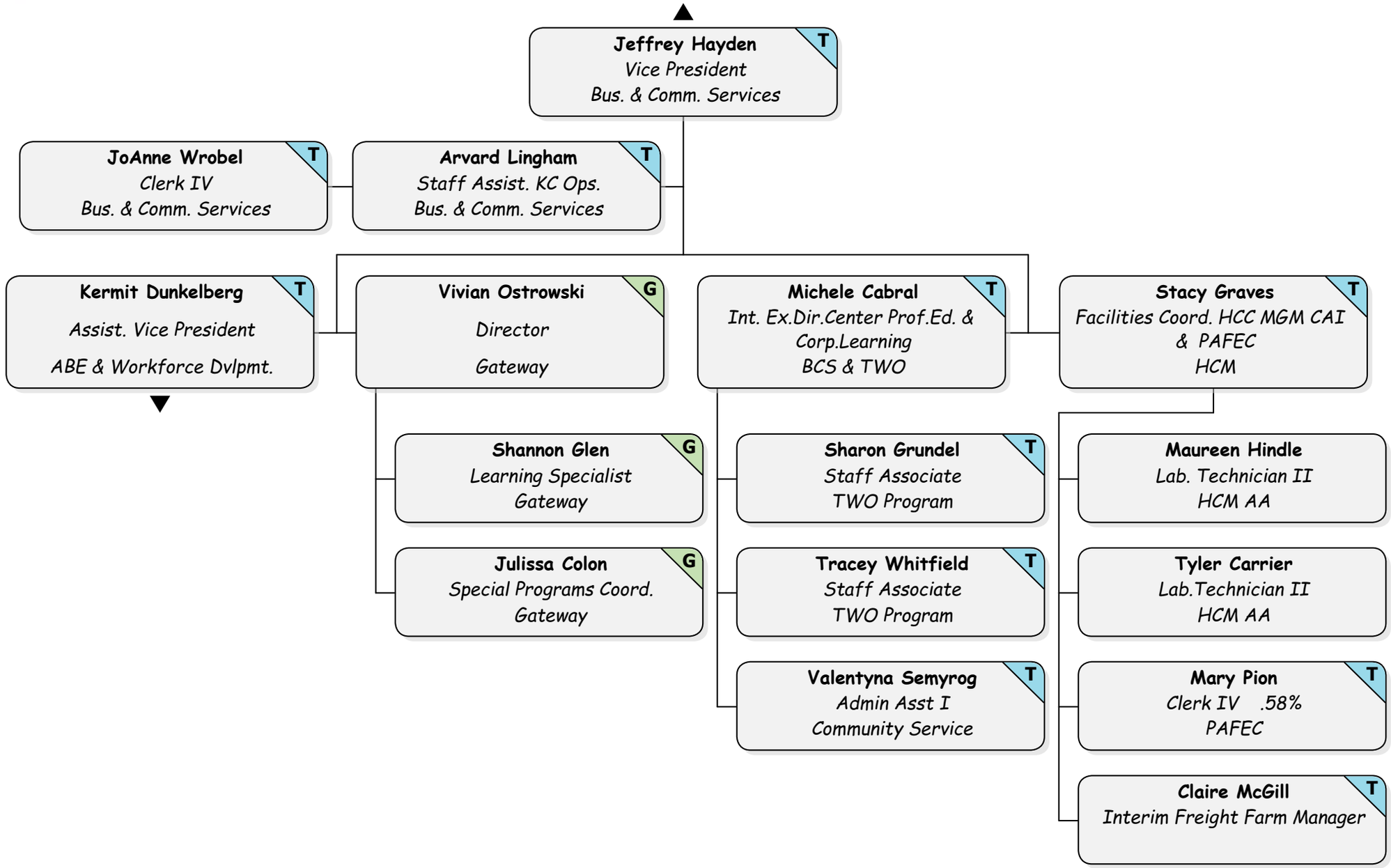

Narayan Sampath
Vice President
Admin. & Finance
Karen Desjeans
Staff Associate
Admin. & Finance
Curt Foster
Interim Comptroller
Business Office
Daniel Campbell
T
Director
Facilities & Eng. Services
Linda Szalankiewicz
Chief Information Officer
ITD
Laura Lefebvre
T
Director-Chief
Public Safety

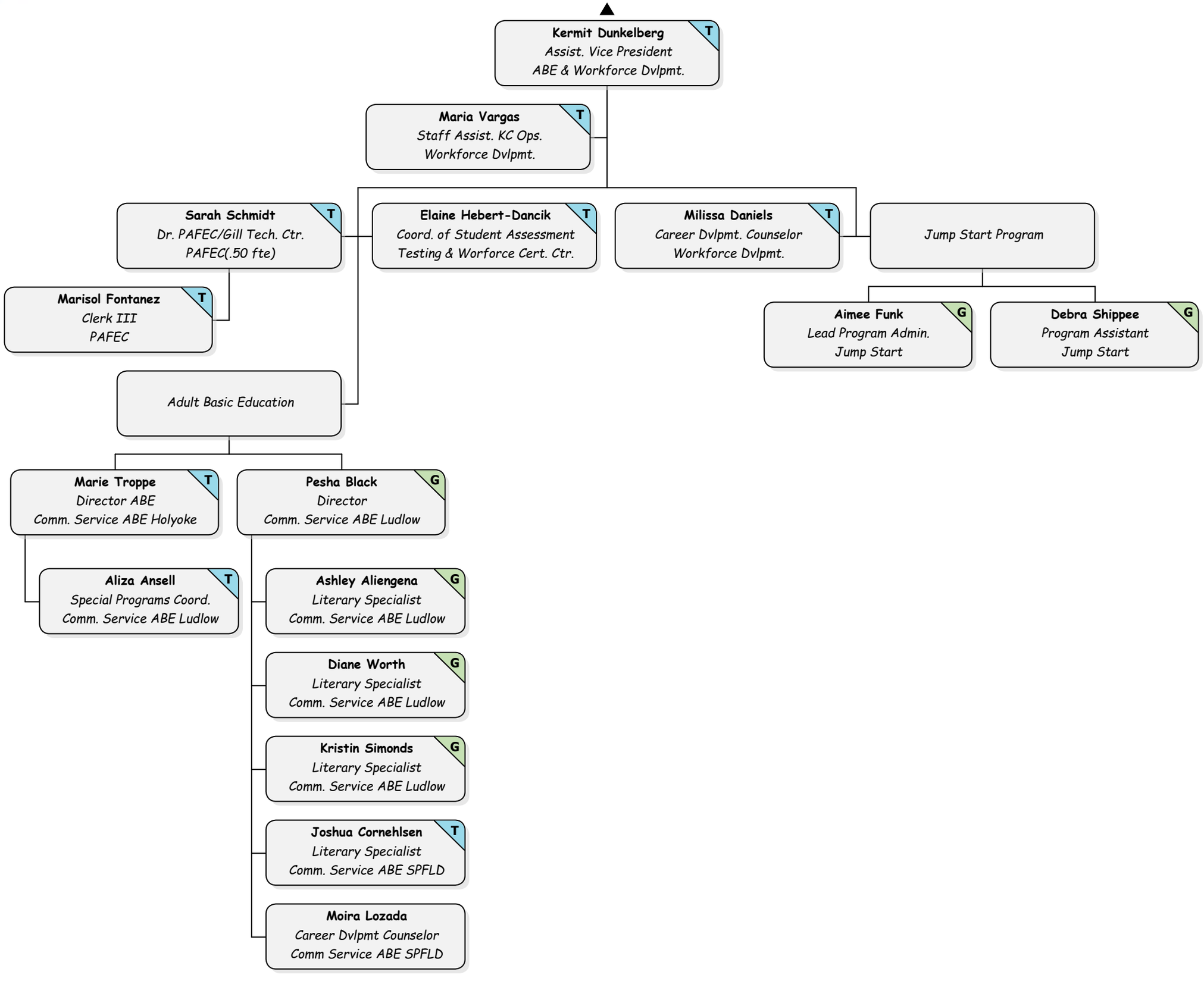

Curt Foster
Interim Comptroller
Business Office
Maria Brunelle
Assist. Comptroller
Business Office
T
Johanna Lebron
Bursar
Bursar
Judy Gregoire
Staff Associate
Business Office
Diane Mango-Cahill
Mgr.
Grants
Shannon Shatos-Swift
Staff Assistant
Payroll
Aleksandra Sudol
Accountant II
Business Office
Beth Leary
Accountant V
Business Office
Carolyn Smith
Accountant II
Student Accounts
Debra Bird
Accountant IV
Grants
Erin O'Neill
Bookkeeper II
Payroll
Brian Jackson
Buyer I
Business Office
Jeffrey Santos
Accountant I
Business Office
Sylwia Boryczka
Accountant I
Student Accounts
Olesya Cherkashin
Accountant IV
Grants
T
Judith McGeer
Accountant I
Business Office
Yesenia Jusino
Mail Clerk II
Office Services
Jeannette Smith
Interim Customer Services Mgr.
Student Accounts
T
Paul Manijak
Storekeeper II
Office Services
Gregory Martinez
Offset Duplicating Mach Op II
Office Services
Christine Janik
Receiving Teller I
Student Accounts
Samuel Higgins
Accountant I
Business Office
Patrick Houghton
Receiving Teller II
College Store
T


Daniel Campbell
T
Director
Facilities & Eng. Services
Marilyn Estrada
Admin Asst I
Facilities
Glen Coffelt
Supervisor
Custodial Services
Vacant-Jacques
Staff Assoc./Pow. Plant Eng.
Power Plant
John Laroche
Maint. Working Foreman
Building Maint.
Antoinette Hean
Maintainer I - 3rd Shift
Custodial Services
Aurelio Pagan
Maintainer I - 3rd Shift
Custodial Services
Chi Sun
Maintainer I - 3rd. Shift
Custodial Services
David Nash
Carpenter II
Building Maint.
Daniel Woods
Maintainer I - 1st Shift
Custodial Services
David Klekotka
Maintainer I - 1st Shift
Custodial Services
Gary Roberts
Maintainer II - 3rd shift
Custodial Services
James Bartley
Maintainer I - 1st Shift
Custodial Services
Eric Beaulieu
Electrician II
Building Maint.
Javier Jimenez
Custodial Area Supervisor - 1st
Custodial Services
Brian Burns
Maintainer I - 2nd Shift
Custodial Services
Karl Reale
Maintainer I - 1st Shift
Custodial Services
Kevin Donais
Maintainer I - 1st Shift
Custodial Services
Nicklaus Kalish
Plumber And Steamfitter II
Building Maint.
Lisa Oliveira
Maintainer I - 1st Shift
Custodial Services
Martin Geraghty
Maintainer I - 2nd Shift
Custodial Services
Nelson Pagan
Maintainer I - 2nd Shift
Custodial Services
Raul Manrique
Maintainer I - 2nd Shift
Custodial Services
Scott Chirgwin
Institution Maint. Foreman
Building Maint.
Ronald Goulet
Maintainer I - 3rd Shift
Custodial Services
Steven Pinkney
Maintainer I - 3rd Shift
Custodial Services
Timothy Domina
Maintainer I - 2nd. Shift
Custodial Services
Ana Ramos
Maintainer I - 3rd. Shift
Custodial Services
Charles Aurnhammer
Utility Plant Operator
Power Plant
Vacant
Maintainer I - 1st Shift
Custodial Services
Vannak Kong
Maintainer I - 3rd. Shift
Custodial Services
Chad Croteau
Skilled Laborer
Grounds
Alice Brainard
Maint. Working Foreman
Grounds
Ronald Couture
HVAC Refrig Mechanic II
Power Plant
Wilfredo Rios
Maintainer I - 1st. Shift
Custodial Services
Walter Stevenson
Maintainer I - 2nd Shift
Custodial Services
Steven Huard
Painter II
Building Maint.
Leslie Robarge
Steam Fireman II
Power Plant
John Canata
Utility Plant Operator
Power Plant
Christopher Perpetua
HVAC Refrig Mechanic II
Power Plant


Linda Szalankiewicz
Chief Information Officer
ITD
Kelly Champagne
Sr. Special Prog. Coord.
ITD
Salomon Mateo
T
System Admin.
System Administration
Edward Murch
Classroom Technology Mgr.
Audio Visual
Carlos Garcia
Equipment Tech I
Audio Visual
Vacant-hold until 1-1-2020
Director
Enterprise Applications
Allison Morris
T
System Analyst
Enterprise Applications
Bruce Kellogg
System Analyst
Enterprise Applications
Mary Shea
Website Coord.
IT Services
Vacant
T
System Analyst
IT Services
Vacant
T
Emerging Tech.
Academic Computer
Scott Conrad
T
Director IT
IT Services
Reid Hunter 6/15/20
Technical Operation Manager
IT Services
Brian Redfern
Computer Analyst
IT Services
Hugh Bailey
EDP Systems Analyst I
IT Services
Kristopher Wiemer
Coord. Instructional Tech
IT Services
Michael Leganza
EDP Systems Analyst I
IT Services
Michael Magiera
Computer Analyst
IT Services
Vacant
EDP Systems Analyst I
IT Services


Laura Lefebvre
T
Director-Chief
Public Safety
Dale Brown
Assistant Director
Campus Police
Cameron Prosperi
CPO I - 1st Shift
Campus Police
Mark Couture
CPO I - TBD
Campus Police
Christopher Maher
Dispatcher I
Campus Police
Jacqueline Robles-Cruz
CPO II - 1st Shift
Campus Police
Gregory Santos
CPO I - Shift (TBD)
Campus Police
Andrew McMahon
CPO I - Shift (TBD)
Campus Police
Matthew Connelly
CPO II - TBD
Campus Police
Richard Wheeler
CPO I - 3rd Shift
Campus Police
Robert Clare
CPO I - 2nd Shift
Campus Police
Brandon Garvey
Dispatcher I - 3rd. shift
Campus Police
Jeremie Meyer
Dispatcher II
Campus Police
Anthony Chonmany
CPO I - TBD
Campus Police


Jeffrey Hayden
T
Vice President
Bus. & Comm. Services
JoAnne Wrobel
T
Clerk IV
Bus. & Comm. Services
Arvard Lingham
T
Staff Assist. KC Ops.
Bus. & Comm. Services
Kermit Dunkelberg
T
Assist. Vice President
ABE & Workforce Dvlpmt.
Vivian Ostrowski
G
Director
Gateway
Michele Cabral
T
Int. Ex.Dir.Center Prof.Ed. & Corp.Learning
BCS & TWO
Stacy Graves
T
Facilities Coord. HCC MGM CAI & PAFEC
HCM
Shannon Glen
G
Learning Specialist
Gateway
Sharon Grundel
T
Staff Associate
TWO Program
Maureen Hindle
Lab. Technician II
HCM AA
Julissa Colon
G
Special Programs Coord.
Gateway
Tracey Whitfield
T
Staff Associate
TWO Program
Tyler Carrier
Lab.Technician II
HCM AA
Valentyna Semyrog
T
Admin Asst I
Community Service
Mary Pion
T
Clerk IV .58%
PAFEC
Claire McGill
T
Interim Freight Farm Manager


Kermit Dunkelberg
T
Assist. Vice President
ABE & Workforce Dvlpmt.
Maria Vargas
T
Staff Assist. KC Ops.
Workforce Dvlpmt.
Sarah Schmidt
T
Dr. PAFEC/Gill Tech. Ctr.
PAFEC(.50 fte)
Elaine Hebert-Dancik
T
Coord. of Student Assessment
Testing & Worforce Cert. Ctr.
Milissa Daniels
T
Career Dvlpmt. Counselor
Workforce Dvlpmt.
Jump Start Program
Marisol Fontanez
T
Clerk III
PAFEC
Aimee Funk
G
Lead Program Admin.
Jump Start
Debra Shippee
G
Program Assistant
Jump Start
Adult Basic Education
Marie Troppe
T
Director ABE
Comm. Service ABE Holyoke
Pesha Black
G
Director
Comm. Service ABE Ludlow
Aliza Ansell
T
Special Programs Coord.
Comm. Service ABE Ludlow
Ashley Aliengena
G
Literary Specialist
Comm. Service ABE Ludlow
Diane Worth
G
Literary Specialist
Comm. Service ABE Ludlow
Kristin Simonds
G
Literary Specialist
Comm. Service ABE Ludlow
Joshua Cornehlsen
T
Literary Specialist
Comm. Service ABE SPFLD
Moira Lozada
Career Dvlpmt Counselor
Comm Service ABE SPFLD

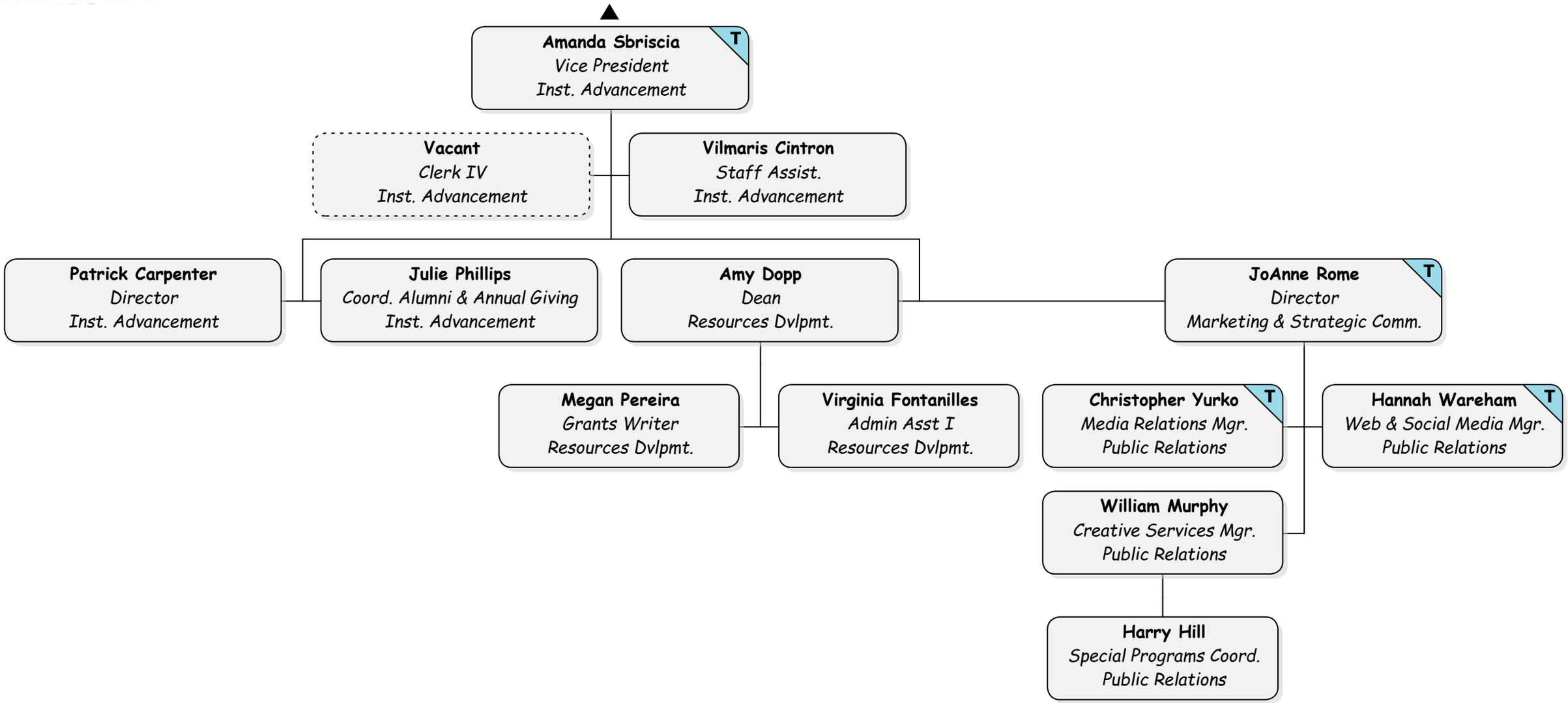

Amanda Sbriscia
T
Vice President
Inst. Advancement
Vacant
Clerk IV
Inst. Advancement
Vilmaris Cintron
Staff Assist.
Inst. Advancement
Patrick Carpenter
Director
Inst. Advancement
Julie Phillips
Coord. Alumni & Annual Giving
Inst. Advancement
Amy Dopp
Dean
Resources Dvlpmt.
JoAnne Rome
T
Director
Marketing & Strategic Comm.
Megan Pereira
Grants Writer
Resources Dvlpmt.
Virginia Fontanilles
Admin Asst I
Resources Dvlpmt.
Christopher Yurko
T
Media Relations Mgr.
Public Relations
Hannah Wareham
T
Web & Social Media Mgr.
Public Relations
William Murphy
Creative Services Mgr.
Public Relations
Harry Hill
Special Programs Coord.
Public Relations

TABLE OF NECHE ACTIONS

Date of NECHE letter	Summary of Letter	Detailed Actions, Items of Special Attention, or Concerns	NECHE Standard(s), cited for each matter	4) Self-Study page number where each matter is addressed
February 6, 2016	NEASC Interim Fifth-Year Report Evaluation Letter	"The Commission appreciates that support services including advising and tutoring are available to students at the CAI locations."…The scheduling of a comprehensive evaluation in Fall 2020 is consistent with Commission policy."	none	
June 20, 2019	Acceptance of HCC MGM Culinary Arts Institute additional instructional location and inclusion of the site within the institution's accreditation be confirmed	"The Commission appreciates that support services including advising and tutoring are available to students at the CAI locations."…The scheduling of a comprehensive evaluation in Fall 2020 is consistent with Commission policy."	none	

INTRODUCTION AND PROCESS

In fall 2018 Holyoke Community College (HCC) embarked on a self-study process in anticipation of a NECHE accreditation team site visit in October 2020. The director of planning and assessment and the dean of Social Science, co-chairs of the self-study steering committee, worked with the vice president of Academic and Student Affairs (VPASA) to identify a steering committee that represented a broad cross-section of faculty, staff, and administrators. The steering committee consisted of eighteen members (excluding the co-chairs), who worked in pairs to produce each standard. We also included a writing team of two faculty members (one from English and one from History), and the director of Institutional Research offered extensive support in providing and interpreting data. The administrative assistant in the Social Science division provided administrative support, creating a Google working site that became the clearing house for all NECHE-related materials. All of the materials on the Google site were available to the steering committee and most were available to the entire campus community.

The steering committee co-chairs began meeting weekly in September 2018 to finalize steering committee membership, plan the timeline and process for the self-study, and draft expectations for standard committees. As part of the preparation process, both co-chairs reviewed the 2010 self-study report and the five-year interim report, as well as the self-study materials provided by NECHE. The dean of Social Science and VPASA attended the NECHE self-study workshop on October 11-12, 2018. The first meeting of the entire steering committee was held on October 23, 2018. Each standard committee was assigned a "NECHE guru" (i.e., one of the co-chairs); the "guru" served as the point person that standard committees could turn to with questions and concerns. The co-chairs checked in and/or met with their assigned standard committees at least once per month, and often much more frequently. Full steering committee meetings were held three times per semester through the end of December 2019, and standard committees met as frequently as necessary to complete their tasks. While work continued throughout the full self-study process, the meeting schedule accommodated the schedules and availability of faculty members. Full steering committee meetings were used to report on progress, answer questions, and seek input and advice.

At that first meeting, the co-chairs laid out the timeline for completing the self-study.

- Fall 2018: standard committees familiarized themselves with their standards, identified, and gathered documents
- Spring 2019: document gathering continued; standard committees began drafting narratives
- March 2019: "Speed data-ing" event enabled standard committees to gather information from key individuals, at one time in one place
- Summer 2019: writing process continued
- Fall 2019: standard committees finalized their work and submitted draft narratives

Draft standard narratives were due by December 30, 2019, at which point the writing process began in earnest. The standard committees were given the choice of submitting their draft chapters in fully developed narrative form or in bullet form; most chose to submit bullet forms

that then needed to be developed into full narratives. In December, one of the co-chairs reviewed all the standards and translated the bullet points into narrative form, identified gaps in document collection or information, and laid out questions that needed to be answered. She passed the drafts on to the chief of staff and the VPASA, who identified individuals to answer questions or provide additional information. Once questions were answered, the drafts were passed on to the writing team.

The steering committee comprised a broad cross-section of the HCC community, and they were expected to keep their own work areas apprised of self-study progress. Informal updates were given throughout the process at academic division meetings, campus-wide professional day and leadership team meetings, Board of Trustee and presidential cabinet meetings, and more recently in weekly non-unit professional (NUP) check-ins. additionally, the campus community had numerous opportunities over the past two years to more fully engage with the self-study. On November 7, 2018 Dr. Carole Anderson visited campus to provide an introduction to the NECHE self-study process. This meeting was part of a campus-wide professional day and was attended by faculty and staff from all areas of the College. For many faculty and staff, this was their first introduction to the NECHE accreditation process and its importance to the campus community. Updates were provided by the VPASA at the Professional Association meeting at the end of the spring 2019 semester and during Professional Day at the start of the fall 2019 semester. Both of these meetings were attended by faculty and staff at all levels from across the College.

The VPASA and steering committee co-chairs provided a comprehensive update on the NECHE process to a meeting of the campus leadership team on November 5, 2019. The leadership team comprises managers and supervisors from across the campus. The presentation was designed to both prepare them for the site visit in October and to effectively update their own teams about the process. The same presentation, with some small modifications, was given to the Board of Trustees on November 26, 2019. The presentation provided the Board with an update but also gave them the opportunity to familiarize themselves with the process, and especially the upcoming site visit and their role in it. The Board was fully engaged with the presentation and expressed appreciation for the chance to more fully understand the accreditation process.

Dr. Pat O'Brien visited the campus on January 22, 2020. In addition to providing a formal presentation to the entire campus community, Dr. O'Brien met individually with the standard committees to give guidance on their standards and had lunch with several members of the steering committee. Dr. O'Brien's wit and warmth fully engaged the campus community and energized the steering committee as they embarked on the final stage of the self-study process. In addition to the formal and informal opportunities for the campus community to engage with the self-study process, dozens of staff members contributed by providing documents, insight, analysis, and feedback on early drafts. The first draft was made available to the campus community in May 2020 and feedback was given by a number of faculty and staff. The VPASA shared the final NECHE projections with the senior leadership team (Cabinet) in June in advance of submitting the revised self-study.

This self-study process was comprehensive and involved a broad cross-section of the campus community both in terms of committee membership and in terms of contributing data and analysis. Although the process progressed smoothly and, for the most part, according to the prescribed timeline, it was beset with a number of challenges. Committee memberships were disrupted by faculty and staff departures, and the overall process was significantly disrupted by the retirement of the director of planning and assessment in November 2019 and by the retirement of the VPASA in December 2019 and the arrival of a new VPASA. The new VPASA attended the self-study workshop in October 2019 to familiarize herself with NECHE and the self-study process. The process was further disrupted with the departure in March 2020 of the president's chief of staff, who had in December 2019 assumed a key role in ushering the process to completion. And, as described below, the COVID crisis had a significant impact, most especially in that it diverted time and resources away from the process, at least in the short-term, as the campus community shifted its operations online in the span of just two weeks.
The self-study process coincided with the implementation of our most recent strategic plan.

Because of the intense self-reflection that occurred around strategic planning, HCC was already well positioned to undertake an accreditation self-study. Over the past eighteen months the campus community has actively engaged in the self-study process by serving on standard committees; providing documents, information, and analysis; reading early drafts and providing feedback; and attending informal and formal campus-wide NECHE updates. The result is a self-study that is data-informed, analytical, and candid and that integrates seamlessly with our strategic plan initiatives.

NECHE Self-Study Steering Committee, 2018-2020
Steering Committee Co-Chairs: Judy Turcotte (NUP)*; Moira Maguire (NUP); KC Senie (NUP)*

Standard	**Co-chairs**
Standard 1: Mission and Purpose	Kristine Ricker Choleva (NUP); Amy Dopp (NUP)
Standard 2: Planning and Evaluation	Sarah Schmidt (NUP); Donna Rowe (Faculty)
Standard 3: Organization and Governance	Elizabeth Golen (Professional Staff); Jesse Lang (Faculty)**; Moira Maguire (NUP)
Standard 4: Academic Program	Joan Giovannini (Faculty); Emily Rabinsky (Faculty)
Standard 5: Students	Tony Sbalbi (NUP); Camille Close (Professional Staff)

Standard 6: Teaching, Learning, and Scholarship	Karen Hynes (Faculty)*; Joe Bruseo (Faculty)**; Moira Maguire (NUP)
Standard 7: Institutional Resources	Mary Dixey (NUP); Curt Foster (NUP)
Standard 8: Educational Effectiveness	Michelle Snizek (NUP); Tricia Kiefer (Faculty)
Standard 9: Integrity, Transparency, and Public Disclosure	Nick D'Agostino (NUP)*; Christine Holbrook (NUP)*; Tommy Stewart (NUP)
Additional Support	Veena Dhanker, Office of Institutional Research (Data); Michelle Leary (administrative assistance); Elizabeth Trobaugh (writing); Maura Henry (writing); Suzanne Streeter (report production)

*Cycled off the steering committee due to retirement or resignation from College
**Cycled off steering committee due to workload pressures

INSTITUTIONAL OVERVIEW/COVID RESPONSE

Holyoke Community College (HCC) is one of 15 public two-year associate degree-granting community colleges in the Commonwealth. Located on a 135-acre campus in the heart of western Massachusetts, it is seven miles from Springfield, the fourth largest city in New England. In addition to the main campus, HCC operates three facilities in the City of Holyoke: the Center for Health Education, the HCC MGM Culinary Arts Institute, and the Picknelly Adult and Family Education Center. The College also serves adult learners who live outside of Holyoke through the Ludlow Area Adult Learning Center (15 miles to the east) and the Education to Employment Center in Ware (30 miles to the northeast). For nearly 75 years, HCC has provided affordable access to higher education, personal enrichment, vocational training, and certificate programs to the diverse population of the Pioneer Valley (see student characteristics in the chart below). As the oldest community college in the state, HCC has served over 100,000 students, offering academic and certificate programs and options, articulations with colleges and universities, student support services, and a faculty and staff committed to student success. Student life is enhanced by 37 active clubs and organizations.

<table>
<tr><th colspan="6">Characteristics of Holyoke Community College Students (Fall 2019)</th></tr>
<tr><td colspan="2">Credit Headcount: 4,886</td><td>FTE: 3,056</td><td colspan="3">Degree-Seeking: 89% Non-degree Seeking: 11%</td></tr>
<tr><td rowspan="6">Gender
F: 63%
M: 37%

Age
<20: 35%
20-24: 32%
25-29: 12%
30-44: 15%
45+: 6%</td><td>Age
Mean: 25
Median: 21</td><td>Unit Load
PT: 59%
FT: 41%</td><td>Enrollment
Credit 69%
Noncredit 29%</td><td colspan="2">Top 5 Feeder Cities
Springfield 17%
Holyoke 13%
Chicopee 12%
Westfield 8%
W. Springfield 5%</td></tr>
<tr><td colspan="3">Students Who Enter Under-prepared
English: 304 (29%)
Mathematics: 498 (47%)</td></tr>
<tr><td colspan="5">Top 5 Degree Programs at HCC, Fall 2019
Liberal Arts and Sciences (562), Foundations of Health Career (481), Business Administration Mass Transfer (324), Criminal Justice (256), Foundations of Health Transfer (249)</td></tr>
<tr><td colspan="2">Average Tuition and Fees
In-state: $5,114
Out-of-state: $10,058</td><td colspan="3">Student/Faculty Ratio 15:1</td></tr>
<tr><td colspan="3">Certificate and Awards (FY2019)
768 Associate Degrees,
118 Certificates</td></tr>
<tr><td colspan="2">Enrollment by Special Population, Fall 2019</td><td colspan="2">Ethnicity, Fall 2019</td><td rowspan="4">Hispanic Student Demographics, Fall 2019
66% Pell eligible
71% less than 25 yrs. Old</td></tr>
<tr><td>Dual Enrollment Students</td><td>402 (8%)</td><td>White</td><td>58%</td></tr>
<tr><td>Veterans</td><td>87 (2%)</td><td>Hispanic</td><td>28%</td></tr>
<tr><td>First Generation</td><td>2,532 (52%)</td><td>African American</td><td>6%</td></tr>
</table>

Pell Eligible	2,401 (49%)	Asian	3%	*53%* continuing, *25%* FTDS *60%* not recent HS grad *62%* part-time
Disabled	558 (11%)	2+ Races	4%	
Sources: Office of Institutional Research, HCC Fast Facts, December 2019; HCC Data Notes, 2019; Enrollment Update, October 2019				

HCC is taking on the NECHE self-study process at a time of great transition, both for higher education and for our own institution. For HCC, this decade has seen the retirement of a longtime College president, the welcoming of the first woman and person of color to serve as HCC's president, significant administrative restructuring, achieving Hispanic Serving Institution (HSI) designation, campus expansions and renovations, a fresh and innovative Strategic Plan, and a new mission statement and first ever values and student experience statements, among other developments and changes. Now on the cusp of its 75th year, HCC still carries forward its founding traditions: teaching excellence, commitment to student success, connections with the community, and responsiveness to changes in demographics, employment trends, pedagogy, technology, and student body. The College's newly revised mission statement captures and conveys the essence of HCC's long-standing mission: Educate, Inspire, Connect. In the decade since the last self-study, HCC has only deepened and expanded its commitment to its mission of serving the region and beyond by providing clear pathways for students to achieve their academic and career goals.

HCC continues to self-assess, identify, and work toward institutional goals. Primary among those goals are retention, closing the achievement gap, and using declining resources efficiently. While the 2010 self-study took place at a time of increasing enrollment, this decade's self-study takes place at a time of declining enrollment and reduced state funding. HCC has responded to the decrease in revenue and students by increasing efficiency, consolidating administrative positions, and restructuring divisions while continuing to innovate and leverage its strengths. A new campus center opened in fall 2019 houses a cafeteria, admissions and testing, and student support services—essentially the spaces and services that make students feel welcome, comfortable, and cared for. In response to regional needs and student interest, HCC has expanded its footprint beyond the 135-acre campus established on Homestead Avenue in Holyoke in 1974.

The Center for Health Education and the Marieb Health and Life Sciences building (in the midst of a multi-part renovation) attract and serve the many students who wish to pursue the biological sciences and careers in healthcare. The new HCC MGM Culinary Arts Institute expands HCC's successful culinary program, fills a regional void, and contributes to the revitalizing of downtown Holyoke, solidifying HCC's connection to the community. The Picknelly Adult and Family Education Center in downtown Holyoke, a joint effort between the Juntos Collaborative, Holyoke Public Schools, and HCC, provides Holyoke residents with adult basic education and related services in an easily accessible location. Since the 2015 interim report, HCC has doubled its bandwidth and smart classrooms, a goal specifically identified in the 2010 Commission's Letter. In tandem with educational trends across the globe, HCC has extended its service area beyond the geographical region and physical campus, with expanded online course offerings and degree programs.

In the midst of change—through shifts in demographics, funding, and technology—and at the heart

of HCC's identity, is a faculty committed to students' growth, learning, and success. HCC continues to meet students where they are, educate, inspire, and then connect them with the next academic or career opportunity. HCC's high school to college programs like Gateway and Early Admit/Dual Enrollment are growing, and transfer partnerships are multiplying. The College offers 93 program options, including 21 Associate in Arts (AA) degrees, 42 Associate in Science (AS) degrees, one Associate in Applied Sciences (AAS) degree, and 29 certificates. Evidence of HCC's success in fulfilling its transfer mission can be seen in the high percentage of students enrolled in degree and transfer programs. In fall 2019, HCC served 4,335 degree-seeking students, of whom 83.6% were pursuing an associate degree. Transfer programs enrolled the highest number of HCC students (2,457), followed by career programs (1,566) and programs with both a career and transfer focus (567).

HCC's strong tradition of transfer is manifested and supported by 110 articulation agreements with more than 30 four-year institutions. HCC also offers joint admissions programs with five local colleges. As a partner in the statewide MassTransfer General Education Transfer Block, HCC ensures that students who graduate with a final GPA of at least 2.0 have satisfied general education requirements at any of the Massachusetts state colleges or universities. In June 2019, HCC celebrated its 72nd commencement and awarded 768 associate degrees and 127 certificates. HCC continues to strengthen its degree and certificate programming, as evidenced by recent campus expansions to accommodate growing programs, as well as a current program prioritization process that seeks to identify and suspend programs that are no longer serving students' transfer and workforce needs.

HCC's newly articulated vision and values reflect its longstanding goals: "Holyoke Community College aspires to be a college of academic excellence known for helping students overcome barriers to success," whose values are innovation, collaboration, kindness, inclusion, and trust. Located in the Pioneer Valley of Western Massachusetts, HCC draws students from an area that has experienced minimal population growth over the last decade or so–only 1.9% according to U.S. Census data. During this same time period, the region's Hispanic and Latinx population grew by 48.2%. HCC responded to this demographic development by working to become a "Hispanic Thriving Institution," an effort that yielded an increase in Hispanic enrollment from 14% in 2005 to 27% in 2017. After 12 years of targeted efforts to serve our Hispanic students, HCC is proud to have earned HSI designation/status in fall 2016.

As a point of access for underrepresented students, HCC attracts a growing population of nontraditional and diverse students. Fall 2019 enrollment data show that out of 4,886 degree and non-degree seeking students, 33% are adult learners, 59% are part-time, 63% are female-identified, 42% identify as minority students, and 28% are specifically Latinx. HCC's top three communities served are Springfield, Holyoke, and Chicopee, which are among Massachusetts' most under-resourced communities. Fifty-two percent of our students are first generation, and 81% of fall 2019 first time, full-time degree seeking students received some financial aid (see Standard Five). In the graduating class of 2019, students ranged in age from 18 to 79. As total enrollments have *decreased* by 24% over the past five years, the overall percentage of minority students has increased (from 38% in 2015 to 42% in 2019). College preparedness is a significant challenge facing HCC. Students from HCC's top feeder high schools, for instance, placed into developmental education at significantly

higher rates than the overall population. On average, 89% of Springfield and 79% of Holyoke first time degree seeking students placed into developmental math compared to the all recent high school graduate rate of 77%. [See Data Notes, DE Placement Rates for Recent High School Graduates by High School Attended]. In response, in 2019-20 the College undertook a significant revision of its development math sequence and curriculum, as well as the implementation of multiple measures to decrease the amount of time students spend in developmental courses. Outcomes from the first year of multiple measures-based placement show that these modifications have resulted in demonstrable decreases in developmental education placement, and students in developmental English courses have demonstrated improved course completion rates.

The Commission's recommendations in response to the 2010 self-study and the five-year interim report additionally inspired HCC's new Strategic Plan and the robust, inclusive process that produced it. Four areas of special emphasis were noted by NEASC in its 2011 letter of accreditation renewal:

- achieving its goals to improve retention rates and persistence to graduation of students of color
- providing comparable student services for HCC students, including evening students
- addressing needed improvements in information and instructional technology
- maintaining financial stability, including addressing deferred maintenance needs

In HCC's 2015 Interim Report, the College described its progress in addressing Areas of Emphasis #1 and #2:

- the higher retention rates and decreased achievement gap for students participating in STRIVE (HCC's federally funded TRIO program) and Center for Academic Program Support (CAPS) (HCC's tutoring and coaching services)
- Title III grant focused on First Year Experience, resulting in required new student orientation (NSO) and other first year programs
- extended hours for student-facing services, including food services, advising, instructional technology support, and establishment of e-tutoring availability

In Areas #3 and #4, the 2015 report described the following initiatives:

- reorganization and expansion of the IT department; use of consultant services to establish priorities and development of strategic technology plan
- improved infrastructure, upgraded classroom technology, implementation of several new applications for process improvement, enhanced customer service
- substantive renovations to campus facilities to address deferred maintenance, supported by aggressive fundraising, state grant initiatives, and thoughtful fiscal planning and oversight

Upon beginning her tenure in January 2017, HCC's fourth president began laying the groundwork for the College's first-ever long-term Strategic Plan. HCC students, staff, faculty, alumni, trustees, workforce partners, and members of the community collaborated in an inclusive and year-long process that has produced a four-year (years zero and one through three) plan that will serve as a blueprint and foundation for the future. The focus of the Strategic Plan FY2019-22 includes:

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 HSI
- 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 and 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 and 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

These strategies are intended to take HCC through FY2022 and align the College's work with its 2020 NECHE accreditation.

COVID-19 Response
In the following section we will detail the impacts of COVID-19 on our institution and our institution's response. Rather than detail the responses to and impacts of COVID-19 under each standard, we have integrated all our institutional actions and impacts in this section.

COVID-19: Immediate Pivot to Remote Work and Learning

Throughout late February and early March, as institutions nationwide closely followed global news of a broadening pandemic, HCC leadership immediately implemented several responses in coordination with the College's ERT, co-chaired by the director of public safety and HCC's director of emergency preparedness and response (a shared position with nearby Westfield State University). These included:

- canceling all gatherings on campus of over fifty people
- canceling college-related travel
- asking faculty to prepare continuity plans in case of temporary closings and disruption; and
- developing protocols for reporting any personal travel as well as positive COVID-19 infections

The College made the determination to extend spring break (March 16-20) by one week in order to give faculty time to prepare to pivot their courses to remote teaching and learning for the foreseeable future. A cross-departmental team comprising faculty, the dean of business and digital learning, the Center for Excellence (CFE), the Library, and information technology (IT) developed a robust slate of virtual trainings to assist faculty. The week of spring break all trainings were voluntary, and thus compensated; the week after spring break ("prep week") adjunct faculty continued to be compensated for participating in trainings (as per the contract) while full-time faculty were expected to use regular workload hours in order to prepare for remote instruction. The president approved using CFE funding for compensation for remote trainings. CFE trainings included remote tools and technology for non-instructional work as well. Between March 16 and March 27, the CFE offered over 110 hours of training to 535 participants at a cost of approximately $20,000. Examples of workshops included:

- Emergency Planning Tech Tools
- Webex and Zoom Drop-in Training
- Online Design for Universal Access
- Managing Teams Remotely
- Authentic Assessment for the Online Classroom
- Engaging Group Discussion in Moodle
- Using Video Effectively
- Sustaining Engagement During a Time of Anxiety

Faculty were asked to complete a remote teaching plan via Google Form by March 27 for deans to review and determine where to allocate extra attention and support. All of these decisions were communicated in frequent emails to faculty, staff, and students and were posted on the HCC website in a newly created COVID-19 landing page.

On March 16, in coordination with the decisions across Massachusetts to move schools, colleges, and universities to remote/online modalities, the College announced its decision to pivot to remote work, teaching, and learning for the remainder of the semester. The remainder of the athletics spring season was canceled. Immediate action steps included:

- Registration for the fall semester was postponed from March 25 to April 15 to give all faculty and staff more time for remote advising.

- The deadline for students to withdraw from courses was extended to May 13, the last day of class.
- The College contracted with a cleaning service to "deep clean" the campus on March 16 and 17.
- The College's ERT worked with Facilities and other offices to establish essential operations and protocols for any employee needing to access campus, which included limited entry and an approval and sign-in process.
- Each office and department did an internal audit of what they needed in order to work remotely, including additional laptops, Virtual Desktop Installations (VDI), and Virtual Private Networks (VPN).
- The IT department purchased a site-wide Zoom license, distributed 50 additional laptops to staff and faculty, and installed 200 VDI and 100 VPN as well as VoIP phone infrastructure within two weeks. They upgraded our existing Cisco phone system to accommodate the Jabber application, which allows users to log in to their on-campus extensions for off-campus access to office phones. In addition, IT provided a limited number of teleworker handsets for home use to answer department calls.
- All front-facing student support offices moved online through virtual front desks and office hours, Zoom/Google student activities and clubs, virtual tutoring, wellness and mental health support, and more.
- With IT support, many paper-based processes moved online, including student forms such as withdrawal forms, change of major, graduation waivers, etc. Financial Aid developed a secure digital dropbox to enable students to submit financial aid forms online so that the department could process and package student applications.

Approximately 95% of campus operations moved online. Public Safety, Office Services and Facilities maintained a reduced presence on campus. The Library and food pantry (Thrive) also maintained a skeleton staff on campus as the Library continued to process and distribute hotspots, graphic calculators, and Chromebooks to students, and Thrive continued to package food for distribution to over 65 students. In addition to weekly emails, the president began a series of virtual town halls for staff and students, to discuss such significant decisions as postponing the in-person commencement ceremony, as well as other academic considerations like implementing a pass-fail option for students. Over the following weeks:

- The Library bought additional Chromebooks and hotspots to loan to students, bringing the total inventory to nearly 200 Chromebooks and 125 hotspots.
- Thrive and the Library developed a process for delivering computers and food to students who could not come to campus in partnership with the Emergency Response Team (ERT), ensuring that appropriate personal protective equipment (PPE) and cleaning procedures were used. A Student Affairs staff member delivered food and/or Chromebooks to roughly 100 students.
- The Foundation increased funds in the president's Student Emergency Fund from approximately $100,000 to approximately $190,000 through a campaign, #TogetherHCC, and expanded eligibility to access funds.

- The dean of student services ensured that expanded mental health resources were available to students through videoconferencing, chat, and phone and arranged workshops and webinars for students, via Zoom, on mental health and wellness.
- The director of Advising led the creation of a "care call team" staffed by volunteers across departments who reached out to all enrolled students; each called the same cohort of students every week to check in and connect them to resources if needed.
- On April 15, the College Senate convened an emergency meeting to discuss a modification of the existing satisfactory/unsatisfactory option (S/U) that allowed students to choose the S/U option for one or more of their courses by May 13. Faculty submitted letter grades as usual, and students have up to two years to revert back to a letter grade should they choose. The College received assurances in writing from both private and public four-year transfer partners that they would accept the S as a transferable grade. Voting occurred online and the motion passed.
- In addition, the College developed an administrative action appeal process, overseen by the assistant vice president of Student Affairs, through which students who have had to withdraw from courses due to COVID-19 can petition to have tuition applied to future semesters.
- A task force convened from Financial Aid, Student Accounts, the Business Office, and Student Affairs created a process and form for distribution of CARES Act funds (from which the College received $1.8 million for direct student support). In addition, a process was created through which students who were ineligible for CARES funding or who needed additional financial support could apply to the president's Student Emergency Fund. The distribution of CARES funding began on May 19. To date, approximately $900,000 has been distributed.
- Faculty developed alternative assessments to replace final exams, understanding that proctored remote exams are cumbersome and often incompatible with Chromebooks.

In early April, the decision was made to offer an entirely online summer session. Fourteen high enrollment courses were identified for online conversion, including Anatomy and Physiology 1 and 2, as well as Biology 107 (all prerequisites for allied health programs). A faculty-led online course development academy was launched for May and June. HCC's online courses go through an intentional development and evaluation process. In a typical semester, approximately 20% of class sections are online. Faculty converting face to face courses for online delivery are compensated at the rate of $500/credit, as per the Distance Education Agreement negotiated with the Massachusetts Community College Council (MCCC) in 1998. In addition, the newly adapted courses are evaluated by faculty mentors according to the Quality Matters rubric. The total cost of summer 2020's "Online Development Academy" is $33,000.

In the last several months, higher education in general and Massachusetts community colleges have been making careful distinctions between **remote** and **online** instruction. The differences are pedagogical, but in the Massachusetts context have labor ramifications as well. Online instruction is asynchronous: typically, there are no scheduled class times but there are deadlines. Students are required to complete assignments by certain dates but are able to decide when they do the work. Although it may also take place online, remote learning aims to re-create the classroom

environment through synchronous videoconferencing and similar technologies. This means the student logs in to the virtual classroom environment at scheduled times to view lectures or participate in group learning activities. For labor purposes, colleges have looked to the Distance Education Agreement for guidance on faculty development and compensation for online courses but not for remote teaching and learning, which the community colleges are arguing are the equivalent of in-person instruction for contract purposes.

On May 4, after discussion with deans and department chairs, the senior leadership announced the decision to move the majority of the fall academic program to online/remote modalities, with allied health clinical courses needing in-person instruction comprising the few exceptions. HCC was the second community college in Massachusetts to announce its fall plans. Registration for the fall semester was temporarily suspended while departments and deans made changes to the fall schedule to reflect the changed modalities. Registration re-opened on May 15.

Deans and department chairs shifted many in-person sections to their online versions. Fall 2020 course offerings (approximately 1,000 sections total) are now 23% online. In shifting the rest of the fall 2020 schedule to a remote modality, the VPASA and academic deans encouraged faculty to consider adapting *both* synchronous and asynchronous techniques and strategies. Student feedback gathered in the shift to remote learning through a student needs survey demonstrated that students valued the continued engagement of synchronous videoconferencing. Students also valued flexibility and did not want to be penalized if their schedules and life circumstances did not allow them to log onto Zoom during particular times and days. Faculty reduced the number of meeting times required per week via videoconferencing and enhanced the asynchronous elements of their courses. When registration re-opened for students, students saw changes in the existing schedule. For the purposes of clarity in communicating to students, courses were labeled either **online** (meaning entirely asynchronous) or **blended**, meaning that there are asynchronous elements but also scheduled times and days when students would be expected to log in and participate in activities with their instructor and classmates. The changes to the fall schedule were explained on the website and in emailed communications to students.

On May 18, as the Governor of Massachusetts announced the state's phased reopening plan, the president charged the ERT with creating plans and procedures for the re-population of campus and the gradual resumption of in-person campus operations excluding the academic program, the majority of which will continue to be remote/online. The resulting document can be found here. At the time of the current writing, the campus is beginning the implementation of Phase II of on-campus operations.

The CFE has continued to offer regular trainings and workshops for staff on remote teaching, learning, and work throughout the semester (to date 253 workshops, 106 of them unique, to 1,104 participants). The CFE has added workshops and webinars on mental health, wellness, and resilience in the time of COVID-19, and more recently, workshops on inclusion, equity, and racial justice in the time of COVID.

COVID-19 Impacts

The academic program demonstrated extraordinary creativity in its sudden pivot to remote learning midway through the spring semester. A majority of our full-time faculty and a good proportion of our adjunct faculty are experienced online instructors, and more than 60% of our courses were already developed on Moodle. This foundation and expertise proved essential, as experienced online instructors stepped up to mentor and coach their colleagues. While culinary, clinical, and practicum courses as well as some laboratory science courses have long been considered, by faculty and accrediting agencies alike, inappropriate for an online delivery method, faculty challenged their own presumptions in the pivot to remote learning necessitated by the COVID-19 pandemic. Instructors in clinical and practicum courses developed alternative projects for students; for example, education students developed curricula for families homeschooling preschool-aged children instead of doing practica within schools. Allied health programs developed alternative clinical experiences for students, including streaming videos from the Center for Health Education's simulation lab for nursing students.

However, most accrediting bodies are not recognizing alternative clinical experiences, with the exception of the Board of Registered Nurses (BORN), which made an exception to allow for 50% of clinical experiences to be substituted with simulation lab experience. As a result, several credit and non-credit programs were identified as return-to-campus priorities in order to be able to complete skills and competencies. The programs are: Certified Nurse Assistant (credit and noncredit), Radiology Technician, Veterinary Technician, Medical Assisting, and Emergency Medical Technician (noncredit). Currently, these programs are in the process of bringing small groups of students to campus to complete clinical and competency requirements from the spring semester. The longer-term impacts of COVID-19 on allied health programs are, however, extremely concerning. These programs depend on hands-on training at clinical sites. Currently, few clinical sites are accepting allied health students for summer or fall, or are accepting reduced cohorts. At the same time, accrediting agencies for programs like CNA, Veterinary Technician and Radiologic Technology, have been slow to accept alternatives to on-site clinical training. Many allied health programs at HCC and elsewhere are reconsidering whether or not they can accept cohorts of students in programs like radiologic technology and are considering reduced cohorts for nursing programs. The possibility that in a pandemic we will not be able to train as many healthcare workers is very concerning indeed.

There have been additional impacts to faculty that have been negotiated at the statewide level with the MCCC union. For instance, an agreement was reached to suspend faculty evaluations for spring and summer given the academic disruption. Agreements concerning faculty compensation for training for remote teaching in the summer have also been reached, and negotiations are currently underway for fall remote teaching and learning in regard to issues like evaluation, compensation, and workload calculations.

The impact of COVID-19 on HCC's students has been dramatic. Community college students are overwhelmingly low-income and more likely to both be essential workers or to have lost work or have family members who lost work due to the pandemic. Students have lost parents and other family members to the virus. Many are themselves frontline healthcare workers who are at risk. In

short, our students have been disproportionately affected by the economic, racial, and health impacts of COVID-19. This reality has made equity a more urgent priority than ever before. Ninety-five percent of requests (72/76) for emergency funding during the 2019-20 academic year were received after mid-March, during COVID-19 (if a request was not met, it meant that a student was able to receive help through another HCC support service, such as Thrive.) The average distribution to students, which actually typically is sent directly to the vendor to expedite support, is $500, up from $300 pre-COVID. Emergencies still fall within the College's four most prevalent student barriers: childcare, transportation, housing, and food. We have distributed nearly $25,000 in emergency funding during COVID-19 alone.

Extraordinary faculty and staff outreach as well as the care call team helped to keep more students engaged with the College; up until the last week of classes the withdrawal rate was tracking 2-3% lower than that of spring 2019. The week of the May 13 deadline, however, saw a surge in withdrawals so that our withdrawal rate has gone up 3% over last year (13% in spring 2019 versus 16% in spring 2020). Approximately 125 students elected for the S/U option. We saw a dramatic increase in incompletes, from 194 in spring 2019 to 564 in spring 2020. HCC has a liberal incomplete policy that up until spring 2020 was infrequently utilized. It is not surprising that because of the disruptions of COVID-19, faculty and students took advantage of the incomplete option. Overall, the course completion rate in spring 2020 was 5% lower than in spring 2019.

Certainly, the toll on mental health and wellness has been felt not just by students but by faculty and staff as well. On April 29, the College dedicated its campus-wide professional day to mental health, wellness, and self-care, offering a variety of virtual workshops and panel discussions on such topics as "Resilience in the Time of COVID" to staff, faculty, and students throughout the day. In addition, exercise videos created by the Bartley Center fitness staff and mindfulness meditation via Zoom that a staff member had been leading since the shift to remote work and learning were offered.

Because of higher than anticipated enrollment decline in fall 2019 (8% as opposed to the projected 6%), the campus was already engaged in an effort to recuperate the projected $1.3 million shortfall. Through a robust mid-year budget review process, budgetary savings through unfilled positions, cost savings in supplies, travel, and other discretionary spending, and positive spring retention and enrollment, the College was on track pre-COVID-19 to make up the budget shortfall and end the year with a balanced budget. However, the following table makes clear the actual and anticipated COVID-19 financial impacts as of early May.

	To-Date			
	To-date Direct Costs:			
Template (w/ examples)	Campus Cleaning	For Remote Work and Learning Transition	Other Costs/ Lost Revenue	Total
Contracting Cleaning	$ 20,460			$ 20,460
Overtime for AFSCME	$ 8,484			$ 8,484
Cleaning Supplies	$ 3,609			$ 3,609
PPE	$ 163			$ 163
Facility Equipment	$ 9,683			$ 9,683
Laptops/Desktops Provided		$ 294,215		$ 294,215
Faculty Learning Supplies/Proctoring/Testing		$ 79,524		$ 79,524
Courier Services/Shipping		$ 43		$ 43
VPN,VDI upgrades and Licensing		$ 96,220		$ 96,220
Texting /E-signature/NearPeer Softwares		$ 50,760		$ 50,760
Zoom/WebEx accts/Hotspots		$ 13,922		$ 13,922
Administrative Items		$ 1,874		$ 1,874
Supplies for TRAIN/THRIVE		$ 3,900		$ 3,900
Canceled Conferences and Travel			$ 9,041	$ 9,041
Public Safety/Personal Costs			$ 7,908	$ 7,908
Refunds (course fees, others)			$ 711,250	$ 711,250
PPE donated			$ 1,584	$ 1,584
Canceled Event Revenue			$ 22,194	$ 22,194
				$ -
				$ -
	$ 42,398	*$ 540,458*	*$ 751,977*	$ 1,334,834

The total costs of COVID-19 include nearly $600,000 in actual expenses (technology, licensing, cleaning, supplies, and so on) and nearly $800,000 in anticipated lost revenue (uncollected tuition, canceled events, etc.). As of the time of this writing, anticipated lost revenue has been revised upward. In April, senior leadership conducted a review of all part-time employee work responsibilities and effective May 1 laid off 33 part-time non-benefited employees whose responsibilities did not translate to the remote work environment.

In late February, our applications for summer and fall were up 15% from the year before. However, by the end of March that gain had shrunk to 6%. Applications were at 50% of typical volume in March and 65% of typical volume in April. By the end of May, total applications for summer were down 20%, and total applications for fall were down 13%. However, we are continuing to make gains in summer applications. Total enrollment for the summer demonstrates that students are deciding very late to return to school. At the beginning of May, summer enrollment was down 20%. A week before the start of summer classes on June 1, summer enrollment was down 10%. By the first day of class, summer enrollment 2020 was less than one percentage point lower than summer 2019, even though we are offering 20% fewer courses (approximately 130 sections in 2020 as opposed to 160 in 2019) and all online. We may end up with a slightly higher enrollment as applications are currently still being accepted for the second summer session in July.

Registration numbers for fall are concerning. As of July 1, the full-time equivalent (FTE) is down 36%, with new student headcount down 61%. Based on historical yield patterns, we know that our higher yield applicants tend to apply in April, May, and June. Given the suppressed numbers of applicants in those months, we could anticipate up to a 20% enrollment decline. On the other hand, the enrollment patterns for summer demonstrated a surge in both applications and registration in the last days before classes began. We are therefore planning for a potential surge in applications and registrations in July and August, especially if local students decide to forego attending more expensive four-year institutions and opt for community college instead.

Planning for an Uncertain Future

HCC's financial sustainability depends on two unpredictable variables in the time of COVID-19: state appropriations and enrollment. The chief financial officer (CFO) and his team are developing five different budget projections based on five different scenarios, from worst (state appropriations and enrollment both down 20%) to best case (state appropriations flat and enrollment down 5%). All divisions submitted reduced FY2021 budgets in April, and we have already successfully trimmed our $54.5 million FY2020 budget by nearly 10% through cost savings in unfilled positions due to retirements and resignations, a reduced part-time employee budget, a reduced adjunct faculty budget based on a 5 to 10% enrollment decline, and reduced travel, event, facilities, and supply costs. The state is starting the fiscal year with a 1/12 budget, in which we may only be able to plan month by month until a full budget is approved. The state is also considering cutting its grants, which include such initiatives as our STEM Starter Academy, whose aim is to recruit and retain more STEM students of color. The Massachusetts Department of Higher Education (DHE) has already advised the program to submit an FY2021 budget that is reduced by 50%. Other state supported programs such as funding for Dual Enrollment, Early Education and Care, and Skills Capital Grants may follow. Such proposed projects to the Division of Capital Asset Management and Maintenance (DCAMM) as the continuation of our Marieb building renovation might also be delayed.

During the June meeting of the Board of Trustees (BOT), the Board approved a motion to fund a 25% budget effective July 1, 2020 in order to begin the fiscal year and that a full balanced budget would be presented in September for approval.

While CARES Act institutional funding for the College is $1.8 million, in addition to $200,000 of Minority Serving Institutions (MSI) funds, we are cautious that this may not be enough to cover projected expenses and uncollected revenue. Additional COVID-19 related expenses that we anticipate include: faculty training for remote teaching and learning ($35,000-$40,000); academic program expenses such as lab kits for remote lab science courses ($40,000-$50,000); additional technology for students ($40,000); additional support in the form of workshops, tutoring, and coaching for students; additional technology needs for staff and faculty; PPE and cleaning supplies as well as potential need for contracting with outside cleaning companies. Lost revenue and accounts receivable are a more concerning variable, with projections of up to $1.5 million loss over last year at this time. A loss exacerbated by the pilot in spring 2020 to eliminate non-drop for non-payment as well as remove financial holds, which has helped enrollments but has significantly impacted our cashflow. FAFSAs are down over 30%, usually a predictor of enrollment.

We are proactively and strategically investing in high need and high impact areas of the College. For instance, we have made the commitment to reinvest the increase in tuition approved by the BOT in February into enhanced mental health support for students including, as per the recommendation of the spring 2020 Mental Health Task Force, partnering with community agencies to embed counselors on campus and increase education and prevention resources. We anticipate that the effects on community and student mental health will be felt long after the pandemic is over. The president has also charged the CFO with creating an Innovation Fund dedicated to changemaking ideas that will elevate HCC for a new era. Celebratory planning for the College's 75th anniversary is underway, and our development team recently completed a feasibility study to measure our readiness for a capital campaign. The College has strong emergency financial reserves of approximately $12 million as well as a Foundation endowment of $13.7 million, which offer some buffer against projected worst-case scenarios and will enable HCC to persist through this crisis.

We have doubled down on our enrollment and retention efforts for the fall as well. Admissions has partnered with Marketing in a campaign to attract guest students who may be interested in deferring enrollment in four-year institutions. The Admissions team is contacting every student who has been accepted but has not yet enrolled. The care call team is calling all enrolled students who have not registered for fall classes, and students who withdrew are receiving personalized outreach and being encouraged to re-enroll for the summer and fall. Student support offices like Advising, CAPS (tutoring) and OSDDS (disabilities) are reaching out to all students who received incompletes and offering help with time management, organization, or general academic support. We are developing workshops on remote learning, time management, and digital literacy for students, who indicated in the student needs survey that these were resources they felt they needed. Placement testing is being conducted remotely, and the assistant vice president of student affairs is working with faculty in developmental Math and English to double down on multiple measures and even investigate the option of self-placement. We will continue to offer all student support services virtually and expand our availability to evenings and weekends.

While the typical community college student is at high risk for interrupting their college education because of the economic impacts of COVID-19, we may see new populations of students: local high school graduates and guest students from four-year institutions choosing a semester or two at community college because of its value and proximity, and dual enrollment students from local high schools, which have reduced their academic offerings. We are appealing to such students through a streamlined guest student application and through our marketing campaign.

Technology has likewise shifted its planning; the IT "Road Map" (see Standard Two) was developed just before the pivot to remote work, teaching, and learning. The IT department will now balance the priorities identified in the Road Map with the increased need to support a remote fall semester. Aside from continuing to bolster existing systems through purchasing licenses, servers, and phones, IT will be installing the VPN client on all HCC laptops to allow all staff to connect when off-campus. Throughout the next workstation replacement cycle, they will be focusing on laptops and docking stations instead of desktops to allow for even more flexibility for staff who previously

worked exclusively on campus. To help with remote coursework, IT will be augmenting the VDI pool to provide students with the applications and computing power from home so that classes requiring advanced software can continue should a future quarantine occur. In addition, IT is participating in a cross-departmental team to develop a technology policy for students, as well as a Zoom security task force to ensure we are protected from security breaches and have clear reporting protocols should they occur.

There are no historical models for higher education in a time of pandemic. However, our experience during these weeks of crisis has been one of compassion, creativity, and extraordinary flexibility and resilience on the part of students, staff, and faculty alike. We see opportunity as well as challenge: opportunity to become a stronger, more efficient, and leaner institution, re-envision online, hybrid, and blended learning options for students, enhance flex work options for staff, and provide an engine for economic transformation to our communities.

DATA FIRST FORMS
GENERAL INFORMATION

Institution Name:	Holyoke Community College		
OPE ID:	*00217000		
		Annual Audit	
		Certified:	Qualified
Financial Results for Year Ending:	06/30	Yes/No	Unqualified
Most Recent Year	2019	Yes	Unqualified
1 Year Prior	2018	Yes	Unqualified
2 Years Prior	2017	Yes	Unqualified
Fiscal Year Ends on:	*06/30	(month/day)	
Budget / Plans			
Current Year	2020		
Next Year	2021		
Contact Person:	Veena Dhankher		
Title:	Director of Institutional Research		
Telephone No:	413-552-2543		
E-mail address	vdhankher@hcc.edu		

Standard 1

Mission and Purpose

DESCRIPTION

Between 2005 and 2018 the College was guided by a 485-word mission statement that, by 2018, was obsolete and no longer reflected College priorities and values. Prior to 2017, the College Senate's Long-Range Planning Committee met with students, faculty, and staff regularly to develop a set of Priorities. The process for articulating and acting on College values and priorities changed with the arrival in January 2017 of the College's fourth president, who brought a new perspective to HCC. Early in her tenure, the new president encouraged faculty and staff to think broadly and differently about the future of HCC, including reevaluating our mission. Conversations took place over the course of the 2017-2018 academic year, in what became a formal strategic planning committee, inviting faculty and staff to examine assumptions about who our students are, what barriers they face in accessing and succeeding in college, how to break down those barriers, and how to innovate both inside and outside the classroom. These discussions considered the social and economic needs of the communities we serve and our capacity and ability to sustain growth. During this planning year, students, faculty, staff, BOT members, and the greater Holyoke community came together to articulate a vision for HCC and lay the foundation for its future. Subcommittees examined research documents, analyzed surveys, made presentations, held workshops, and discussed visions and goals for HCC's future. These activities included a campus-wide strengths, weaknesses, opportunities, and threats (SWOT) survey (December 4-23, 2017), Student Experience Workshops with faculty, staff, and student participants (February 27, 2018), a campus-wide values survey (March 5-23, 2018), two sessions of HCC Values Workshops (March 28, 2018), and a survey on the student experience statement draft (March 29-April 6, 2018).

Working through numerous drafts and incorporating input from the HCC community, the College president and BOT created a new mission statement. In addition, the HCC community created statements for College Vision, College Values and the Student Experience. These statements were unveiled at a "Future Walk" celebration on May 23, 2018 and guided the development of the Strategies, Objectives, Action Items, and Measurable Outcomes for the FY2019-22 Strategic Plan. A video accessible on the HCC Strategic Plan webpage documents and captures this planning process. (See Standard Two).

Taken together the mission, vision, values, and student experience statements embody the College's commitment to providing an outstanding educational experience that puts the student and the broader community at the center of what we do. These statements are a part of the FY2019-22 Strategic Plan approved by the BOT on October 23, 2018 and the DHE on December 4, 2018. The Mission statement appears on the website, and the Public Relations office integrates it

into current publications and promotional material such as booklets, buttons, and posters. The mission, vision, and values are displayed in Spanish on a hallway wall in the main administration building.

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

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

APPRAISAL

The mission statement revision process has provided the foundation for a multi-year planning cycle that includes a review of progress achieved toward current priorities, consideration of opportunities, constraints, and trends likely to impact the College, and development of a course of action to achieve future priorities. The new mission statement captures the essence of what HCC stands for. A three-word mission statement may, on the surface, appear to be overly simplistic or lacking in substance. These particular three words express the myriad ways HCC serves our students and the community. Short and succinct, it has been widely embraced by members of the community and serves as a guide for our daily work. It is featured on HCC t-shirts, mugs, and water bottles distributed to all new students, displayed across campus and in college communications,

and many faculty and staff include the mission statement in their email signature lines. In its brevity, the Mission Statement is easily remembered, transmitted, and printed on a variety of surfaces. Indeed, when the DHE was reviewing the HCC Strategic Plan in December 2018, one student participant commented that she liked the mission statement because it was easy to remember.

EDUCATE

Capturing the primary mission of the College, "Educate" expresses the core purpose of the institution and HCC's long-standing tradition of providing a high-quality educational experience. HCC offers 94 academic options, 65 AA/AS/AAS career options, and 29 certificate programs. The overall Transfer Rate within three years for FTDS (first time degree seeking students) ranges between 26% to 27%.

Of the 4,886 degree and non-degree seeking students in fall 2019, 4,335 (89%) are degree seeking and 551 (11%) are non-degree seeking. A majority of them are part-time (59%) compared to full-time status (41%). Female students represent 63%, males 37%. White students are 58% of all students and minority students are 42%. Of the minority students, Hispanic or Latinx represent 68%, Black or African American represent 15%, two or more races are 9% and Asian represent 7%. See Fall Term 2019 Enrollment Data Notes.

According to the First Year Out Graduate Survey for the Class of 2018:

First Year Out Graduate Survey for the Class of 2018			
Total Graduates: 879	**Survey Responses: 254**	**% of Graduates 29%**	**% of Survey Respondents**
Employed	203	23%	80%
Continuing Education	145	16%	57%
Employed and/or Enrolled	239	27%	94%

The response rate of 29% may be somewhat low, but this data suggests that an HCC degree does enhance our students' employment or transfer prospects. Ninety-four percent of 2018 graduates reported that they were employed and/or enrolled in further education. It would be useful to look deeper into this data to assess the extent to which the degree earned aligns with the work students do after graduating or the programs they transfer into.

HCC's mission to educate extends beyond the traditional-age college student (i.e., 18-25 years of age) seeking a traditional college experience. The College offers a continuum of pre-college programs for young adults and adults returning to school, including dual enrollment, adult education, English for Speakers of Other Languages (ESOL), and workforce and career readiness preparation. These programs prepare students for enrollment in credit certificate and degree programs, often with earned credit. HCC's Gateway to College program facilitates the transition of at-risk students from high school to college. Gateway to College offers students between ages 16-20 the opportunity to obtain a high school diploma while earning college credits towards an associate degree or certificate. Gateway has been described as a unique alternative education

opportunity. The program is funded by contracts with local school districts to serve students who have dropped out, been withdrawn, or who have "stopped out" from school. In 2018-2019, HCC enrolled 144 high school students from 12 surrounding school districts. Sixty-six of the Gateway students completed the program last year, earning their high school diplomas with an average college GPA of 2.05. An additional 39 of those students were still enrolled at the end of the 2018-2019 school year.

HCC also serves high school students through its Dual Enrollment Program, which is open to qualified juniors and seniors from participating high schools and home school programs. Some of the many benefits available to dual enrollment students include: challenging coursework, a heterogeneous classroom experience, an affordable start to a university-caliber education, free access to college clubs and activities, academic support, and all other HCC student services. Dual enrollment aims to ease the transition from high school to college. Qualified students get a head start on their college careers, as well as meaningful and challenging academic experiences. In spring 2020, HCC served 527 dual enrollment students.

Fulfilling its mission and purpose, HCC remains committed to enhancing the communities it serves by providing pre-college and career preparation programs for adults as well. These various programs prepare adults to enter certificate and degree programs by providing wraparound supports, education and career advising, job placement services, and academic skill building in English, Math and other college-level coursework. These programs (often free) allow adults to gain the necessary "prerequisite" skills in English and Math needed to enter into a certificate or degree program, and/or gain credits through articulation agreements, challenge exams, or Credit for Prior Learning.

The College extends itself to offer education in a variety of ways, both literally and figuratively, into downtown Holyoke, the surrounding cities, and the region and beyond, through in-person, remote, and online learning modalities. HCC has expanded its footprint with the HCC MGM Culinary Arts Institute on Race Street in downtown Holyoke, where students study and practice the culinary arts in state-of-the-art kitchens and labs. HCC professors collaborate with faculty from Holyoke High School to offer classes at the secondary school location, as well as dual enrollment courses at HCC. These and other early college initiatives prepare students for success at HCC. In fall 2018, HCC welcomed Holyoke High students into the cast of the musical *In the Heights*, where they worked and performed alongside HCC students. In fall 2019, HCC's production of *Our Town* featured the Holyoke Evangelical Church Choir to serve as the choir in the play. HCC regularly hosts cultural and educational events at the Holyoke Public Library. Our campus is on Homestead Avenue, but our influence and commitment encompass the community of Holyoke and the surrounding region.

INSPIRE

Along with educating, HCC seeks to "Inspire" students to discover their strengths, passions, and interests along with their academic and career goals. As students reported during the strategic planning workshops, and reflected in the Student Experience Statement, students seek to be a part of a *"vibrant, connected college community that enriches the learning experience."* Central to

inspiring students is providing them with faculty and staff who appreciate who they are socially, financially, educationally, and geographically. Guided by this commitment HCC faculty engage a range of pedagogical techniques, modalities, and approaches to deliver an engaging, transformational education that inspires students within and beyond the classroom. This inspiration manifests itself in HCC's learning communities; service learning courses; carefully designed developmental sequences; supportive, enthusiastic faculty; student service offices and resources that help students to solve a problem; opportunities to get engaged through a club meeting or film screening; an intriguing selection of books on the library display tables; art exhibits and musical recitals; and advisors, tutors, learning coaches, and administrators who widen the horizon for our students.

CONNECT

The third word in the triad, "Connect," conveys the quintessential community college mission of providing access and helping students build bridges from one course to another, from one educational institution to the next, or to a career. HCC is an anchor institution in the city of Holyoke, and connections with city institutions and agencies are essential to our students' success. On campus, we strive to "connect" students to the services and resources that can facilitate academic progress and help balance educational aspirations with life experiences and demands. At HCC, to connect includes accessible, guided, and intuitive services to support students and their families. To connect includes embracing the cultural wealth that our students bring to our campus and eliminating the disparity in outcomes between race, gender, and ethnicity. In placing the word connect in the mission statement, we document our commitment to equity, an institutional goal woven throughout the strategies, objectives, and action items of our Strategic Plan. Over the past academic year, HCC has hosted a number of equity-focused initiatives, including town hall meetings, training resources, affinity groups, and opportunities for sharing and valuing cross-cultural, ideological, and social differences. These discussions, taking place in different areas of the College, have highlighted the need for a comprehensive equity plan for HCC.

Consistent with our Strategic Plan objective to improve access and increase affordability in public higher education, the College has forged new partnerships with Westfield State University and the Commonwealth Honors College at the University of Massachusetts Amherst, the top two four-year transfer institutions of HCC graduates. (These two institutions receive nearly 80% of HCC transfer students.) HCC developed a cost-effective degree-completion agreement with Westfield State University that guarantees that a student can earn degrees from both institutions with a tuition cap of $30,000. Established in fall 2015, the presidents' MassTransfer Agreement opens a pathway to a baccalaureate degree for students who otherwise might not be able to afford one. The MassTransfer Plus agreement, another new agreement with Westfield State, facilitates the transfer of students who have completed an online associate degree at HCC to an online bachelor's degree program at Westfield State, thus making it possible to complete a four-year degree fully online. The agreement builds on the growing number of fully online degree programs available at HCC and Westfield State, as well as the institutions' determination to make it easier for Massachusetts residents to move into high paying, in-demand career fields through higher education (HCC.Net Transfer Data Notes February 2020).

HCC and the Commonwealth Honors College (CHC) at the University of Massachusetts Amherst formalized an agreement in FY2014 to streamline the transfer of highly qualified HCC students to the Commonwealth Honors College, the first such Massachusetts community college honors program to do so. The agreement creates a local option for stellar HCC students to obtain a bachelor's degree from an academically rigorous four-year institution. The agreement also provides for collaborative HCC/CHC program development, which may include offering CHC honors seminars at HCC and the creation of inter-institutional learning community courses taught jointly by faculty from both institutions. HCC honors students on a transfer track to UMass Amherst will also be invited to attend lectures, presentations, and other events at CHC.

Outreach efforts to the local community remain on the College forefront. HCC has extended its footprint to downtown Holyoke with a major presence in the Multimodal Transportation Center. Located in the refurbished former headquarters of the Holyoke Fire Department, the transportation center houses a Head Start program, the Pioneer Valley Transit Authority, and a terminal for Peter Pan Bus Lines. The 2,600-square-foot Picknelly Adult and Family Education Center is an undertaking of HCC and the Juntos Collaborative. The Center offers HiSET preparation and testing, ESOL, digital literacy, financial counseling, intake and referrals to HCC services, workforce development training, and career counseling. Leased through the DCAMM, the area includes classrooms, offices, counseling space, meeting rooms, and testing facilities.

Recognizing that connection means more than just transfer and employment opportunities, HCC offers a variety of support services designed to help students manage life circumstances so they can focus on their academics. Through community partnerships between academic departments and community agencies and institutions, HCC connects students to resources that enhance their educational experiences while also helping to remove barriers to their access and success. Through the Thrive program and other student support services, HCC also connects students to food, housing resources, mental health, and other support services.

Despite the connections described above, HCC has faced enrollment declines and persistent achievement gaps for the past 10 years. High school student populations in Massachusetts are projected to continue a downward trend through 2031, potentially perpetuating enrollment pressures. Additionally, internal scans reveal that HCC's operational processes fall short of meeting students' expectations and needs, leading to attrition. Therefore, it is critical that we strengthen our systems for supporting students throughout their academic life cycle at HCC (i.e. from application to graduation and transfer). Given the higher education landscape and the ways our own processes negatively impact students, Strategic Plan Team C has proposed that, as outlined in Action Item 2.1.2 of the Strategic Plan, HCC "Implement a team-based case management approach to onboarding new students," building on successful programs at HCC, external models, national research, and industry best practices. This new system will work to CONNECT students to the right resources that will enable faculty and staff to EDUCATE and INSPIRE.

In consideration of the enormous impact on institutional structure and processes required in adopting full-scale team-based case-management, Team C recommends a phased approach. New student onboarding represents the first phase of a multiphase effort to fully adopt and incorporate

team-based case management across the student academic life cycle. Successfully addressing the areas of deficit related to new student onboarding will allow the College to then address additional components of the student experience, with the goal of creating a seamless and unified campus-wide team-based case management approach to student success and retention (See Standards Five and Eight).

Projections

- The current Strategic Plan will end in FY2022. In preparation for the next plan, appraisal of the Mission, Vision, Values and Student Experience Statements will be performed.
- The Equity, Diversity and Inclusion Council will lead the development of a comprehensive Equity Plan in FY2020-21 in alignment with the College's Mission, Vision, Values, and student experience statements and Strategic Plan objectives.

Standard 1: Mission and Purposes

Attach a copy of the current mission statement.

Document	Website location	Date Approved by the Governing Board
Institutional Mission Statement	http://www.hcc.edu/about/mission-vision	HCC Board: 10/23/2018, DHE approval 12/4/2018

Mission Statement published	Website location	Print Publication
	http://www.hcc.edu/about/mission-vision-and-values	
		Buttons

Related statements	Website location	Print Publication
Strategic Plan	administration/strategic-plan-2018-2022	Booklets, posters

Please enter any explanatory notes in the box below

Standard 2

Planning and Evaluation

PLANNING

HCC regularly engages in planning and evaluation processes designed to promote and propel the College's mission and purposes and guide the allocation of resources. Campus planning occurs in multiple formats: Strategic Planning occurs campus-wide. Academic and Student Affairs plans reflect the consolidation of these previously separate operations. Financial planning and capital improvements are based on budget constraints, economic forecasts, and infrastructure requirements. Additionally, the Office of Institutional Research (OIR) is an integral part of the College culture, providing accessible and usable data for better data-informed decision-making. The OIR supported and contributed to the strategic planning process by developing and tracking the progress of campus performance metrics/measurable outcomes, creating an external environment scan and routinely providing institutional student success data. All campus plans align with the DHE and other relevant state and professional criteria.

DESCRIPTION

Strategic Planning

Prior to the development of the FY2019-22 Strategic Plan and under the leadership of the then-president, the College systematically implemented two and then three-year planning cycles to develop college priorities and corresponding action plans. The pre-FY2019 planning process involved the College Senate's Long-Range Planning Committee, HCC students, faculty, and staff collaborating to develop the College Priorities. Shortly after her arrival in January 2017, the College's fourth president launched a campus-wide initiative to develop a comprehensive strategic plan designed to coordinate efforts and resources across campus departments and divisions. As described in Standard One, over the past three years HCC has overhauled the long-range planning process, updated the College Mission and Values statements, and formulated a new student experience statement. These updated documents align with the FY2019-22 Strategic Plan, embody the College's revitalized planning process, and will guide resource allocation and efforts in the coming years.

Creating the FY2019-22 Strategic Plan involved extensive research and self-analysis to identify the internal and external challenges facing the College, the region, the community college system, and our students. The Strategic Plan process provided the campus community with a prime opportunity to consider the needs of both current and future students and to evaluate the ability of our existing structures to provide access to quality education, support services, investment in programs, and human and technological resources that position HCC well for sustainable growth.

In 2017, the College contracted with the consulting firm CampusWorks, which provided a year-long roadmap of activities and a detailed timeline for completion of the strategic planning process. Membership on the Senate's Long-Range Planning Committee was expanded to include representation from all areas of the College, and eventually it evolved into the Strategic Planning Steering Committee (SPSC). The newly formed SPSC, comprising 53 faculty and staff, met weekly for over a year with direction from CampusWorks and the Director of Planning and Assessment to research best practices and gather internal and external perspectives. The SPSC relied on a number of key resources for guidance:

- HCC External Environmental Scan 2017 (prepared by the OIR
- Analysis of the Economic Impact and Return on Investment of Education, the Economic Value of Holyoke Community College prepared by Examination Management Services, Inc. (EMSI)
- Campus-wide SWOT survey completed by 228 respondents
- Campus-wide values survey completed by 92 respondents
- Community College Survey of Student Engagement (CCSSE) data
- Emergent themes from Student Experience Workshops attended by 75 faculty, staff and, students

The SPSC celebrated the successful culmination of the planning process with an interactive "Future Walk" to showcase the College's new Mission, Values, and student experience statements.

The HCC Strategic Plan FY2019-22 is the culmination of the strategic planning process and is based on four frameworks and corresponding strategies:

- **Teaching and Learning**. Strategy #1: Enhance and expand innovative teaching and learning practices that support quality education for all
- **Inclusion and Student Success**. Strategy #2: Work with the communities we serve to increase equity
- **Workforce Development and Transfer**. Strategy #3: Align programs with workforce demands, student needs for transfer, and employment opportunities
- **Sustainability**. Strategy #4: Create a sustainable model for long-term growth

Supporting the strategies are nine objectives and 21 measurable outcomes. Key metrics include:

- closing the achievement gap by four percentage points
- increasing retention rates by four percentage points
- boosting graduation/transfer rates by four percentage points
- decreasing the number of students taking developmental Math/English by 4 percentage points
- utilizing technology and data to advance operational effectiveness and business processes
- seeking new revenue streams to support strategic priorities

Based on the dominant themes that emerged in year zero, the preparation year of the new planning process, five teams were created to implement the Strategic Plan's four strategies, nine objectives, and 21 measurable outcomes: Team A: Professional Development & Inclusion, Team B: Course Offerings & Placement, Team C: Student Success, Team D: External Alignment, and Team E:

Resources. In 2018-19, the teams began planning and implementing foundational action items. President Royal invited members of the campus community to participate on the team of their choice. The Chief of Staff created a timeline, monitored team progress, and provided Strategic Plan updates to the president, BOT, and HCC community. Through this broad-based engagement, the Strategic Plan has become part of daily activities and culture of the College.

Academic Affairs Planning

Academic programs and departments undergo a comprehensive review every five years. This two-semester process is led by a faculty department chair in coordination with the director of planning and assessment and involves the completion of a departmental self-study in accordance with Academic Program Review Guidelines. Two external reviewers representing a two and four-year institution or relevant industry evaluate the report. External reviewers spend a day on campus to observe classes and meet with faculty, staff, and students. Typically, five or more programs and departments are reviewed each year, as noted in the E-Series. Academic programs holding external accreditations follow the timetable and guidelines of their respective accrediting bodies. The OIR provides a standard set of data to academic department chairs each year to support the completion of evidence-based program reviews. To help prepare academic departments for the program review, department chairs complete an annual report using guidelines that mirror those of the program review.

During the summer/fall of 2019, the College engaged the services of Gray Associates to perform a comprehensive evaluation of all academic programs. The Gray Associates report led to a program prioritization process discussed in greater detail in the Appraisal section.

Student Affairs

The Office of Admissions uses data from the OIR and the customer relationship management (CRM) system to effectively gauge enrollment, event planning, and allocation of resources. By tracking every recruitment event, including attendance, cost, and outcomes, the CRM informs decisions about resource allocation. For example, noting that the Avanza to College attendance had dropped significantly in 2016-17, the College decided to make 2018 a planning year during which events were not held but counselors worked directly with schools/guidance counselors to determine what services would benefit students the most. Schools indicated that the campus visit plays a significant role in generating interest, so Admissions increased the investment in transportation resources. Similarly, reviewing the demographic shifts in our region revealed the need to find additional ways to market to and support the success of adult learners. As a result, HCC contracted with Achieving the Dream to conduct a Holistic Student Supports Opportunities Assessment to guide the College in data-informed planning for scalable and sustainable change to improve outcomes of adult learners, which we anticipate will positively impact additional. Intersecting cohorts of students.

Financial Planning and Capital Improvements

The vice president of Administration and Finance oversees a five-year financial outlook and a five-year capital improvement plan. Data used to inform fiscal planning and forecasting include:

- Annual Statement of Revenues and Expenses

- Selected Revenue Categories (State Appropriation Net of Fringe Benefits; Tuition and Fee, Non-Financial Aid; Tuition and Fees, Financial Aid; Tuition Remitted to State; College Store, Non-Financial Aid; College Store, Financial Aid; Federal, Federal, State and Local Grants Other Than Financial Aid; Non-Credit Instruction Revenue)
- Selected Expenditure Categories (full-time salaries; adjunct faculty salaries; part-time salaries; employee fringe benefits paid from the Trust Fund; capital projects paid from the Trust Fund; equipment)
- Core Financial Ratios (primary reserve ratio, net operating revenue ratio, return on net position ratio, viability ratio, composite financial index)
- Other Financial Ratios (unrestricted net assets, bonds payable, Foundation total net assets)
- Enrollment: For-credit headcount, full-time equivalents, number of credits, percent of students qualifying for Pell Grants in fall semester, course offerings; non-credit headcount, registrations, course offerings
- Benefited staffing by each employee group
- Affordability: Tuition; educational services fee; student services fee; distance learning fee; course, equipment and materials fee

Concurrent with the development of the FY2020 budget, a Capital Improvements Plan was approved by the BOT in fall 2019. The College funds capital improvement projects from various sources. Major projects are funded through the DCAMM and fundraising efforts. The College is also under a five-year maintenance contract with DCAMM that funds minor upgrades. In addition, the College sets aside some funding for unanticipated maintenance and infrastructure projects.

Information Technology

In the last decade, the College has planned and executed substantial improvements to technology infrastructure. In the spring of 2016, the College hired Executive Alliance, a consulting firm that helps institutions implement technology and processes to optimize payroll and human capital management. Representatives from the firm met with the chief information officer and College divisions to discuss current software applications, evaluate the capabilities and utilization of the Banner system, and identify future software investments that would be needed over the next three years. The outcome of the meetings was the HCC Software Applications Project Road Map (Road Map) that essentially serves as an IT/technology plan for the next three years. The Road Map identified more than 72 potential software projects organized around the following themes:

- document management
- automation of workflow and expansion of online transactions
- communication delivery systems for credit/non-credit students, prospects, applicants, aid applicants, employees, and trustees
- human resources system and data management
- improved purchasing and budget management technology solutions

The primary purpose of the Road Map is to align the organizational investment from IT and the functional areas to address the most critical needs of the institution. Using the Road Map as a guide, the College has implemented and tracked the status of strategic projects including:

- migrating Banner to new servers
- implementing Banner Web for prospect enhancement and applicant communication
- implementing DegreeWorks, a web-based degree audit and academic advising tool
- human resources information management
- online requisitions
- user-friendly budgeting

Emergency Preparedness

HCC has demonstrated that HCC emergency preparedness is a priority and commits the time and resources to ensure the institution's readiness to respond to an emergency. HCC has invested in emergency planning by creating a shared position with Westfield State University and hiring a director of emergency preparedness in 2018. The director of public safety and the new director of emergency preparedness have worked closely to develop the College's HCC Emergency Action Plan. They also created an emergency response team that has the following responsibilities:

- provide oversight and direction to College emergency preparedness activities
- develop emergency response policies and programs
- provide support to the incident commander during an emergency
- assist with the staffing and management of the Emergency Operations Center (EOC)

The ERT consists of the director of emergency preparedness, director of public safety, assistant vice president of Academic Affairs, director of Facilities, media relations manager, and the director of IT. The vice president of Administration and Finance serves as the Cabinet liaison to the ERT. Other campus members may be called upon to assist with the emergency response. The Policy Team is the executive-level oversight and strategic decision-making body for the College, consisting of the College president, the Cabinet, the chief information officer, and the director of Marketing and Communications. They have the authority to make strategic, financial, operational, and policy decisions in response to the incident or situation. If a crisis requires executive decision-making, presents potential long-term implications for the viability and reputation of the campus, or involves significant changes to existing policies, the Policy Team will be activated. The Policy Team was activated in March 2020 and remains activated in response to COVID-19.

APPRAISAL

Strategic Planning

Now approaching the end of year one of the four-year Strategic Plan (2018-19 was considered year zero), HCC has succeeded in making strategic planning broad-based, campus-wide, and integral to the culture and daily activities of the College. The Strategic Plan teams have wide representation and comprise two team leaders, a Cabinet sponsor, and no fewer than nine members. Currently, 66 people are actively involved with the Strategic Plan implementation teams. In addition to those directly serving on a Strategic Plan team, there are people engaged with one or more of the Strategic Plan strategies such as equity, credit for prior learning, or culturally responsive pedagogies. The strategic planning process has been labor intensive and has, at times, diverted energy and resources away from other initiatives.

Among the most notable successes of the Strategic Plan has been the launch of the CFE. Opening in fall 2019, the CFE has provided space, programs, trainings, workshops, webinars, and town hall meetings for the HCC community. During the spring 2020 semester and the COVID-19 crisis, the CFE has played a pivotal role (along with the IT department) in helping administrators, faculty, and staff learn how to provide remote teaching and learning, online student services, and virtual campus operations. Through the creative efforts of the staff-in-residence, faculty-in-residence, the assistant vice president of Academic Affairs, and co-leader of Team A, the CFE provided just-in-time best practices and technology support to faculty, staff, and students.

Examples of Strategic Plan Implementation Team Activities and Progress	
Team A: Professional Development and Inclusion	● Launched the Center for Excellence (professional development): operations, technology, communication infrastructure ● Hired staff-in-residence (fall 2019), faculty-in-residence (spring 2020) ● Began discussions around development of a comprehensive Equity Plan for HCC
Team B: Course Offerings and Placement	● Introduced one-year scheduling ● Supported program prioritization with Gray Associates data and analysis ● Expanded credit for prior learning-promotion and development ● Established multiple measures for entry assessment ● Enhanced K-12 outreach, co-requisite models, experiential learning, and career-readiness activities
Team C: Student Support	● Developed concept paper and phases for introducing team-based case management (recruitment, onboarding, advising, basic need supports)
Team D: External Alignment	● Designed a tutoring program for City of Holyoke students ● Enhanced partnership with HCC, local WIB (MassHire) career centers
Team E: Resources	● Implemented process improvement strategies to reduce costs and increase efficiency ● Launched updated operations plan of the Institutional Advancement office and HCC Foundation to seek new sources of external funds ● Plan for 75th anniversary of HCC (2021)

Team meetings and Strategic Plan updates were temporarily suspended in mid-March 2020 so that personnel could focus on supporting students and providing services when the College shifted to remote operations. However, the initiatives launched by the Strategic Plan teams are continuing. Administrators, faculty, and staff are using technology and data to continue advancing initiatives to connect with students, increase retention and graduation rates, close the achievement gap, and achieve greater equity. Currently, we are evaluating the structure of our implementation process

and under the leadership of a new director of planning, curriculum and assessment will introduce a revised process in the fall 2020.

Academic Affairs Planning

Academic program reviews have resulted in notable and creative changes to several programs or departments in response to data analysis, external reviewer feedback, and innovative pedagogy. For example, the 2015 Liberal Arts review led to a six-credit integrated learning requirement. A 2015 Criminal Justice review led to the revision of student learning outcomes (from 15 to six) and the creation of the capstone course CRJ 230 for assessment. A 2015 Accounting review resulted in revising credit and contact hours in core courses ACC 111 and ACC 112 from four credits and five contact hours to three credits each and the creation of a certificate program. The 2016 CIS review led to a new degree option and certificate in Cybersecurity. In 2018 the Education department instituted a required one-credit credit Massachusetts Test for Educator Licensure Communications and Literacy Skills Preparation course (MTEL) for students enrolled in Elementary Education, General Integrated Studies Elementary Education, and Secondary Education programs.

The program review schedule for the 2019-20 academic year was minimized given the implementation of the Gray Associates analyses, as well as the NECHE self-study process. To further align its programs with existing and emerging workforce and transfer needs, Strategic Plan Strategy 3, the College contracted with Gray Associates in fall 2019 to review the relevancy of all academic offerings using multiple data sources to help determine which programs to start, suspend, sustain, or grow (see Standard Four for a more detailed summary). Strategy 3 objectives focus on increasing credentials in high-priority fields such as healthcare, computer and mathematical fields, and business administration.

Action items to support objectives outlined under in the Strategic Plan address the College's perennial focus on improving the student success gap between Latinx and White students, where the achievement gap between these student population groups is wider for HCC than for the Massachusetts community college segment as a whole, as noted in the table[1] below:

Latinx vs. White – Gap	HCC	MA CC Segment
Timely completion of gateway courses	19	11
On-time credit accumulation	17	9
Retention after first year	16	8
Six-year student Success (VFA)	9	5

Given the persistence of these disparities in outcomes, in spring 2020 the College partnered with Achieving the Dream to perform a Holistic Student Supports Opportunities Assessment focused on adult learners. Funded from a $1 million donation from the Marieb Foundation to support non-traditional students, Achieving the Dream's opportunities assessment focused on adult students over 24, who comprise more than a third of our student population and whose retention rate is persistently 4-5% lower than HCC students as a whole. The "typical" HCC adult learner is part-time,

[1] https://www.mass.edu/datacenter/PMRS/holyoke.asp

female, Latinx, between 25 to 34, enrolled in at least one part-time course, and may be in developmental education. Achieving the Dream's forthcoming recommendations will guide HCC in implementing data-informed change that will positively impact equity and access for our highly diverse student population (see Standard Five).

Financial Planning & Capital Improvements

In FY2020, the College collaborated with Westfield State University and Northern Essex Community College to acquire a multi-participant, multiyear financial planning and modeling system to streamline the budget development process. HCC implemented the Questica Budget and Financial Planning System in March 2020 for the FY2020-21 budget preparation. This new system broadens participation throughout the College and focuses more staff resources on analysis and forward-looking planning. In January 2020, the College commissioned the University of Massachusetts' Donahue Institute of Public Policy and Economic Research to provide long-range forecasts of national and local demographics and impacts on future enrollment. The projections and recommendations, discussed in more detail in Standard Seven, will inform HCC's long-term financial planning.

The College is also transitioning to a hybrid of activity/zero base from a centrally managed and allocated human resources budget model. All new and backfilling of full-time positions are evaluated and approved by the president's senior Cabinet. This process involves managing staffing resources in alignment with priorities established in the adopted Strategic Plan. As Strategic Plan team sponsors, Cabinet members ensure that Strategic Plan strategies and objectives are supported in their division budgets.

Our campus planning is guided by both a Deferred Maintenance Plan and a Capital Improvement Plan. Important deferred maintenance projects currently underway include the Bartley Center roof replacement, an infrastructure project involving the transformers and steam pipe upgrades. Important projects identified for FY2021 and beyond include an accessibility study as well as the completion of the Ring Road in front of the newly renovated campus center. The Ring Road project will have positive impacts on student experience as it will reposition the bus stop in front of the new "front door" of campus at the campus center, where Admissions and Advising are now located, thus improving wayfinding and navigability for students. While the state has no current plans to build new buildings on our campus, we are in the midst of a multi-phase renovation of the Marieb health and life sciences building as detailed in our Capital Improvements Plan, for which we recently submitted a $47 million request to DCAMM and have secured a $7.5 million pledge from the Elaine Marieb Foundation (see Standard Seven). This renovation will modernize and transform the delivery of our STEM and health courses.

Information Technology

In FY2020 the IT department once again utilized the services of a consulting firm, Srikich, to guide the department in the development of the next iteration of the IT Road Map (see Standard Seven).

Objective 4.1.2 of the Strategic Plan provides that the College will use mobile applications to enhance the student experience. The College is currently launching Unifyed, a new student

support mobile app. Faculty, administrators, and staff have been invited to download the app to their phones to test some services and provide feedback. Once fully launched, Unifyed will enable students to register, pay bills, and check grades, holds, and financial aid information all on a cell phone app. Features also include personalized messages and nudges (notifications); deep integration with Banner and Moodle; robust analytic tools; an onboarding module; attendance tracking; and event registration. Additional evidence of HCC's strategic integration of technology and data is IT's purchase of a job scheduler to automate service requests and their resolution. Another technology improvement aligned with the Strategic Plan is the adoption of the Tableau data dashboard program (also used by the state) to monitor the College's long-term outcomes and performance.

Emergency Preparedness

During the fall 2019 semester, the director of emergency preparedness and director of public safety conducted EP101 trainings on campus for all divisions and departments. The training took place in the theater and provided a basic working knowledge of emergency preparedness. All faculty and staff were expected to attend. The two directors then set up meetings with individual work areas to assist them with developing their own plans so they would know how to respond to an emergency. They also met with faculty to discuss emergency responses in their classes and work/office areas. The directors also sought participants to serve as emergency coordinators to be points of contact for training and coordinated responses.

HCC has increased its engagement with the Massachusetts Emergency Management Agency (MEMA) as well as the Federal Emergency Management Agency (FEMA). Campus safety leaders attend quarterly meetings and participate in educational opportunities to work in the Incident Command System (ICS) in a simulated environment. Partnerships between the HCC Public Safety Department, Massachusetts State Police, and Holyoke Fire and Police Departments, as well as outlying municipalities, have improved through intentional, ongoing communication and collaborations.

Early in spring 2020 the HCC chief of police and director of emergency preparedness consulted with local and state officials and were in constant contact with the state Department of Health. They convened the ERT, which was expanded to include personnel who were knowledgeable in healthcare. Daily meetings were held and now meetings occur twice weekly. The vice president of Administration and Finance has been the Cabinet liaison to the ERT to ensure that all decisions involving finances, operations, policy, and communications to the HCC community and public are transmitted between the two groups.

EVALUATION

DESCRIPTION

HCC relies on a variety of mechanisms to evaluate institutional effectiveness, including required audits of College finances and financial aid processes and a comprehensive review by the Strategic Planning Team E of internal College processes. The OIR also supports planning and evaluation by

collecting and synthesizing comprehensive sets of relevant data points, such as enrollment, retention, graduation, course completion, transfer, degrees, and high school market share. Institutional data is reported through the OIR's Data Notes and posted for the college community. The Data Notes inform not only annual program reviews but serve as the basis for ongoing assessment and decision-making; for instance, divisional deans review course completion data published every semester by the OIR and use the information as the basis for requesting Supplemental Instruction in identified high-enrollment, high-risk courses. The OIR also provides focused reports to the entire campus community on topics related to the external environment and creates specific institutional research briefs to support grant applications, such as a STEM student outcome analysis prepared for the NSF S-Stream grant.

To expand access to data the OIR developed three iterations of dashboards to support decision-making over the past ten years. The first, which was developed in-house in FY2013 and shared routinely at BOT meetings, provided 18 charts each with five-year trend data. In FY2016, the College purchased a second tool, the iDashboard software system, enabling faculty and staff to view 10-year trends on key performance indicators such as fall and spring term and program enrollment by student characteristics, retention rates with achievement gaps, graduation rates with achievement gaps, and degrees conferred by academic programs. In FY2019, the College purchased Tableau software, currently a work in progress, to replace the iDashboard and more closely align data analysis and reporting with the DHE. Also see Standard Eight.

APPRAISAL

Every year the BOT engages a firm of CPAs to conduct an audit of HCC's financial statements and notes and to render opinions on their soundness; this audit also includes an evaluation of the appropriateness of HCC's policies and controls. No adverse findings have been rendered in recent audits. The Commonwealth Office of State Auditors currently is conducting an audit of the College's cybersecurity and a financial audit of the HCC Foundation. Similarly, an external audit is conducted every year of the College's compliance with federal financial aid guidelines and regulations; the results of the audit are submitted to the Federal Audit Clearinghouse and the US Department of Education. No negative findings have resulted from these audits.

The Strategic Plan Implementation Committee has developed a list of action items and metrics for measuring success. These metrics are tracked by the OIR using the new Tableau software. While the implementation teams will be responsible for measuring the overall effectiveness of the Strategic Plan across the College, Team E has assumed responsibility for assessing internal processes across College departments and divisions, that impact student success and that, if inefficient, may be barriers to student success. They have begun a comprehensive assessment of College processes, from the way scheduling is done to the way students change their majors, and developed a rubric for both implementing changes and tracking success. The rubric identifies major processes and rates proposed solutions based on how difficult they are to implement (easy, moderate, difficult) and their impact on the College and on students (low, medium, high). This rubric will be used by the Strategic Plan implementation teams to plan for process for, track, and assess those process improvements that likely will have the highest impact on students. (These

include processes for issuing withdrawals, graduation waivers, change of major or advisor requests, and team-based case management.)

The new Center for Excellence provides opportunities for faculty and staff to conduct ongoing fieldwork and research on innovative practices with the goal of developing a culturally responsive institution in support of the College's HSI status. Academic advising and student support services are exploring models for team-based case management and examining new intake approaches to ensure that every student has a defined academic plan and completes assessments to determine personal as well as academic needs. To address college readiness, tutoring programs with Holyoke Public Schools and the Homework House will be expanded, and Dual Enrollment will remain a priority. (Homework House is a Holyoke non-profit that seeks to enhance success at the K-12 level by providing free, individualized tutoring and mentoring services.)

The data available to the campus community is robust and detailed, providing a view of trends over five to ten years. The amount of data, frequency, disaggregated comparisons, trend data analysis, and continual growth has substantially changed our ability to make data-driven decisions. For example, the College tracks retention for students who attend new student orientation compared to those who do not attend.

Fall to Fall Retention Rate- First Time Degree Seeking Cohort (FTDS):

Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
53%	49%	51%	53%	53%

Fall to Fall Retention Rate for FTDS Who Attended Orientation:

55%	52%	53%	55%	58%

Fall to Fall Retention Rate for FTDS Who Did NOT Attend Orientation:

36%	30%	40%	43%	36%

HCC has almost 10 years of trend data now which consistently demonstrates anywhere from 10-15 percentage points higher retention for students who attend orientation. In response to this promising data, the College has made new student orientation mandatory. When students first register for classes, a CRN (course record number) is added to their schedule for orientation. Attendance is tracked through Banner, and students who do not attend are sent repeated reminders to complete the substitute online modules. The College has recently contracted with Advantage Design to create our online orientation platform in order to ensure broad access and participation. Another example of the utility of data collection is the emerging correlation between the undecided major and retention: data gathered over the past two years shows that this first semester option has grown to be one of the top 10 programs new students select when they apply. Undecided students are intentionally assigned to career counselors as advisors, who work with them on choice of major and educational and career planning to ensure that they remain on a timely track to graduation. The fall 2018 undecided cohort's fall to fall retention rate was 59%

compared to overall FTDS retention of 53%. Such data will inform the planning of holistic onboarding for new students as outlined in Team C's team-based case-management proposal.

During FY2019, in response to expected trends, the College undertook a restructuring designed to deploy staff and resources to most effectively support the Strategic Plan and key strategic initiatives. These changes were made to 1) respond to ongoing and anticipated enrollment declines while also 2) structuring our resources appropriately to meet the needs of our students and the region. Some of these changes represented divisional realignments: the Business & Technology division became the Business & Digital Learning division, and the Science, Engineering, & Mathematics division became the Science, Technology, Engineering & Mathematics (STEM). The Social Sciences division became the Social Science & Integrative Learning division. The Testing and Workforce Certification Center and the HiSET Testing Office were consolidated, and the College store transitioned from an institutionally operated store to one that is contracted out.

As part of our strategic planning process and in an effort to evaluate institutional effectiveness, the College undertook an initiative to better understand the student experience at HCC from first contact through graduation in order to improve retention. Seventy-five faculty, staff, and students attended one of two workshops held for this purpose. Participants were asked to think about the confluence of factors that affect student success. Workshop participants 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? The stories students shared made clear how vital it is to connect students 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 additional feedback. The HCC Student Experience Statement is the College's pledge to students and will be used to guide all major decision-making. The compelling conversations and common threads that emerged from this process inform the new mission statement: *Educate, Inspire, Connect*, and Vision Statement: *Holyoke Community College aspires to be a college of academic excellence known for helping students overcome barriers to success*. These conversations will also drive efforts to improve processes that hinder students' ability to progress smoothly through their academic programs.

In December 2018, the Massachusetts DHE offered a collaborative purchase of Tableau Server and software with all state universities and community colleges to help accelerate analytics adoption within the public higher education system. Tableau is a business intelligence and data visualization tool allowing users to make sense of their data through interactive charts, graphs, and diagrams. DHE provided access to a DHE/system data enterprise site for three data power users per community college and state university. HCC has bought into the partnership to host its own enterprise sites and to supplement their three DHE-provided licenses with additional ones funded by the institution. Tableau moves the College from static to dynamic reporting. Currently, multiple dashboards have been created by OIR including a dashboard for tracking strategic planning metrics, enrollment and retention rates, academic program review data, and course completion. In making data more available and accessible and expanding the kind of data available, Tableau will enhance our ability to understand the needs of students and to respond appropriately.

Tableau will be used by various departments including OIR, Human Resources, Administration and Finance, and Admissions.

HCC and Greenfield Community College (GCC) are exploring opportunities to jointly collect and analyze data. In order to accomplish this shared goal, HCC and GCC agreed to hire and support a full-time research analyst to serve both institutions, with GCC responsible for 30% and HCC responsible for 70% of the position's total cost. Hired in April 2019, the research assistant is based at HCC and reports to the HCC director of Institutional Research. This additional part-time staff person will enhance OIR's ability to respond in a more timely and effective way to data needs and requests that will support efforts to enhance institutional effectiveness.

HCC has made curricular changes in response to the 2019 Gray Associates report, which provided a comprehensive view of HCC's position and prospects: data about local, regional, and national marketplaces, our competitors, transfer and career opportunities, enrollment and retention. Using the Gray Associates data as well as additional assessments that emerged from recent program reviews and external accrediting bodies, representatives from Academic Affairs and Student Affairs came together and made decisions, collaboratively and collectively, about how to move forward with curricular changes. Of the "95+" programs and certificates, 14 were suspended, and 32 were designated as "grow" or "fix." Of those designated as grow/fix, 23 are resource neutral: they are grant funded, the faculty positions have been approved, or they are using existing resources (faculty and staff). Five new programs were identified as worthy of investment (one of which is resource neutral). Central to all decision-making and planning are the goals to increase enrollment and retention, improve clarity and navigability of the academic program, maintain alignment with the Strategic Plan, and continue to promote equity.

Critical to the evaluation process is access to relevant student data. Developing a non-cognitive assessment tool is a Strategic Plan action item. When completed, this survey will be administered to students applying to the College with questions designed to understand holistic student needs so they can be connected to specific programs and campus resources. This new assessment tool will avoid the current situation where some students get connected to special programs early on (MAS, New Directions, STRIVE), but there is no process in place to assess the needs of all students. Special programs do track success data and/or administer surveys, but even with their typical success indicators, these are small cohort programs. Scaling successful programs to all students is the focus of Strategic Plan Strategy 2, which supports a team-based case-management approach to foster student success. Data results from the non-cognitive survey will be tracked and will enhance IR Data Notes (retention) to provide additional non-academic data to inform the student experience.

Projections

- Under the leadership of the new director of planning, curriculum and assessment, recalibrate Strategic Plan implementation in Years 2 and 3 in the face of new priorities introduced by COVID-19, including a more urgent focus on technology, equity, and retention.

- OIR will utilize Tableau in reviewing the goals and metrics for each strategy and objective; the approximately 60 licenses purchased for the College will assist all departments to become more data-informed in their planning and assessment.

Standard 2: Planning and Evaluation

PLANNING	Year approved by governing board	Effective Dates	Website location
Strategic Plans			
Immediately prior Strategic Plan	2016	FY16-FY18	Reports/FY2016_2018_LRP_FinalActionPlan_Updated_Jan.30.2018.pdf
Current Strategic Plan	2018	FY19-FY22	egic%20Planning/HCC%20Strategic%20Plan%20FY19-22.pdf
Next Strategic Plan	2023		N/A
	Year completed	**Effective Dates**	**Website location**
Other institution-wide plans*			
Master plan	N/A	N/A	N/A
Academic plan	N/A	N/A	N/A
Financial plan	2014	FY16-FY20	http://www.hcc.edu/Documents/About/Long%20Range%20Planning/HCC%20Financial%20Outlook%20Narrative%20FY%2016-20%20.pdf
Technology plan	2016	FY16-FY19	http://www.hcc.edu/Documents/About/Long%20Range%20Planning/HCC_InstitutionalTechPlan2016.pdf
Enrollment plan	2017	FY17-FY20	https://drive.google.com/file/d/1LIkO-LQf2-oicoNY16I24lv_nvV_Kat_/view?usp=sharing
Development plan	2019	FY19-FY22	https://drive.google.com/file/d/1HobMleYmERFsWYdN2iATiY1YnC9tywNi/view?usp=sharing
Plans for major units (e.g., departments, library)*			
	N/A	N/A	N/A

EVALUATION		Website location
Academic program review		
Program review system (colleges and departments). System la	May 2016	https://hccnet.hcc.edu/cp/Assessment/ProgramReview/PR_HCCProcessAndGuidelinesForAcademicDisciplineProgramReview_May2016.pdf
Program review schedule (e.g., every 5 years)	FY19-FY23	https://hccnet.hcc.edu/cp/Assessment/ProgramReview/PR_Schedule_2019_2023.pdf
Sample program review reports (name of unit or program)*		
Criminal Justice		https://hccnet.hcc.edu/cp/Assessment/ProgramReview/ProgramReviewAndEvaluations/CriminalJustice/PR_AY2015_CRJ.pdf
Psychology		https://hccnet.hcc.edu/cp/Assessment/ProgramReview/ProgramReviewAndEvaluations/Psychology/PR_AY2016_Psychology.pdf

Liberal Arts & Sciences	https://hccnet.hcc.edu/cp/Assessment/ProgramReview/ProgramReviewAndEvaluations/LiberalArts/PR_AY2015_LiberalArtsAndSciences.pdf
Full List of Program Review Reports	https://hccnet.hcc.edu/cp/Assessment/ProgramReview/ProgramReviewAndEvaluations/CompletedProgramReviewReports.htm

System to review other functions and units

Program review schedule (every X years or website location of schedule) N/A

Sample program review reports (name of unit or program)*

Honors Program Annual Report	https://contentbuilder.merlot.org/toolkit/html/snapshot.php?id=8765858298880848
Learning Communities Program Report	https://contentbuilder.merlot.org/toolkit/html/snapshot.php?id=3918689669965477
Service Learning Annual Report	https://contentbuilder.merlot.org/toolkit/html/snapshot.php?id=46630821420467294

O	Date	
External Evaluation Scan	2016	http://www.hcc.edu/Documents/About/Long%20Range%20Planning/HCC%20External%20Environmental%20Scanning_2016_FINAL_ForHCC.eduPosting(1).pdf
Community College Survey of Student Engagement (CCSSE	2017	https://hccnet.hcc.edu/IR/documents/2017CCSSE/2017CCSSEOverview%20Report%20Final.pdf

*Insert additional rows, as appropriate.

Please enter any explanatory notes in the box below

HCC does not have a master Academic Plan, however this should be developed as implementation of the Strategic Plan continues. The previous financial outlook, and capital investments plans are also being redone to align with the goals of the current strategic plan.

Standard 3

Organization and Governance

GOVERNING BOARD

DESCRIPTION

HCC, the oldest of 15 public community colleges in Massachusetts, derives its authority and organizational structure from the Governor of the Commonwealth and the Great and General Court. The two primary vehicles used for oversight and governance are the DHE and the HCC Board of Trustees. HCC's reputation for excellent and innovative teaching, community service, scholarship, research, and creative activity are testaments to a structure that has served the College well for nearly 75 years.

HCC comprises a main campus on Homestead Avenue with additional off-site locations in the City of Holyoke (the Center for Health Education, the HCC MGM Culinary Arts Institute, and the Picknelly Adult and Family Education Center) and in the Pioneer Valley (Ludlow Area Adult Learning Center and the Education to Employment Center in Ware) – all of which operate under one governing board.

The BOT is vested with the authority and responsibility for the College's operations. Massachusetts General Laws Chapter 15A, Section 22 sets out the Board's duties and powers. The roles and responsibilities of the BOT are further described in the Board of Trustee Bylaws which were approved in 1981 and have remained unchanged since then. Trustees meet on the fourth Tuesday of every month (except for July and December) and hold their annual meeting each June. The BOT meetings are open to the public and their schedule, agendas, minutes and related materials are available in the Public Records section of the website under Minutes of Open Meetings.

The BOT consists of eleven members, ten appointed by the Governor, including an alumnus of the College, and one of whom is elected by the Alumni Association. One member of the BOT is elected annually by HCC students. Except for the Student Trustee, members are appointed for a five-year term and may not serve more than two consecutive terms. BOT members serve without compensation MA General Law Chapter 15A Section 21.

The president of HCC and BOT members advocate for BOT appointments that reflect the diversity of the HCC student body. The BOT blends the expertise of local industry executives, community leaders, non-profit organization executives, attorneys, financiers, and HCC alumni and students. Several towns within the Pioneer Valley are currently represented, and the composition of the current BOT is diverse in gender and ethnicity. All of the trustees share a deep commitment to the

College. New trustees are provided orientation training by the College president and the General Counsel's Office of the Massachusetts Association of Community Colleges, and trustees are required annually to complete an online training program through the State Ethics Commission and comply with all conflict of interest laws, policies, and regulations. The BOT holds annual retreats to reflect upon issues central to its role and the College's mission.

By statute, the BOT is charged with four broad categories of authority and responsibility: personnel, fiscal, academic, and general authority. The BOT approves all appointments and dismissals, as well as tenure, promotion and sabbatical decisions and personnel actions as part of every BOT meeting. The BOT carries out its fiduciary responsibilities primarily through the BOT Audit and Finance Committee, and through its approval of monthly finance reports and annual approval of the budget and student fees. The BOT Audit and Finance Committee is charged with balancing the College's annual budget.

One of the duties of the BOT is the appointment and evaluation of the president of the College. The BOT must provide annual evaluations of presidential performance in: 1) attainment of or progress towards achieving annual institutional goals and objectives and, 2) leadership in Board of Higher Education (BHE) system-level goals and activities. The BOT and president also engage in an annual goal setting process through which they arrive at mutually agreed upon College goals and objectives. The evaluation also includes an assessment of president performance relating to HCC's internal goals and the DHE's system-wide priorities. There are four components to the evaluation:

- survey of key stakeholders
- review of benchmark data from the DHE
- review of relevant HCC internal data
- the president's self-evaluation

This process is overseen by the BOT's Presidential Evaluation Committee, which gathers information through the president's self-evaluation, feedback from other board members, her direct reports, and other sources. The BOT chair and the committee chair then meet with the president to provide feedback and compile a written review that is focused on the future.

APPRAISAL

HCC's organization, structure, decision-making processes, and policies are clear and consistent with its mission and support its institutional effectiveness. The members of the BOT are drawn from the local community and often have strong personal ties to the College. Many are alumni or have family members who attend or have attended the College, and their service on the BOT reflects their pride in the institution and commitment to the mission. The BOT voted to apply for HSI status and was instrumental in securing approval. The BOT has played a very active role in the design and implementation of the FY2019-22 Strategic Plan. The BOT participated in two workshops with CampusWorks in the planning phases of the Strategic Plan in 2017-2018, one on mission and vision (February 2018) and one on vision development (April 2018) before approving the finalized Plan in summer/fall 2018. The Board drafted statements on mission and vision based

on community feedback, sent them out for community comment, and the feedback informed another iteration.
The fact that trustee terms are both limited and staggered ensures the infusion of fresh ideas and perspective to BOT activities. The BOT chair and president meet to set the agenda for each meeting. The agenda and supporting documents/information are provided to the board one week in advance of their meeting and shared with the campus community via email. The meetings are public and 30-40 College employees attend meetings in addition to the trustees, thus facilitating communication between the campus and the BOT. The president and BOT chair meet several times per month. In response to feedback from the BOT, the president has modified the meeting agendas to streamline routine business and allow time for in-depth discussions of topics that impact students and the College. Each monthly meeting now includes a detailed focus on a particular aspect of the student experience: their successes, challenges, and struggles. Through presentations by administrators, faculty, and staff as well as testimonials by students, the Board has engaged in substantive conversations and gained a deeper understanding of the College. The In-depth topics for AY2019-20 have included:

- College priorities for year 1 of the Strategic Plan
- financial aid
- accreditation
- becoming a data-informed institution (Tableau demonstration)
- the online student

The BOT conducts its work through standing committees that include: Advocacy; Audit and Finance; Bylaws and Governance; Nominating; Presidential Evaluation; Strategic Plan; and Equity, which was added in AY2019-20. The BOT chair has authority to create committees of the BOT when warranted. In order to promote accountability and dialogue, beginning in FY2020 all committees are required to report out at every BOT meeting. The Bylaws Committee has been recently charged with reviewing and making recommendations for revisions to the bylaws, which have not been updated since 1981. The Audit and Finance Committee has been particularly active in facilitating such important projects as the HCC MGM Culinary Arts Institute, managing the audit process and ensuring clean audits for the past several years, and making budget recommendations to the BOT.

Following the approval of the plan, the BOT created a new Strategic Plan committee. In spring 2020, the Strategic Plan committee approved a purpose statement to: *"*Monitor the progress of the FY2019-22 Strategic Plan, and provide guidance and/or support to the Strategic Plan implementation teams when requested, in areas of funding, partnerships and policy." Similarly, an Equity Committee was convened in January 2020 to promote conversations between the BOT and the campus community about equity.

Members of the BOT are good stewards of the College, advocating for legislative support for higher education and representing HCC in the community. The BOT chair regularly attends the College's professional development days and Professional Association meetings, and BOT members participate in the annual DHE statewide trustees conference. At the October 2019 conference, the BOT chairman was invited to serve on a panel focused on how the DHE could

implement the Equity Agenda across the Massachusetts public higher education system, highlighting a key focus of the HCC FY2019-22 Strategic Plan. The BOT's investment in the College's commitment to equity is demonstrated by the actions of one trustee who was pivotal in helping to secure funding for the DHE in a Lumina Foundation statewide equity initiative, of which HCC is a chosen participant among six Massachusetts institutions. The BOT is particularly proud of its process and decision to hire the current president, who has energized change at the College.

INTERNAL GOVERNANCE

DESCRIPTION

The roles of the College administration, staff, and faculty are set forth in the College's organizational chart, which is updated every month. The chart is available on the HCC website under Human Resources and on the Resources page HCC Organizational Chart. HCC's internal governance currently consists of the following:

President: As the chief executive officer, the president provides leadership, oversight, and effective communication of the College's mission, vision, and operations. The president is responsible for maintaining quality educational programs and running the College effectively. She reports on educational and operational issues impacting the College at Professional Association and College Senate meetings. She implements the collective bargaining agreements and, in collaboration with the HCC Foundation, seeks private funds to support scholarships, facility enhancement, and special projects not adequately supported by state appropriations.

Cabinet: The Cabinet consists of the vice presidents of Administration and Finance, Academic and Student Affairs, Business and Community Services, and Institutional Advancement/executive director of the HCC Foundation, as well as the dean of Human Resources and the interim Affirmative Action officer/Title IX coordinator. In addition to overseeing the employees and activities that fall within their divisions, the Cabinet provides leadership on strategic priorities and budget and conveys operational decisions to their reports. The Cabinet members also serve as sponsors for each Strategic Plan team.

Cabinet+: Cabinet+ consists of Cabinet plus the deans and directors who report directly to a vice president and serve in a leadership capacity. Cabinet+ meets once a month to engage mid-level leaders in key discussions and to facilitate communication to faculty and staff about campus issues, initiatives, and management decisions.

HCC Professional Association: In accordance with the HCC Constitution, the Professional Association attends to all matters that affect the educational function of the College and makes recommendations to the College president. The vice president for Academic and Student Affairs is the presiding officer of the Professional Association. All full-time professional members of the HCC staff and one member of the HCC Student Senate hold membership. Associate membership, without voting privileges, is held by all part-time professional members of the HCC staff.

College Senate: As established by the Constitution**,** the College Senate serves as the liaison between the faculty/non administrative professional staff and the administration of the College. The purpose of the College Senate is to discuss and recommend directly to the president any policies and practices related to the educational mission of the College. There are three types of membership: elected members, voting ex officio members, and non-voting ex officio members. As per the Constitution of the Professional Association: "Elected members shall be chosen from the list of qualified voters (full-time faculty members, librarians, and non-administrative Student Development (Student Affairs) professionals with a minimum of one year of service at Holyoke Community College." The Constitution of the Professional Association outlines how the number of senators is determined and is based on faculty and non-administrative professional staff headcount. In AY2019-20 there were 40 voting members of the Senate and ex-officio non-voting members. Elected officers of the Senate include a president, vice president, and secretary. In addition to the Rules Committee, which creates agendas, reviews policy requests from the administration, and considers amendments to the Constitution and Bylaws, there are 12 other standing committees:

- Curriculum Committee
- Academic Standards Committee
- Instructional Technology Committee
- Library Committee
- Scholarship and Awards Committee
- Faculty and Professional Staff Handbook Committee
- College Affairs Committee
- Professional Standards Committee
- Long-Range Planning Committee
- Professional Development Committee
- Integrative Learning Committee
- Administrative Council

Faculty and professional staff are represented on each standing committee in proportion to the number of faculty and Massachusetts Community College Council (MCCC) professionals in each division.

Student Senate: The Student Senate represents the student body and serves as the voice of the students in dialogues with the administration and in governance throughout all segments of the HCC community.

Faculty Council: The Faculty Council was established in 2013 as an ad hoc group to provide advice and counsel to the vice president of Academic and Student Affairs on faculty issues. It meets twice a semester to discuss campus matters, seek clarity, and get feedback on percolating ideas. The Council members represent their divisions, and the meetings are open to all.

The MCCC contract stipulates that full-time faculty plays a vital role in maintaining the academic integrity of the College's educational programs. Faculty participation in the Curriculum Committee, the Academic Standards Committee, the Professional Development Committee, and the

Integrative Learning Committee lends a strong faculty voice in academic matters. Faculty members also play a leadership role in assessment, program review, curricular development, and revision processes. The Curriculum Committee, a standing committee of the College Senate whose membership includes both faculty and administrators, has primary responsibility for vetting course and program offerings.

The roles and responsibilities of faculty and academic staff are further elaborated in the labor contracts negotiated between the DHE and the MCCC. Membership in the MCCC Day Agreement 2018-2021 bargaining unit is open to full-time faculty members, full-time professional staff, and part-time professional staff. The MCCC DCE Agreement 2016-2018 establishes the roles and responsibilities of adjunct faculty.

APPRAISAL

Following her installation as president in January 2017, the new president worked to increase clarity and efficiency in HCC's internal governance structure and processes. She created more transparency about decision-making and increased responsibility among campus leaders, especially her executive leadership team, the Cabinet. The president expanded Cabinet meetings from one hour per week to three hours per week and charged the vice presidents with setting the agenda. As a result, Cabinet meetings are robust and outcomes-based while also allowing time for thoughtful discussion about educational approaches and policies. For instance, Cabinet approves all new and replacement positions, thus ensuring oversight of staffing decisions and the allocation of financial resources in alignment with the Strategic Plan.

The president holds office hours and town hall meetings several times a semester to present information and engage with the campus community. For example, in the AY2018-19, a new budget process was introduced and the president and Cabinet held several open forums to answer faculty and staff questions and explain to supervisors how to build their FY2020 budgets. The College administration also explained that enrollment declines over the past decade resulted in staffing levels that did not correspond to enrollment needs or best practices and therefore warranted organizational restructuring. In order to bring staffing levels in line with lower enrollment, make strategic investments for future growth, and incorporate best practices in College administration, the following occurred:

- October 2018: Institutional Advancement office re-structured to meet College goals for recruitment, advocacy, and fundraising
- November 2018: chief of staff hired to implement the FY2019-22 Strategic Plan; in spring 2020 this position was retrenched
- November 2018: vice president of Academic Affairs and vice president of Student Affairs combined into position of vice president of Academic and Student Affairs
- March 2019: ombudsperson and chief culture officer hired to support employees in transition, conflict resolution, mediation, training, and cultural change
- July 2019: Academic Affairs:
    - The Business and Technology division became the Business and Digital Learning division and took over the Online Learning program.

  - The Science, Engineering and Mathematics division became the Science, Technology, and Engineering and Mathematics (STEM) division and took over Information Systems and Information Technology Management.
  - The Honors, Learning Communities, Service Learning, Liberal Arts and Sciences and Experiential Learning programs moved to the Social Sciences and Integrative Learning division.
- July 2019: Health Services moved from urgent care to a referral model
- September 2019: A Center for Excellence was launched to provide faculty and staff professional development that aligns with the FY2019-22 Strategic Plan

In addition to the organizational restructuring, the concept of campus leadership has been expanded to include the Cabinet+ consisting of the vice presidents (Cabinet) and their direct reports. The purpose is to expand communication among key stakeholders on campus. Cabinet+ meets once a month to consider pressing issues for the HCC community. Prompted by low student retention rates, the Cabinet+ focused on identifying and addressing *"problems of our own creation,"* bureaucratic barriers to student success. In fall 2019, members of Cabinet+ identified processes or procedures that may be inhibiting students' success, examined the problem, recommended solutions, determined responsible parties, and demonstrated how the solution would support the strategies, objectives, or action items of the Strategic Plan. Several positive measures emerged from this initiative to eliminate bureaucratic barriers, including: *instituting a one-year academic schedule*; *simplifying the application process*; *eliminating the drop for non-payment of tuition;* and *starting meaningful discussions on equity*.

To support and promote engagement and leadership, professional development has been instituted for non-unit professional staff, which includes approximately 88 people who are not part of a collective bargaining unit. They handle confidential information and serve in a leadership capacity. They meet once a month to discuss and participate in a variety of leadership trainings that have included:

- Management vs. Leadership
- Changing Culture
- Strengths Finder Survey
- Communication
- Research, Data, Best Practices and Decision-Making
- Coaching Employees
- Managing Conflict in Teams
- Mid- Semester Updates, NECHE Update, Q + A
- Strategic Plan Primer: Universal Design
- Strategic Plan Primer: Trauma Informed Practice
- Successful Meeting Facilitation

The president launched campus-wide strategic planning for the 2017-18 academic year that ultimately resulted in the FY2019-22 Strategic Plan (see Standard Two: Planning and Evaluation). The new plan has prompted the need to review some portions of the governance process, specifically two College Senate committees, the Long-Range Planning Committee, and the

Professional Development Committee. The Long-Range Planning Committee is responsible for preparing and revising all long-range plans of the College and making recommendations to the Senate for its approval.

Following the approval of the FY2019-22 Strategic Plan by the DHE in December 2018, the president and chief of staff convened five teams to oversee the implementation of the four strategies, nine objectives, and 21 measurable outcomes of the Strategic Plan. The teams have co-leaders and members representing a cross-section of the campus, and each team has a Cabinet sponsor who participates in the team activities. Through this approach, the Strategic Plan has been infused into the daily activities and culture of the College. The comprehensive and campus-wide nature the Strategic Plan has revealed some redundancies in governance structure. For example, while members of the Senate Long-Range Planning Committee have been involved in the year-long planning process and current Strategic Plan activities, the teams may have supplanted the role of the Senate Long-Range Planning Committee.

A similar situation has occurred with the Senate Professional Development Committee, which has the following charge:

- The committee shall plan and implement activities and make resources available to faculty and professional staff that enhance the teaching-learning process and the support services that complement them.
- Membership shall consist of two (2) faculty members from each academic division of the College; a designee of the vice president for academic affairs; the director of human resources or designee; one representative from each of the following areas: Academic Support Services; Resource Development (Grants); the Library; Student Development; and one student appointed by the president of the Student Senate and approved by the Student Senate at the beginning of each academic year.

One of the specific action items of the Strategic Plan was to create a Center for Excellence to provide comprehensive professional development for faculty and staff. The Center was launched in fall 2019 and is run by a staff in residence and a faculty in residence with an advisory committee representing all campus constituencies. The Advisory Committee guides the award of professional development funds to support the strategies of the plan.

As the examples above indicate, the FY2019-22 Strategic Plan has prompted the need to review the College governance structure and processes. In the coming months, the College will clarify the relationship between the Strategic Plan and the Long Range Planning Committee and the Professional Development Committee with the possibility of amending the Constitution last updated in August 2011.

The process of curriculum approval has also emerged as an area for review and improvement. The Grays-informed program prioritization process resulted in a high volume of both new and suspended programs moving through the governance process, revealing some opportunities for process improvement. For instance, program faculty usually do not meet with the registrar, director of advising, and director of financial aid until the late stages of new program design, and it

has become apparent that these conversations should happen at the beginning. The need to look broadly at the development and approval of curricular initiatives across departments helped inform the re-designed director of planning, curriculum and assessment position, which will now be tasked with working with the Curriculum Committee of the Senate on improved processes and governance.

Internal governance has benefitted from an increase in communications. For example, student input is provided through the Student Senate and the active involvement of a student trustee on the HCC BOT. In an effort to provide an even stronger voice for students, the vice president of Academic and Student Affairs has created a Student Advisory Council as a platform for students to bring their concerns directly to the administration. Faculty and staff recommended students and other students volunteered. This initiative holds the potential to firmly plant in the College culture a tradition of robust dialogue between the student body and administration.

The Institutional Advancement office and the director of Marketing provide regular communications directed to all campus constituents. These campus-wide email communications adhere to the HCC Student Communications Policy, developed in consultation with Student Senate in order to reduce the number of separate emails ranging from a bake sale announcement to academic deadline reminders. Today, the College communicates to all students through two channels:

- **Week at a Glance** (email delivered to inboxes by 5 a.m. Monday morning) lists all campus activities, events, and opportunities, along with links to important resources (academic support, mental health, food and housing needs)
- **Need to Know** (email published every two weeks, or as needed) relays important information from Academic and Student Affairs, Financial Aid, Students Accounts, Public Safety, Facilities, etc.

When circumstances demand, students will receive email directly from the Office of the President or Public Safety. HCC also maintains an active presence on social media platforms such as Facebook, Twitter, and Instagram. Periodically, students receive personal financial aid and student accounts messages via email and USPS mail. During the COVID-19 crisis, email communication expanded with coronavirus messages from the college president, frequently asked questions, and an email link for students to contact the president's office. Faculty and staff also reached out to students through email and phone calls.

Faculty and staff also receive **Week at a Glance** and **Need to Know**. In addition, they receive:

- Regular communication from the Office of the President, as appropriate
- Academic and Student Affairs newsletter (monthly)
- Administration and Finance newsletter (monthly information on facilities, finances, etc.)
- Advisor Update (as needed information to faculty and staff advisors)
- Center for Excellence newsletter (monthly professional development activities and events)
- Human Resources newsletter (as needed. Information on policies, benefits, events, etc.)
- News to Go (monthly aggregate of HCC news stories, media coverage, etc.)

- Strategic Planning Update (bi-weekly summaries of strategic planning teams' work, strategic planning activities/events)

The College has an Internal Control Plan, Internal Control Policy, and an HCC Administrative Policy and Procedures Manual Dec. 2019 that are reviewed and updated annually. Located on the HCC website, these are reference materials for administrators, supervisors, faculty, and staff to carry out the College's mission and fulfill the obligation entrusted "*by the students and citizens of Massachusetts to perform our duties as efficiently and professionally as possible…Holyoke Community College's faculty, staff, and financial officers are accountable to ensure efficient operations while maintaining uncompromising integrity"* (Administrative Policies and Procedures Manual: March 2019, p.7).

Projections

- In FY2021 the Rules Committee of the Senate will complete its audit of Senate Committees and finalize its recommendations for the amendment of the Constitution regarding committees and their charges.
- In FY2021 the director of planning, curriculum and assessment will work with the Curriculum Committee of the Senate to develop improved processes for development and approval of curricular initiatives.

Standard 3: Organization and Governance
(Board and Internal Governance)

Please attach to this form:

1) **A copy of the institution's organization chart(s).**
2) **A copy of the by-laws, enabling legislation, and/or other appropriate documentation to establish the legal authority of the institution to award degrees in accordance with applicable requirements.**

If there is a "sponsoring entity," such as a church or religious congregation, a state system, or a corporation, describe and document the relationship with the accredited institution.

Name of the sponsoring entity	Massachusetts Department of Higher Education
Website location of documentation of relationship	https://www.mass.edu/home.asp

Governing Board	**Website location**
By-laws	https://www.hcc.edu/Documents/About/Public%20Records/Board%20of%20Trustee%20Bylaws-Retyped.pdf
Board members' names and affiliations	https://www.hcc.edu/about/offices-and-administration/board-of-trustees

Board committees *	**Website location or document name for meeting minutes**
Advocacy	N/A
Audit and Finance	https://www.hcc.edu/about/public-records/minutes-of-open-meetings
By-laws and governance	N/A
Equity	N/A
Nominating	N/A
Presidential Evaluation	N/A
Strategic Planning	N/A

Major institutional faculty committees or governance groups*	**Website location or document name for meeting minutes**
HCC Senate	https://sites.google.com/a/hcc.edu/faculty-senate-2015/
HCC Professional Association	N/A

Major institutional student committees or governance	**Website location or document name for meeting minutes**
Student Senate	https://drive.google.com/drive/folders/0AHrltY1Rhy5vUk9PVA

Other major institutional committees or governance groups*	**Website location or document name for meeting minutes**

*Insert additional rows as appropriate.

Please enter any explanatory notes in the box below

Standard 3: Organization and Governance
(Locations and Modalities)

Campuses, Branches and Locations Currently in Operation (See definitions in comment boxes)

(Insert additional rows as appropriate.)

	Location (City, State/Country)	Date Initiated	Enrollment* 2 years prior (FY 2017)	1 year prior (FY 2018)	Current year (FY 2019)	
						Source: Annual Enrollment Data Notes, Chart 2. Unduplicated Credit headcount
Main campus	Holyoke	1/1/1974	7,650	7,113	6,832	
Other principal campuses						NOTE: For 5-year interim report, provided 8,935 =FY14 undup credit headcount
Branch campuses (US)						
Other instructional locations (US)	Holyoke	1/16/2018	na	na	na	
Branch campuses (overseas)						
Other instructional locations (overseas)						

Educational modalities

	Number of programs	Date First Initiated	Enrollment* 2 years prior (FY 2017)	1 year prior (FY 2018)	Current year (FY 2019)	
Distance Learning Programs						
Programs 50-99% on-line	40	1999	3,465	3,335	3,159	NECHE_10YrReview_2020.sas
Programs 100% on-line	10	1999	2,374	2,143	1,965	
Correspondence Education						
Low-Residency Programs						
Competency-based Programs						
			(Fall 2017)	(Fall 2018)	(Fall 2019)	
Dual Enrollment Programs	4		266	334	402	Source: Fall enrollment DN
Contractual Arrangements involving the award of credit						

*Enter the annual unduplicated headcount for each of the years specified below.

Please enter any explanatory notes in the box below

HCC's other instructional location is the HCC MGM Culinary Arts Institute; Enrollment data specific to this instructional site is not available.

Standard 4

The Academic Program

HCC offers 21 program options within an AA degree, 42 AS degrees, one AAS degree, one AAS in Culinary Arts, and 29 certificates in a variety of program areas (2019-2020 College Catalog). The A.A., A.S., and A.A.S. degrees include general education and program requirements that serve as the foundation for junior and senior-level coursework at a four-year institution. HCC degree programs are designed to be completed within two years of full-time study and prepare students for career and/or transfer pathways. Certificate programs are designed to be completed within one year of full-time study and prepare students for highly specialized careers, enable students to refresh skills, or build on previous certification. Academic majors meet the minimum standard of 60 total credits and certificate programs range from 20 to 29 credits. Through MassTransfer Pathways and other articulation agreements, all HCC degree programs coordinate with widely available baccalaureate-level degree programs at accredited colleges and universities in the region and beyond.

In FY2019, 87% of graduates earned AA or AS degrees while 13% earned one or more certificates. The Liberal Arts and Sciences degree has remained a top program, with 19% of all awards in 2019 and averaging 21% over the past five years (FY2015-19). See HCC Data Notes: Degrees Conferred FY2019. Almost half (48%) of all graduates from the classes of 2013 to 2017 transferred to a four-year institution within two years of graduating from HCC. One third (33%) of these graduates transferred to Westfield State University (722), University of Massachusetts Amherst (677), or Elms College (194). Transfer Data Notes February 2020.

In spring 2017, HCC submitted a substantive change request to the Commission and gained approval for the institution's request to open a new instructional location approximately four miles from the main campus, the HCC MGM Culinary Arts Institute in Holyoke, Massachusetts. The new HCC MGM Culinary Arts Institute at the Holyoke Cubit building opened in fall 2017.

ASSURING ACADEMIC QUALITY

DESCRIPTION

HCC has a multi-tiered system of academic oversight, planning, and resource management within the division of Academic and Student Affairs. Regularly scheduled meetings with divisional deans and within academic divisions and departments include faculty, department chairs, and program coordinators. These meetings facilitate discussion, coordination, planning, and revision of academic programs. The VPASA has ultimate responsibility for academic oversight. That responsibility is typically exercised through delegation to academic deans and department chairs.

The VPASA oversees the committees that support the academic program: curriculum, academic standards, and college senate. The VPASA represents the division's interests on the president's Cabinet, including the submission of academic department and division budgets, which are discussed at Cabinet and formally approved by the BOT.

Academic departments introduce and approve all course and program changes, which then progress through the College governance process that includes academic divisions, deans, Senate committees, the VPASA, the president, and BOT. Faculty are responsible for assessing courses and programs through assessment of student learning outcomes (SLO), examinations of course completion and enrollment, retention and graduation data, and the program review process. The OIR provides data and support for these evaluative processes. Between 2010 and 2019, HCC eliminated 26 programs to increase efficiency and reduce redundancy. Since any program change takes at least one year to process, the affected departments and programs have ample opportunity to ensure that enrolled students can complete required coursework or explore appropriate and equivalent substitutions for courses that will be deactivated.

Each academic program undergoes a program review every five years, a process that includes the department chair, faculty, and appropriate outside reviewers from parallel institutions. The formal program review process gives departments the opportunity to closely examine and respond to data trends and patterns. According to Process and Guidelines for Academic and Discipline Program Review, OIR provides the following data for each program review: program enrollment demographics; course completion rates; fall to fall and fall to spring retention rates by program; graduation and transfer rates by program; degrees conferred; licensure exam pass rates, if applicable; employment data; and CCSSE data by program, if available. In the past decade, 26 programs conducted formal reviews and posted their self-study reports, external evaluations, and follow-up progress on the intranet. The program review process includes both a critical reflection on the part of the faculty who teach in the program and an assessment by an external review team. Program reviews are posted on the College website. Once the external review team has provided their assessment, the report's author(s) submit a form to the director of planning and assessment listing the recommendations that came out of the review, the person responsible for addressing the recommendations, and the timeline for addressing them.

Six programs at HCC are accredited through external agencies, providing an additional layer of oversight that enhances the degree program as well as HCC's reputation and integrity. These include:

- Culinary Arts (American Culinary Federation)
- Music (National Association of Schools of Music)
- Nursing (Accreditation Commission for Education in Nursing)
- Practical Nursing (Accreditation Commission for Education in Nursing)
- Radiologic Technology (Joint Review Committee on Radiologic Education)
- Veterinary Technology (Committee in Veterinary Technician Education and Activities)

HCC is the only Massachusetts community college, and one of only 30 junior and community colleges nationwide, accredited by the National Association of Schools of Music (NASM). HCC's

Culinary Arts program also is the only one in Massachusetts accredited by the American Culinary Federation.

Several departments maintain advisory boards that support self-assessment and program effectiveness including: Business, Education, Biotechnology, Deaf Studies, Health, Fitness and Nutrition, Foundations of Health, Radiologic Technology, Nursing, Veterinary Technician, and Hospitality and Culinary Arts. Advisory boards generally comprise multiple "stakeholders," like alumni, transfer institutions, and employers, who have the experience or perspective to help guide programmatic decisions. For example, the Biotechnology program's advisory board makes sure that the biotech course sequence teaches the technical skills necessary for success in a life science research field, at transfer institutions, and in industry. Similarly, the Education department's advisory board helps to inform technology purchasing and curricula to ensure up-to-date programming.

APPRAISAL

The formal review process frequently yields improvements in program effectiveness. Within the past five years, the following programmatic changes were made in response to program reviews:

- In 2015, the Liberal Arts program added a six credit Integrative Learning Experience requirement to the degree program.
- Criminal Justice reduced its SLOs from 15 to 6 and created the capstone course CRJ 230 to assess these outcomes.
- In 2018, the Education program added a one credit required course to prepare students for the standardized MTEL exams (Massachusetts Tests for Educator Licensure Communications and Literacy Skills Preparation Course).
- The English department recently added an English major designed to transfer easily to local state institutions and provide a solid foundation for further study in a variety of disciplines.

The College contracted with two external organizations, EAB and Gray Associates, to gain access to sophisticated data analytic tools and best practices, rooted in research, to support planning and decision making. EAB-facilitated process improvement training for administrators in December 2018 resulted in recommendations that were particularly beneficial in guiding the College's efforts to improve efficiency in college operations, such as automating student forms like withdrawals and automating the collection of immunization records, both of which we have done. Other process improvement recommendations, such as acquiring course scheduling software, have yet to be completed.

Representatives from Gray Associates led faculty and staff through a two-day workshop in August 2019 to identify opportunities for new programs and evaluate existing academic programs. This process utilized critical metrics such as IPEDS, Employment, Gainful Employment, Inquiries, Burning Glass analytics, census demographics, workplace requirements, and job placement rates. Gray Associates' research yielded a comprehensive report (Gray Associates data charts) that provides information about student demand, competitive intensity, degree fit, and job

opportunities and enables a data-based foundation for considering new programs and evaluating existing programs.

The workshops in August 2019 brought together department chairs and coordinators, academic deans, the VPASA, the registrar, the assistant vice president of Academic Affairs, and the director of Academic Advising to examine the data with the objective of sharpening HCC's focus on academic programming that aligns with student interest, regional needs, clear academic and career pathways, and the Strategic Plan. At subsequent academic division meetings, consensus was reached to suspend 14 degree options/certificates, grow or fix 32 programs/certificates (23 of which are resource neutral), and investigate the viability of five new programs identified as worthy of investment. The Grays-informed process also resulted in significant reorganizations: Photography and Electronic Media were suspended and the courses moved into Visual Arts and CMTA (Communications, Media and Theater Arts) options. The Business division suspended a number of its programs and merged them under a Business meta-major that will include career and transfer tracks as well as tracks in Entrepreneurship, Legal Studies, and Human Resources. The program is revising its 3-credit "Business 101" course that is intended to oversee advising and retaining students. Sociology was identified as an area in need of examination because of low enrollments. The division addressed this by merging Sociology/Anthropology with the Critical Social Thought program, which is simultaneously revamping its curriculum to more successfully align with four-year institutions. In STEM, Sustainability Studies was a set of programs identified by Grays data as an area for examination because of shrinking enrollments. Currently Clean Energy, Sustainability, and Sustainable Agriculture are all programs linked under the umbrella of "Sustainability" and have different capacities for reframing and growth. Faculty developed a curriculum in clean energy and new courses in sustainability and sustainable agriculture that on other campuses have attracted high enrollments (beer and cider, wine, and cannabis) and could productively partner with our non-credit workforce development program. Given the urgent local and global conversations around sustainability we are continuing to explore non-credit/credit pipelines, curriculum development, and marketing opportunities.

The Gray's data will inform more long-term academic planning, such as the development of Social Media Marketing and eSports Management certificates, as well as continued evaluation of programs that are declining in enrollment, such as Health, Fitness, and Nutrition.

UNDERGRADUATE DEGREE PROGRAMS AND GENERAL EDUCATION

DESCRIPTION

All degree programs include distribution and general education requirements that ensure (at least) entry level exposure to all four disciplines (Humanities, Social Sciences, Natural Sciences, and Mathematics) and associates level competency in the chosen major or concentration. As seen in the College Catalog, degree and certificate programs require: six credits in English (composition I and II), eight credits in natural science, six to nine credits in social sciences, and three credits in 100-level (i.e. college-level) mathematics. All degrees require demonstration of basic computation skills; the College Catalog lays out five options for demonstrating these skills. Prerequisites for

college-level coursework in English and math guarantee that students achieve college-level competency in writing and quantitative reasoning. Prerequisites in the disciplines ensure that students acquire an entry-level foundation before taking on higher-level coursework. Distribution requirements across the disciplines encourage students to gain exposure to diverse areas of knowledge, from the sciences to history to the arts, with the goal of cultivating lifelong habits of critical inquiry and awareness of social, historical, cultural, and ethical contexts. Courses involving interdisciplinary and service learning encourage students to make connections, think creatively, and extend themselves into the community (Integrative Learning).

Massachusetts is the only state in the nation to offer an integrated network of honors programs throughout its public higher education system. The HCC Honors program is accredited by the Commonwealth Honors Program. A Commonwealth Honors graduate is guaranteed acceptance to the Commonwealth Honors Program at any of the state public institutions upon transfer. HCC Honors offers approximately three to five courses per semester and serves approximately 40 to 80 students.

The AA degree programs require 60 to 62 credits based on the degree/area of study, and thirty-five of those credits are devoted to general education coursework. Students matriculating in the credit-heavy, licensure-mandated AS or AA in Music degree programs are required to complete 20 general education credits, slightly fewer courses in the humanities and social sciences. Students seeking an additional associate degree are required to complete at least 15 additional credits in the newly declared discipline. All degree programs in the College require the completion of English 101 and English 102 (College Composition I and II), both writing-intensive courses. Through the mandatory English 101 and 102 sequence, HCC ensures that graduates have received instruction in information literacy. In addition to the English composition graduation requirement, HCC insures and documents students' exposure to key learning outcomes.

As documented in the GEAC Summary Report, the five general education learning outcomes finalized in 2016 and built into every degree program are: Critical Thinking, Information Literacy, Effective Communication, Knowledge of Diversity, and Quantitative Reasoning. This quintet of general education competencies represents the work of the General Education Assessment Committee (GEAC), established in 2009 and staffed by faculty from each discipline. These five competencies were approved by the College Senate in spring 2017 and inform all HCC degree programs, as noted in the 2015 NEASC report. GEAC also provides input about assessment at the state level, conducts workshops on assignment development, and works with faculty on classroom and program-level assessment of general education outcomes.

APPRAISAL

Though GEAC has expressed a desire for broader and stronger faculty commitment to general education assessment and evaluation, the committee has in fact played a central role in reviewing and revising graduation requirements. Currently, all associate degrees conferred by HCC require either 1) a college-level Mathematics course; or 2) a math substitute such as BUS 170: Mathematics for Business Decisions and PSY 142: Statistics for Psychology. In spring 2020, the

GEAC reviewed this policy and agreed that a separate math computational competency requirement was no longer necessary. The College has therefore removed the Mathematics computational competency requirement from the College graduation requirements. Additionally, in alignment with HCC's core educational values, commitment to inclusion and diversity, and HSI distinction, a knowledge of diversity (KOD) course has been added to the general education core and will become a graduation requirement starting fall 2020 (see Standard 8). GEAC launched a formal process to review approval of a KOD designation at the course level. As of spring 2020, 18 courses have been awarded a knowledge of diversity designation. Knowledge of diversity courses are located in a variety of disciplines, including Sociology, Anthropology, History, English, Education, Psychology, Criminal Justice, Latinx Studies, and Women's Studies.

THE MAJOR OR CONCENTRATION

DESCRIPTION

In most 60-credit degree programs, students will take at least 25 credit hours in the major or area of concentration. With general education distribution requirements providing students with entry-level experience across the disciplines, the 25 program credits are fulfilled with mostly 200-level courses that cover the deeper content, information resources, methods, and theories of the major.

APPRAISAL

Across the campus, HCC offers programs that provide professional training, and these programs embed field practices into the curriculum. Every academic division provides an example of training and certification coursework that aligns with industry standards and professional expectations. The Culinary Arts Certificate and AAS in Culinary Arts both include an earned ServSafe exam (a certification through the National Restaurant Association and a requirement for food establishments in Massachusetts) as a prerequisite for students to continue to the second semester. Early Childhood Education offers two degrees that are aligned with the Massachusetts Department of Early Education and Care's Professional Qualifications Certification eligibility requirements: Early Childhood Transfer and Early Education and Care. Both fold in required coursework and practicum experiences culminating in lead teacher certification from the Department of Early Education and Care. The AS degree in Veterinary and Animal Science provides coursework and field experience preparing students to take the Veterinary Technician National Exam (VTNE) to become a credentialed veterinary technician. Over the past three years, the pass rate of HCC students who took the VTNE was 75%, strong evidence of the program's success.) The Business career program offers three to six internship credits. Visual Arts has hosted two internships with Girls Inc. and offers a Graphic Design certificate for professional training. The Music department offers a Music Performance certificate designed to prepare students for auditions at transfer schools or for a second degree at HCC.

HCC's Health Sciences programs provide students with on-site training and, in some programs, the certification to enter the workforce immediately upon graduation. The Simulation Suite provides realistic, risk-free, hands-on clinical learning experiences using current technology, medical equipment, and human patient simulators. Simulation Suite facilities allow students to practice technical skills with real equipment and supplies on a human patient simulator.

The HCC Radiologic Technology program prepares graduates to immediately enter the workforce as a professional in the field of diagnostic medical imaging. Students who successfully complete the program receive an Associate of Science degree in radiologic technology. This degree fulfills one of the American Registry of Radiologic Technologists primary pathway requirements to become a registered radiologic technologist in radiography.

Similarly, the HCC Nursing department builds industry standards and expectations into coursework to provide students with a variety of ways to earn professional experience and certification. HCC offers four-degree options for admission to the Associate of Science in Nursing (ASN) and Practical Nursing (PN) programs:

- Traditional: ASN Program. The two-year ASN program prepares students to take the NCLEX-RN exam and become a registered nurse (RN).
- Traditional: PN Certificate Program. The 40-week PN certificate program prepares students to take the NCLEX-PN exam and become a licensed practical nurse (LPN).
- Advanced Placement LPN2RN Program. Applications are available online for an LPN who has earned the credential from another nursing program or has graduated from the HCC PN program in two or more applications cycles and wants to apply for advanced placement consideration for entry into the HCC ASN program.
- Education Mobility 1 + 1 Program. HCC PN graduates are eligible to apply for consideration for educational mobility to the third semester of the ASN program. Applicants must have graduated from the HCC PN program, acquired a LPN license meeting Good Moral Character compliance, and be employed as an LPN for approximately six months prior to the start date of the third semester of the ASN program.

Similarly, the Medical Assistant certificate program prepares students for employment in clinics, hospitals, health maintenance organizations, insurance companies, and physician's offices. The American Medical Technologists organization will certify students upon successful completion of the certification exam.

INTEGRITY IN THE AWARD OF ACADEMIC CREDIT

DESCRIPTION

HCC's current degrees and certificates bear names, credit hours, and content that align with the common practices of American institutions of higher education. All new degrees and certificates must follow the process as outlined by the Massachusetts Department of Higher Education.

Under the supervision of the VPASA, the College holds responsibility for all matters related to awarding academic and institutional credit, including oversight over course content, course and program competencies, program coherence and delivery, scheduling, evaluation of prior learning, and assessing student progress. Deans collect and review faculty syllabi at the beginning of each semester, as contractually mandated by the MCCC contract, to confirm that all syllabi include the required elements: course competencies, SLOs, teaching procedures, basis for course grade, assessment criteria, and class policies.

According to the HCC registrar, though there are clear policies mandating the minimum number of credits for degrees and certificates, there is no clear policy outlining the maximum number of credits allowable in a degree or certificate. However, the Curriculum Committee scans any curriculum changes and offers feedback to curriculum authors for curriculum proposals over 60 credits.

APPRAISAL

HCC currently does not offer competency-based academic programming. However, some academic departments (including Education, Culinary Arts, Visual Arts, and Deaf Studies) are involved in local and statewide discussions about adopting competency-based education in the future. For example, the Education department in academic years 2017-2018 and 2018-2019 focused on understanding and designing competency-based approaches for its EDU 208: Teaching Students with Exceptional Learning Needs course. The course's competency map and draft modules were completed in June 2019 and Education faculty attended a training on strategies for seeking approval from NECHE for competency-based course delivery. The project was funded through a Performance Incentive Fund grant that was led through Northern Essex Community College. At this time, the Education department is not seeking NECHE approval and continues to explore competency-based options for course offerings.

In the College Catalog, Admissions, and Student Handbook, updated annually and published on the HCC website, the College publishes policies for continuation in, termination from, readmission to, and graduation from its academic programs. In spring 2019, the College articulated a new GPA standard:

- **College GPA.** Calculated based on college-level courses (100-level and greater). The College GPA does not include developmental-level courses (below 100), AW, W, I, Audit. S/U, or WX grades. This GPA is the official GP, recorded on the college transcript and used for determining Dean's List and Honors.
- **Academic Standing GPA.** Calculated based on both college and developmental-level coursework. This GPA is used to determine a student's academic standing (e.g. good standing; probation; continued on probation; dismissal).
- **Financial Aid GPA.** Calculated based on college-level, developmental-level, and pre/post Fresh Start grades. The Financial Aid GPA is used to determine a student's eligibility based on the Satisfactory Academic Progress policy.

The College maintains a clear academic probation policy determined by a combination of cumulative grade point hours and cumulative GPA. Students who are on academic probation are flagged by divisional advisors each semester and offered extensive academic advising to assist them in moving from probation status. Failure to move from a probationary status after two semesters may result in academic dismissal.

Retention data for students on probation:

- Students not on probation: fall 2014 to spring 2018 range was 55-72%; 72% was the highest and occurred in fall 2014; in spring 2018, retention of this group of students declined to 56%.
- Students on probation: fall 2014 to spring 2018 range was 35-50%; 50% was the highest and occurred in fall 2014; in spring 2018, retention of this group of students declined to 35%.

Probation data gathered between 2014 and 2019 reveals that rates of probation between non-minority and minority populations are relatively consistent, within two to five percentage points. In the categories of males and non-minorities, AY2018-19 saw 2% to 11% decreases in probation cases. The data shows that students under the age of 24 represent the highest concentration of students on probation. In 2018, the retention rate of students on probation was 21% lower than students not on probation.

Students who have been academically dismissed may request permission to return by submitting a Petition for Readmission with Academic Affairs. A student who has been away from the College for three or more years may be eligible for the Fresh Start program. Currently, HCC does not collect data on Fresh Start students. However, with enrollment increases of non-traditional age students, Fresh Start data may reveal trends in student success initiatives, academic program interests, and advising strategies.

The College's graduation requirements are clearly stated online and in print. Candidates may be awarded the degree of AA or AS as well as certificates. Candidates for degrees must fulfill the following requirements:

- complete the requirements of the program or option in which enrolled
- present at least 60 credits, of which at least 15 must be earned at the College
- achieve a cumulative grade point average of at least 2.0
- satisfy all financial obligations to the College
- for recipients of a Perkins Loan, Guaranteed Student Loan, or Nursing Student Loan, complete an exit interview with the student aid officer or representative

HCC has clearly stated policies regarding academic integrity and plagiarism available in the Student Handbook and College Catalog; all Massachusetts community colleges share the same academic integrity policy. Most faculty include a statement of academic honesty on their syllabi, outlining both expectations and consequences. If plagiarism is suspected, the faculty member works directly with the student and, depending on the case, may choose to notify the dean of students, who then follows up with the student and keeps a record of the incident. Students found guilty of academic

dishonesty or plagiarism, including students who are accomplices in the act of plagiarism, are subject to the policies outlined in the Code of Conduct Disciplinary Process, overseen by the dean of students in collaboration with the reporting faculty member, as outlined in the Student Handbook.

Through Moodle, HCC students and faculty have access to the following originality verification software applications: Turnitin, Respondus, and ProctorU. Used as a supplement to class instruction in integrating source material responsibly, these applications provide students with online opportunities to review citation requirements and techniques, as well as self-monitor. Available in both online and on-site courses, originality verification engines also assess written submissions for academic honesty and plagiarism. Many faculty use ProctorU or on-campus proctoring of exams for online students. In those situations, a student must show a photo identification in order to proceed to the exam. Using ProctorU and Turnitin is not required and not used by all faculty members.

HCC offers students the opportunity to engage in an internship for credit. The internship is utilized by programs such as Business or Criminal Justice in which internship credit can be applied to the student's major and transfer to a four-year institution. The experiential learning coordinator provides guidance in finding an internship and a faculty sponsor, along with writing up a Learning Agreement with an industry sponsor. Students may then apply for a one, two, or three-credit internship (45-hour/one-credit). The Learning Agreement includes five learning outcomes posted on the HCC website.

HCC has a robust Service Learning program spanning all academic divisions that provides students with a range of learning opportunities integrating academic coursework with real-life experiences in community-based learning (CBL) projects. Through their CBL projects, students deepen their understanding of the course content and objectives, address the needs of community-based organizations and build reciprocally beneficial college-community partnerships. The program provides faculty with support and assistance in order to develop sustainable community-based learning courses. The Service Learning Annual Report provides samples of recent service learning projects and data.

In an effort to make planning future courses to completion easier, the College has moved towards scheduling classes for an entire academic year at a time (starting with AY2020-21), a move that is anticipated to improve retention and increase enrollment. Additionally, with the goal of clarifying and paving pathways to completion, Strategic Plan Team B is exploring a variety of scheduling improvements: standardizing the class schedule including lectures, labs, and learning communities (linked, interdisciplinary courses); block and cohort scheduling; and mapping certificates and degrees to completion. (See Team B Year One Priorities and Action Items). As part of the effort to "meet students where they are" by extending and expanding access, HCC has increasingly explored alternative course formats, like seven-week and late start courses. Typically, innovations are piloted first, and data is collected and studied to determine effectiveness. Abbreviated length, as in both seven-week and late start courses, is balanced by increased length of class periods and number of meeting times.

HCC offers online courses in almost every degree program and has taken steps to ensure the integrity of online and brick-and-click modalities. Once called "distance learning" and housed in the division of online learning, online courses now live in their respective academic divisions, overseen by the academic dean. Most online course offerings are taught by the same faculty who teach traditional face-to-face sections of a course, so the consistency in rigor from the on-site to the online course is apparent. Online courses are taught by HCC faculty exclusively and must follow the same requirements and curriculum standards as all other academic offerings. In 2016 the College developed the Summer Online Teaching Academy (SOTA) to provide professional development opportunities for faculty who teach online. As of 2019, all newly developed online courses must meet Quality Matters standards.

Though academic deans make efforts to provide oversight of all online course offerings, full confidence in online course consistency and quality is an area for development. Though individual faculty are evaluated on a regular basis, "classroom" observations in the online environment present challenges. The program review process provides quality checks and informs resource development and budgets.

HCC is in compliance with the Higher Education Opportunity Act (HEOA) requirement that institutions have processes in place to ensure that the student registering for an online course is the same student who participates in the course and receives course credit. Students enrolled in online courses must follow the same procedures for admission and course prerequisites as for onsite courses. HCC uses the Moodle learning management system, which meets the requirements of secure log-on and password for every student. HCC currently relies on the use of a user name and password for course registration via Banner and for course participation via Moodle. On the College's website, in the Student Handbook, and on most syllabi, students are reminded of the College's policy on academic integrity. HCC programs adhere to federal regulations and NECHE's Policy on Credits and Degrees. HCC also adheres to the HEOA and Family Education Rights and Privacy Act for all programming across campus.

Currently, there is no formal process for comparing student rates of mastery in accelerated courses versus 15-week courses. In fall 2018 the completion rate for *all* HCC was 76.6%, while the completion rate for distance learners was 73.7%. Over a 10-year span (FY2009-18), all HCC students had an average completion rate of 75.6%, while the distance learners had a completion rate of 73.3% (see ALL Distance Education Data).

The College awards credit for prior learning assessment through CLEP, DSST, AP, and Challenge Exams. HCC is an active member of the Massachusetts Community College Consortium for Prior Learning Assessment and a participant in a Performance Incentive Grant with North Shore Community College to receive regional trainings on credit for prior learning (CPL). HCC is also participating in a statewide Crosswalk project that outlines how each community college in the state is using CPL. In alignment with the 2019-22 Strategic Plan, HCC is in the process of expanding its CPL opportunities and to create an intentional strategy for informing every student about the opportunity to apply for CPL.

A number of academic programs are currently exploring or already have procedures for CPL:

- Foundations of Health awards credit for prior CNA certifications and for paramedic certificates.
- The Culinary Arts Certificate program awards credit for ServSafe certification.
- The Business department has appointed a CPL representative, consulted with its advisory board, and started developing a formal CPL protocol, is updating existing challenge exams (Money Management, Professional Etiquette and Business Math) and adding challenge exams, and is attending portfolio evaluation training.
- CIS gives credit for high stakes testing in a number of computer applications.
- Human Services piloted a CPL option for its Practicum in fall 2019 to be evaluated in spring 2020. This CPL option is offered to students who have successfully completed all requirements for the degree except for HSV 288, a required four-credit capstone course in the major. Students who have work experience in the field of Human Services may develop a professional portfolio to demonstrate their application and knowledge of human services skills in their given career. The portfolio they assemble with the guidance of Human Services faculty can serve as a substitute for the capstone practicum.

The Human Services department offers a model for other departments and programs. The Human Services department anticipates making the piloted CPL portfolio a permanent option and developing CPL options for other required courses in the major. However, while HCC has articulated clear policies for DSST, CLEP, and AP examinations for CPL, Strategic Plan Implementation Team B has led the process to develop consistent policies and procedures for portfolio assessment and competency-based education.

The CPL subcommittee is working with Admissions and Advising to develop an advising plan for non-credit to credit equivalency guide and to determine how CPL credits will be identified for degree completion, transfer, and financial aid. The subcommittee is also working with Marketing on a CPL messaging strategy to develop a marketing strategy targeting adult learners and focused on options for CPL. The subcommittee will be collaborating with Strategic Plan Teams C and D on messaging, outreach, and strategies to promote CPL for fall 2020 to students, faculty, and staff. With a commitment to CPL, HCC is striving to earn recognition as a leading Adult Learning Focused Institution (ALFI).

HCC maintains oversight over its Early College and Dual Enrollment programs in the same way it oversees all other classes. All rules outlined in the College Catalog and the MCCC contract apply to early college and dual enrollment classes, and all classes are taught by HCC full-time or adjunct faculty. HCC's early college and dual enrollment programs intersect with the Strategic Plan goal of improving college readiness and decreasing the number of students requiring developmental Math or English. HCC is collaborating with Holyoke Public Schools on an early college model. Funded for three years by a statewide early college high school grant, this collaboration follows most of the policies and procedures of HCC's Dual Enrollment Program. Holyoke Public Schools dual enrollment students, their families, and teaching teams participate in an orientation session prior to the start of the semester. HCC has an assigned liaison from Academic Affairs to work with

Holyoke Public Schools and ensure that HCC standards and procedures are consistently maintained. HCC faculty are selected by department chairs and division deans to teach HCC courses on-site at Holyoke Public Schools. Seventy-nine students participated in the program in AY2018-19, 202 students participated in AY2019-20, and 331 students are expected to participate in AY2020-21.

Between fall 2015 and spring 2020, HCC's dual enrollment program has steadily increased from 126 students from 28 schools, with a pass rate of 85%, to 460 students from 34 schools (the pass rate in fall 2019 was 90%). The Gateway to College program has maintained steady enrollments of 76 to 105 students, with a peak of 105 in spring 2019 and now 77 students in spring 2020. All students, including those in the Gateway, Early College, and Dual Enrollment programs, have access to the same support services as other students. However, accessing those services may be challenging for students who are not on campus during the day.

HCC has long prided itself on its reputation as a transfer institution. Through a collaborative relationship between the four-year institution, the HCC academic program, and the HCC transfer counselors, HCC maintains numerous articulation agreements with four-year institutions. Articulation Agreements, including degree requirements and required paperwork, are listed and linked on the transfer section of the HCC webpage. HCC maintains 110 agreements with more than 30 institutions; forty-one programs are approved for MassTransfer. Of the forty-one, fourteen are mapped A2B Pathways.

HCC participates in the statewide MassTransfer initiative. A student completing an associate degree program under MassTransfer will graduate with a minimum of 60 credit hours, completing the required traditional 34-credit general education transfer block, exclusive of developmental coursework (see the College catalog). MassTransfer is linked to baccalaureate degrees and schools at the Massachusetts state colleges and University of Massachusetts campuses across the Commonwealth. Information about MassTransfer is maintained on the HCC transfer webpage. The page includes information on MassTransfer policy, forms, and links to the statewide Course Equivalency database.

MassTransfer was expanded to include specific academic pathways for associate to bachelor's (A2B) programs. Through this statewide initiative, prospective and current students can enroll in A2B mapped, linked, or connected programs between HCC and state colleges and universities. Information about A2B can be found on the HCC transfer webpage and the Massachusetts MassTransfer webpage.

HCC participates in statewide science, technology, engineering, and math (STEM) MassTransfer block. As of fall 2019, the HCC Biology and Environmental Sciences programs have made curriculum revisions to utilize the STEM MassTransfer block, reducing the required number of humanities and social science credits from nine to six in each area to make room for additional math and science courses required at transfer institutions.

MassTransfer is the leading transfer program for HCC students. As of April 2019:

- 2,503 students are eligible for MassTransfer
- 301 students registered for joint Admissions programs
- 177 students registered for the Commonwealth Commitment

The Commonwealth Commitment program provides students who follow the MassTransfer A2B (associate to bachelors) Pathway Maps a 10% rebate off in-state tuition and mandatory fees so long as they remain full-time while enrolled in a community college and maintain a cumulative GPA of at least 3.0. (If a student's cumulative GPA falls below, 3.0 they have one semester to bring it up before they are dropped from the program.) Tuition rates also are frozen at the time they register for the program. Students must register for the program before they have earned 15 college-level credits and follow the foundational courses within the Pathways Maps. Students must complete their degree requirements in 2-1/2 years and transfer directly to the four-year state college or university and maintain a 3.0 GPA and full-time status.

Since the program began in fall 2016, 329 students have registered. Currently 55 students remain eligible for the program, while 15 students' eligibility is on hold unless they bring their GPA up to 3.0. To date 48 students have successfully completed the program and graduated. There are 212 students that have been removed from the program due to low GPA, dropping below full-time status or not following the A2B mapped pathways.

HCC hosts the Pathways program to support promising students in succeeding academically at HCC and seeking transfer to selective liberal arts colleges such as Amherst, Hampshire, Mount Holyoke, and Smith. Pathways offers academic and personal advising, workshops and college visits, career and liberal arts majors exploration, assistance with the transfer process, information about the value of a liberal arts education, assistance with the financial aid process (FAFSA), and scholarships. Pathways primarily works with students in the Arts, Biology and other sciences, Education, Liberal Arts, Math, Psychology, and Sociology.

HCC awards transfer credits for courses taken outside of HCC that correlate with HCC courses. In some cases, the College has an established database, such as the MassTransfer database, where information is available publicly. Transfer credit is reviewed and awarded through the Student Records office. HCC also grants some transfer credits for a limited number of courses taken in any branch of the military or through non-collegiate-sponsored instruction accredited by the American Council on Education in the lower division bachelor's/associate degree category. Transfer credit information and details are available publicly on the HCC Student Records and Registrar office webpage.

HCC currently is engaged in several promising transfer projects and new initiatives including MassTeach. MassTeach is a program designed to recruit and support STEM teachers who start their college careers at a community college; an agreement with the University of Bridgeport, enabling music program students with a GPA of at least 2.5 to transfer to the Music department at the University of Bridgeport; and an ASN to BSN to MSN program with several local colleges, including Elms College, in which students who begin the nursing degree at HCC may continue their degree without interruption at one of our partner institutions.

Between spring 2018 and spring 2019, First Degree, the Reverse Transfer program, served between eight and 13 students a semester. HCC did not track reverse transfer prior to spring 2018, but the registrar estimates the number of students taking advantage of this option between 2016 and 2017 was fewer than three per semester. In early 2018, the state DHE launched its reverse transfer website, prompting state institutions, including HCC, to more actively track this data and ideally increase the number of students this option serves.

Projections

- Over the AY2020-21, Academic departments will use the Gray Associate's data and Strategic Plan objectives to continue the academic program prioritization process and make decisions about curricular and program offerings.
- By the spring of 2022, the College will have implemented scheduling improvements such as: a standardized class schedule, including lectures, labs, and LC's (multi-period courses); block and cohort scheduling; mapping certificates and degrees to completion.
- The dean of Business and Digital Learning will lead strategic effort to evaluate and assess online course development, online instructional quality, and student learning outcomes in an effort to improve completion rates.

Standard 4: The Academic Program
(Summary - Degree-Seeking Enrollment and Degrees)

Fall Enrollment* by location and modality, as of Census Date

Degree Level/ Location & Modality	Associate's	Bachelor's	Master's	Clinical doctorates (e.g., Pharm.D., DPT, DNP)	Professional doctorates (e.g., Ed.D., Psy.D., D.B.A.)	M.D., J.D., DDS	Ph.D.	Total Degree-Seeking
Main Campus FT	945							945
Main Campus PT	1,115							1,115
Other Principal Campus FT								0
Other Principal Campus PT								0
Branch campuses FT								0
Branch campuses PT								0
Other Locations FT								0
Other Locations PT								0
Overseas Locations FT								0
Overseas Locations FT								0
Distance education FT	953							953
Distance education PT	1,075							1,075
Correspondence FT								0
Correspondence PT								0
Low-Residency FT								0
Low-Residency PT								0
Unduplicated Headcount Total	4,088	0	0	0	0	0	0	4,088
Total FTE	2,767.27							2,767.27
Enter FTE definition:	Total Credits Registered by Associate							
Degrees Awarded, Most Recent Year	768							768

Notes:
1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.
2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category "low-residency programs."
3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.

* For programs not taught in the fall, report an analogous term's enrollment as of its Census Date.

Please enter any explanatory notes in the box below

Note:
(1) Students who are enrolled in both an associate degree and a certificate are included in FTE calculations/counts of students enrolled in Associate degrees and FTE calculations/counts of students enrolled in certificates - Std 4.2
(2) Students enrolled in an Associate degree program who are enrolled in at least 1 distance course are counted in the modality Distance Education

Standard 4: The Academic Program
(Summary - Non-degree seeking Enrollment and Awards)

Fall Enrollment* by location and modality, as of Census Date

Degree Level/ Location & Modality	Title IV-Eligible Certificates: Students Seeking Certificates	Non-Matriculated Students	Visiting Students	Total Non-degree-Seeking	Total degree-seeking (from previous page)	Grand total
Main Campus FT	24	27		51	945	996
Main Campus PT	152	376		528	1,115	1,643
Other Principal Campus FT				0		0
Other Principal Campus PT				0		0
Branch campuses FT				0		0
Branch campuses PT				0		0
Other Locations FT				0		0
Other Locations PT				0		0
Overseas Locations FT				0		0
Overseas Locations FT				0		0
Distance education FT	120	13		133	953	1,086
Distance education PT	174	135		309	1,075	1,384
Correspondence FT				0		0
Correspondence PT				0		0
Low-Residency FT				0		0
Low-Residency PT				0		0
Unduplicated Headcount Total	470	551	0	1,021	4,088	5,109
Total FTE	251.87	174.33		426	2,767.27	3,193.5
Enter FTE definition:	Total credits registered by Title	Total credits registered by				
Certificates Awarded, Most Recent Year	117					

Notes:
1) Enrollment numbers should include all students in the named categories, including students in continuing education
2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on
3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.

* For programs not taught in the fall, report an analogous term's enrollment as of its Census Date.

Please enter any explanatory notes in the box below

The sum of unduplicated headcounts of students enrolled in Title IV eligible certificates, non-matriculating students, and total degree seeking students in Fall 2019 (5,109) is greater than the unduplicated headcount for Fall 2019 (4,886) as students can be enrolled in both a certificate and associate degree program. Similarly, the sum of the Title IV eligible certificate FTE, non-matriculating student FTE and Associate degree seeker FTE (3,193.5) is greater than the overall Fall 2019 FTE (3,055.8) as credits registered by students enrolled in both a certificate and an Associate degree program are included in the FTE calculation for both certificate seekers and Associate degree seekers.

We also have some certificates that are not Title IV eligible.
Main Campus non-Title IV Eligible students = 4
Distance non-Title IV Eligible students=1
Total FTE for Non-Title IV Eligible= 3.2

Standard 4: The Academic Program
(Headcount by UNDERGRADUATE Major)

For Fall Term, as of Census Date	Number of credits*	3 Years Prior (Fall 2016)	2 Years Prior (Fall 2017)	1 Year Prior (Fall 2018)	Current Year (Fall 2019)	Next Year Forward (goal) (Fall 2020)
Certificate (add more rows as needed)						
B010,Human Resources Management (Certificate)	24.00	17	17	11	17	16
B017,Accounting Systems (Certificate)	*27.00*	*21*	*18*	*7*	*1*	*na*
B018,Accounting (Certificate)	26.00	-	-	14	18	17
B042,Administrative Professional Studies Cert (Certificate - Administrative Professional Studies)	*26.00*	*6*	*11*	*7*	*6*	*na*
B043,Legal Studies (Certificate)	*24.00*	-	-	-	*8*	*na*
B053,Hospitality Management (Certificate - Hospitality Management)	24.00	6	5	6	8	8
B078,Marketing (Certificate)	24.00	2	3	1	2	2
B084,Retail Management Cert (Certificate - Marketing Management)	*24.00*	*1*	-	-	-	*na*
B094,Entrepreneurship (Certificate)	27.00	6	14	6	9	9
B111,Culinary Arts (Certificate)	24.00	32	60	75	54	51
H019,Human Services (Certificate)	24.00	62	62	66	68	65
H020,Supervision and Leadership in the Helping Professions (Certificate)	24.00	2	1	-	-	0
H024,Addiction Studies (Certificate)	24.00	30	35	43	45	43
H027,Music Performance (Certificate)	24.00	4	5	3	3	3
H028,Children's Behavioral Health (Certificate)	28.00	-	-	1	7	7
H034,Graphic Design (Certificate)	24.00	9	11	8	8	8
H036,Electronic Media (Certificate)	25.00	5	8	4	1	1
H081,Deaf Studies (Certificate)	24.00	7	7	5	7	7
H088,Solar Energy (Certificate)	*17.00*	*1*	-	-	-	*na*
H091,Clean Energy (Certificate)	28.00	4	1	1	2	2
H092,Sustainability Studies (Certificate)	12.00	1	1	2	4	4
M010,Medical Assistant (Certificate)	29.00	76	56	39	40	38
M025,Daycare Administration (Certificate)	*24.00*	*8*	-	-	-	*na*
M028,Infant/Toddler and/or Preschool (Certificate)	26.00	-	-	11	11	10
M043,Medical Billing and Coding (Certificate)	26.00	32	31	25	32	30

M044,Medical Billing (Certificate)	*25.00*	*1*	*1*	-	-	*na*
M049,Medical Coding (Certificate)	*28.00*	*1*	*1*	-	-	*na*
M064,Practical Nursing (Certificate - Practical Nursing)	44.00	16	14	8	12	11
M085,Direct Care Worker (Certificate)	25.00	6	11	8	5	5
M086,Community Health Worker (Certificate)	26.00	13	8	40	64	61
M100,Health And Fitness Specialist (Certificate)	29.00	12	9	13	11	10
M101,Health And Fitness Management (Certificate)	*29.00*	*2*	*3*	*2*	-	*na*
M103,Personal Trainer/Fitness Counselor (Certificate)	*12.00*	*9*	*3*	*3*	*1*	*na*
M105,Coaching (Certificate)	*16.00*	*4*	*5*	*3*	*2*	*na*
M107,Strength And Conditioning Specialist (Certificate)	*24.00*	*2*	*6*	*4*	*1*	*na*
N043,Cyber Security (Certificate)	24.00	-	-	-	2	2
N062,Computer Networking (Certificate)	25.00	20	17	14	11	10
N064,Computer Info. Security & Assurance Mgmt Cert. (Certificate)	*24.00*	*3*	*1*	*1*	-	*na*
N065,Comp Info Security & Assurance - Tech Specialist Cert. (Certificate)	*24.00*	*1*	*1*	-	-	*na*
S013,Developmental Disabilities Direct Support (Certificate)	28.00	11	10	19	13	12
S082,Law Enforcement (Certificate)	*27.00*	*6*	*2*	*3*	*4*	*na*
X073,Forensic Science (Certificate)	24.00	6	4	1	3	3
Total		445	442	454	480	434

Associate (add more rows as needed)

B011,Human Resource Mgt (AS - Business Administration)	62	15	16	22	13	12
B016,Accounting (AS - Accounting)	62	47	43	39	32	30
B023,Business Administration Mass Transfer (AS - Business Administration)	63	426	406	357	324	308
B026,Business Administration Career (AS - Business Administration)	62	101	101	87	87	83
B029,Banking Option (AS - Business Administration)	*62*	*3*	*6*	*3*	*2*	*na*
B033,Entrepreneurship (AS - Business Administration)	62	15	25	25	19	18
B034,Business Administration General Transfer (AS - Business Administration)	62	57	48	42	38	36
B037,Marketing Management General Transfer (AS - Marketing Management)	*62*	*2*	*2*	*0*	-	*na*
B038,Marketing (AS - Business Administration)	62	11	15	14	20	19
B041,Administrative Professional Studies (AS - Administrative Professional Studies)	*62*	*14*	*12*	*8*	*5*	*na*
B044,Legal Studies (AS - Business Administration)	*62*	*0*	*0*	*0*	*9*	*na*
B045,Paralegal Transfer (AS - Business Administration)	*62*	*16*	*16*	*14*	*9*	*na*

B051,Hospitality Management Transfer (AS - Hospitality Management)	66	32	22	16	18	17
B052,Food Service Management (AS - Hospitality Management)	*67*	*70*	*59*	*49*	*15*	*na*
B056,Hospitality Management Career (AS - Hospitality Management)	60	15	20	24	13	12
B081,Marketing Management - Retail Management (AS - Marketing Management)	*63*	*1*	*0*	*0*	-	*na*
B096,Sport Management (AS - Sport Management)	62	53	41	37	34	32
B113,Culinary Arts (AAS - Culinary Arts)	65	0	0	0	40	38
C001,General Integrated Studies (AS - Liberal Studies)	60	21	21	14	6	6
C002,Applied Technology (AS - Liberal Studies)	60	1	0	1	1	1
C004,General Integrated Studies - Elementary Education (AS - Liberal Studies)	60	30	26	26	23	22
C008,University Without Walls Option (AS - Liberal Studies)	64	2	3	4	3	3
C012,Child and Family Studies (AS - Liberal Studies)	60	0	0	14	19	18
H005,Undecided (AS - Liberal Arts And Sciences)	60	38	108	95	96	91
H010,Liberal Arts And Sciences (AA - Liberal Arts And Sciences)	60	887	709	661	562	534
H011,Theater (AA - Liberal Arts And Sciences)	62	22	26	20	16	15
H012,Communications (AA - Liberal Arts And Sciences)	60	62	55	60	44	42
H015,Creative Writing (AA - Liberal Arts And Sciences)	60	37	31	32	27	26
H016,English (AA - Liberal Arts And Sciences)	60	0	20	16	25	24
H025,Music (AA - Music)	68	59	57	54	46	44
H031,Visual Art (AS - Visual Art)	60	65	51	57	63	60
H035,Electronic Media (AA - Liberal Arts And Sciences)	60	59	38	26	12	11
H041,Photography (AS - Visual Art)	60	31	30	31	20	19
H042,Graphics (AS - Visual Art)	62	51	53	36	41	39
H043,CMTA Integrated Studies (AA - Liberal Arts And Sciences)	60	31	33	57	46	44
H049,Human Services (AS - Human Services)	63	137	132	149	139	132
H060,Psychology (AA - Liberal Arts and Sciences)	60	252	266	227	211	200
H070,Sociology (AA - Liberal Arts and Sciences)	61	38	30	25	20	19
H072,Gender and Women's Studies (AA - Liberal Arts and Sciences)	*60*	*4*	*1*	*2*	*2*	*na*
H076,Latinx Studies (AA - Liberal Arts and Sciences)	60	0	0	0	1	1
H080,Deaf Studies (AS - Liberal Arts And Sciences)	60	33	49	28	22	21
H083,Sustainable Agriculture (AA - Liberal Arts and Sciences)	60	9	6	7	3	3

H084,Sustainability Studies (AA - Liberal Arts And Sciences)	60	6	10	10	4	4
H093,Clean Energy Option (AA - Liberal Arts And Science)	63	5	6	3	-	0
M020,Secondary Education (AA - Liberal Arts And Sciences)	60	60	42	49	47	45
M021,Early Education and Care (AS - Early Childhood Education)	60	0	0	34	36	34
M026,Early Childhood Career (AS - Early Childhood Education)	*60*	*56*	*66*	*20*	*8*	*na*
M027,Early Childhood Transfer (AS - Early Childhood Education)	60	108	101	78	84	80
M029,Elementary Education (AA - Liberal Arts And Sciences)	60	33	40	21	19	18
M031,Environmental Science Transfer (AS - Environmental Science)	65	47	33	32	21	20
M032,Natural Resources Studies Transfer (AS - Environmental Science)	64	0	0	0	5	5
M036,Environmental Science Field Technician (AS - Environmental Science)	60	12	8	13	8	8
M066,Nursing (AS - Nursing)	72	117	104	99	92	87
M067,Pre-Health (AS - Liberal Arts and Sciences)	*60*	*0*	*0*	*0*	*1*	*na*
M068,Foundations of Health (AS - Liberal Arts and Sciences)	*65*	*74*	*18*	*7*	*3*	*na*
M071,Nutrition & Foods (AA - Liberal Arts And Sciences)	61	45	40	38	27	26
M080,Foundations of Health Career (AS - Foundations of Health)	60	572	597	513	481	457
M081,Foundations of Health Transfer (AA - Foundations of Health)	60	197	210	241	249	237
M096,Radiologic Technology (AS - Radiologic Technology)	70	31	23	31	31	29
M115,Health and Fitness (AS - Health And Fitness)	63	61	42	42	43	41
N012,Chemistry (AA - Liberal Arts and Sciences)	60	15	20	17	19	18
N014,Physics (AS - Liberal Arts and Sciences)	62	6	4	3	3	3
N015,Mathematics Mass Transfer (AS - Liberal Arts and Sciences)	60	7	21	18	15	14
N016,Physics Mass Transfer (AS - Liberal Arts And Sciences)	62	5	4	4	8	8
N017,Mathematics General Transfer (AS - Liberal Arts And Sciences)	60	8	4	5	5	5
N042,Cyber Security & Digital Forensics (AS - Computer Information Systems)	62	0	0	0	15	14
N052,Computer Science (AS - Computer Information Systems)	63	0	0	0	44	42
N056,Programming Option (AS - Computer Information Systems)	*63*	*94*	*82*	*68*	*37*	*na*
N063,Computer Information Security and Assurance (AS - Computer Information Systems)	*60*	*14*	*6*	*1*	-	*na*
N066,Information Technology Management (AS - Computer Information Systems)	62	45	53	46	37	35
N067,Computer User Support (AS - Computer Information Systems)	60	33	43	35	26	25
N068,Web Development (AS - Computer Information Systems)	61	0	11	13	15	14

N079,Engineering Studies (AS - Engineering)	60	133	123	95	79	75
N082,Engineering Science (AS - Engineering)	60	28	32	31	28	27
S080,Criminal Justice (AS - Criminal Justice)	62	344	327	296	256	243
S085,Criminal Justice General (AS - Criminal Justice)	*60*	*0*	*0*	*0*	*1*	*na*
X012,Biotechnology (AA - Liberal Arts And Sciences)	60	13	14	10	15	14
X021,Natural Resources (AA - Liberal Arts And Sciences)	*61*	*3*	*4*	*6*	*3*	*na*
X031,Pre-Veterinary (AS - Veterinarian Assistant)	*60*	*26*	*6*	*2*	-	*na*
X036,Veterinary Technician (AS - Veterinarian Assistant)	67	45	44	45	39	37
X060,Biology (AS - Liberal Arts and Sciences)	61	153	143	170	146	139
X074,Forensic Science (AS - Liberal Arts And Sciences)	60	44	42	30	34	32
Undeclared		532	506	524	551	523
Total		5,719	5,406	5,029	4,661	4,338

Baccalaureate (add more rows as needed)

Undeclared						
	Total	0	0	0	0	0
Total Undergraduate		6,164	5,848	5,483	5,141	4,772

* Enter here the number of credits students must complete in order to earn the credential (e.g., 69 credits in an A.S. in Nursing)

Please enter any explanatory notes in the box below

Total undergraduate is a duplicated number as students can select more than one major. Total unduplicated matriculating headcounts are as follows: Fall 2016=5,358, Fall 2017=5,059, Fall 2018=4,682, Fall 2019= 4,335
Suspended programs as of Spring 2020 are italicized.

Standard 4: The Academic Program
(Credit Hours Generated and Information Literacy)

Credit Hours Generated By Department or Comparable Academic Unit

Undergraduate (add more rows as needed)

	3 Years Prior (FY 2016)	2 Years Prior (FY 2017)	1 Year Prior (FY 2018)	Current Year (FY 2019)	Next Year Forward (goal) (FY 2020)
Business & Digital Learning	12,001	10,257	10,137	8,389	7,970
Health & Natural Sciences	9,675	9,916	8,373	8,210	7,800
Arts & Humanities	31,085	28,533	28,105	26,447	25,125
Science, Technology, Engineering, & Mathematics	39,335	35,938	33,013	31,009	29,459
Social Sciences & Integrative Learning	32,994	29,664	28,915	26,835	25,493
Other*	84	63	47	88	84
Total	125,174	114,371	108,590	100,978	95,929

Graduate (add more rows as needed)

Total	0	0	0	0	0

Information Literacy Sessions

Main campus					
Sessions embedded in a class	0	8	10	23	25
Free-standing sessions	167	142	86	72	65
Branch/other locations					
Sessions embedded in a class					
Free-standing sessions					
Online sessions	0	1	0	0	11
URL of Information Literacy Reports:					

Please enter any explanatory notes in the box below

Note: The "comparable academic unit" used for this section is Division.
*Other includes interdisciplinary courses.

Standard 5

Students

ADMISSIONS

DESCRIPTION

HCC is committed to open access, reflecting our vision to be a college of academic excellence known for helping students overcome barriers to success. The College has a clearly stated admissions policy and application process for all students. Several health-related programs include additional admissions criteria that conform to external accreditation requirements. Admission requirements for all open, selective, and limited enrollment programs are available in accessible electronic format via the HCC website, an accessible hard copy "print on demand" pdf version, and in print as requested. Recruitment activities are conducted region-wide in every community and include open houses, high school visits, college fairs, community events, employment fairs, and organization and industry-specific information sessions. Students are also recruited through radio, television, print, and online advertising; direct mail and email communications; and on-campus programming.

The College serves degree and non-degree students, full and part-time students, male, female, and gender non-binary students, White students and students of color, first generation college students, students of all incomes and socioeconomic statuses, students who plan to go directly into the workforce after earning a degree or certificate, and students who plan to transfer to four-year institutions. HCC offers evening, weekend, day, and online credit classes at the main 303 Homestead Avenue campus and at the HCC MGM Culinary Arts Institute in downtown Holyoke. Additional classes are offered at the Adult Learning Center in Ludlow, the Education to Employment Center in Ware, Holyoke High School through a designated Early College Program, and various high schools throughout the Pioneer Valley through the College's Dual Enrollment program. All students enrolled in credit classes regardless of modality, time, and location have access to services and resources, such as advising, tutoring, and counseling.

The following are student characteristics:

- In fall 2019 HCC served 4,886 degree and non-degree seeking students.
- In spring 2020, HCC enrolled 527 dual enrolled students; a 25% increase over spring 2019
- Online courses represented 26% of all courses in FY2020, up from 21% in FY2015; online credits accounted for 33% of all credits generated in FY2020, as compared to 22% in FY2015.
- About 41% attend full-time and 59% attend part-time.

- Approximately 37% were male and 63% were female.
- In fall 2019 almost 42% of students of known race/ethnicity self-identified as minority.
- In fall 2019 28% of students of known race/ethnicity self-identified as Hispanic/Latinx.
- HCC became a HSI in fall 2016 (25.3% full-time equivalent).
- HCC's top three communities served are Springfield, Holyoke, and Chicopee.
- First generation college students represent 52% of all enrolled students.
- 18% of all students were enrolled in at least one developmental course.
- 81% of fall 2019 first-time, full-time, degree seeking students (FTFTDS) received some financial aid.
- Top five enrolled programs are Liberal Arts and Sciences, Foundations of Health Career, Business Administration Mass Transfer, Criminal Justice, Foundations of Health Transfer.

Enrolling students are assessed for readiness for college-level coursework. Current research indicates that there is a direct correlation between degree completion and developmental coursework: the more developmental coursework students take, the less likely they are to complete their degrees. In December 2018, the BHE amended its Common Assessment Policy to allow public colleges to use GPA-based measures for placement into college-level English and math courses, a policy change consistent with HCC's Strategic Plan Strategy 1 to decrease the number of students enrolled in developmental classes.

As of fall 2019, new placement guidelines went into effect whereby students would be placed into college-level English or Math without testing if the student achieved certain criteria. Students who do not place into college-level coursework are eligible to enroll in developmental coursework with a variety of support services and resources, including Quick Math Prep Classes, a Math Mini Prep Program, and Supplemental Instruction.

APPRAISAL

HCC served 9,602 credit and non-credit students in the fiscal year ending June 30, 2019. Sixty-nine percent (69%) of students enrolled exclusively in credit courses, 29% solely in non-credit courses, and 2% of students enrolled in both credit and non-credit courses. Annual credit student enrollment is down 4%, with 6,832 students enrolling in credit courses in FY2019 compared to 7,113 students in FY2018. In fall 2019, HCC served 4,866 credit students, 6% lower compared to fall 2018 and 22% down compared to fall 2015. Community colleges' enrollments tend to increase in times of recession. We saw our enrollment height in 2009, one year after the start of the Great Recession. As the economy improves, community college enrollments decline. Our enrollments have followed this national pattern, declining an average of 3% per year from 2012 through 2018. More of our students are part-time, so that our FTE is declining faster than our student headcount. Massachusetts community college enrollment declined an average of 4% per year in the same timeframe.

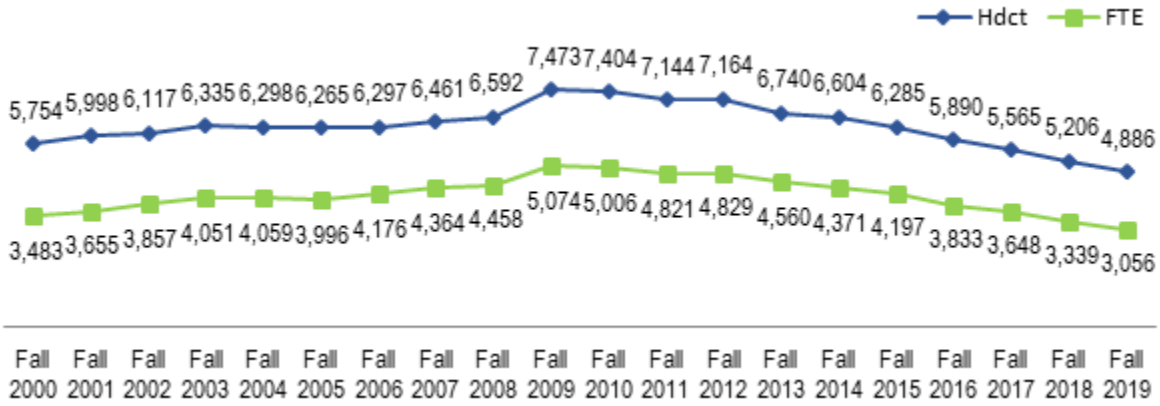
		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
	Unduplicated Headcount	**6,285**	**5,890**	**5,565**	**5,206**	**4,886**
Full/Part-Time	Full-time	47.0%	43.7%	45.0%	43.2%	40.9%
	Part-time	53.0%	56.3%	55.0%	56.8%	59.1%
Gender	Male	38.7%	38.2%	38.0%	36.8%	36.5%
	Female	61.3%	61.8%	62.0%	63.2%	63.5%
Race/Ethnicity	White	62.5%	60.5%	59.8%	59.6%	58.4%
	Minority[1]	37.5%	39.5%	40.2%	40.4%	41.6%
	Hispanic	25.1%	26.6%	27.6%	27.4%	28.4%
	Black/African American	6.3%	6.4%	6.3%	6.3%	6.1%
	Asian	2.4%	2.6%	2.6%	2.8%	2.8%
	Two or more Races	3.0%	3.3%	3.3%	3.5%	3.6%
Age	Less than 25 years	67%	68%	67%	67%	67%
	25 Years and older	33%	32%	33%	33%	33%
	Average age	25	25	25	25	25
	1. Students who identify as Hispanic or Latino, Black or African American, Asian, Native Hawaiian or Other Pacific Islander, American Indian or Alaskan Native, Cape Verdean, or Two or More Races					

- **Minority enrollments** have been declining at a slower rate than non-minority (White) enrollments. From fall 2015 to fall 2019 HCC's non-minority (White) student population fell from 63% to 58% of all students while minority student enrollment increased from 37% to 42% of all students.
- **Hispanic or Latinx enrollment** as a proportion of all enrolled students has remained steady at 27% to 28% over the last four fall terms (prior to fall 2016 it was increasing).
- **First Generation College** students represent 52% of all enrolled students, up from 50% in fall 2018.

Distance courses represented 23% of all credit courses in fall 2019 compared to 15% in fall 2015. The number of students taking distance courses has increased from 38% of all students in fall 2015 to 48% in fall 2019. Relatedly, distance credit hours account for 27% of all credits generated in fall 2019, up from 18% in fall 2015. Minority students represented 37% of all distance students in fall 2019 compared to 30% in fall 2015.

HCC's "typical" student has therefore changed in the last five or so years and is more likely to be first generation, female, Latinx, part-time, and taking an online class. The fall 2019 headcount is 15.1% lower than fall 2000 headcount, and fall 2019 full-time equivalent (FTE) is 12.3% below fall 2000 FTE. High school student populations in Massachusetts are projected to decline through 2031 (see the Western Interstate Commission for Higher Education WICHE Report, *Knocking at the College Door*). The College faces competition from for-profit and four-year colleges. The chart below presents fall term headcount and FTE enrollment for the past twenty fall terms (2000-2019).

20-Year Enrollment Trends



Despite lower enrollment, retention rates have improved. Fall-to-spring retention rates for new FTDS increased by two percentage points from 74% to 76% (highest in the past 6 years). The retention rate for female (77%) and male (74%) FTDS students improved by three percentage points and two percentage points respectively. The retention rate for fall 2019 non-minority FTDS student retention rates are up four percentage points to 81% (highest in past 10 years). The retention rate for fall 2019 first-time, *full-time* degree seeking students has also improved four percentage points to 81% (highest in the past 8 years), and the current rate for first-time, *part-time* degree seeking students is 66% (highest in the past 5 years). While the retention rate for non-minority FTDS students is up four percentage points, the minority retention rates are up only two percentage points from the prior year cohort. (See Standard Eight for discussion of initiatives to improve student success.) Thus, the gap between non-minority and minority FTDS students has continued to increase (see HCC Data Notes – Fall-to-Spring Retention Rates: Fall 2019 Cohort, April 2020.)

Developmental Education

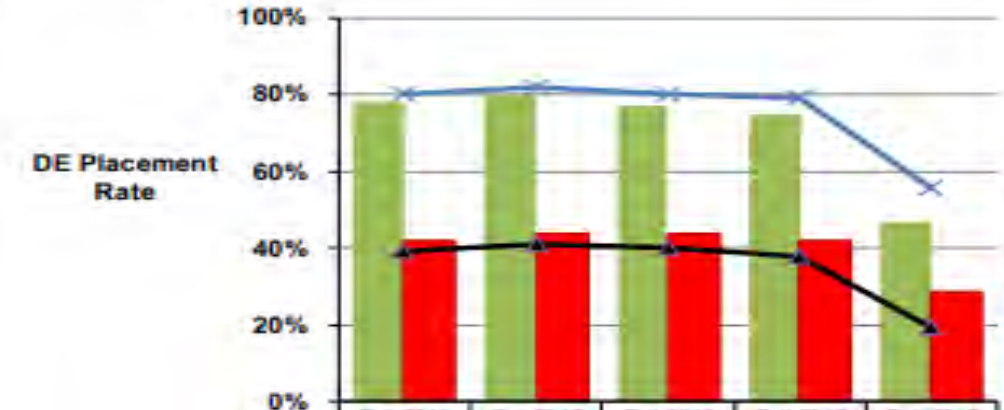
The new placement measures adopted by the College in 2019 include multiple criteria. For English, these criteria include minimum scores on AP English, SAT, or ACT tests, and other options. For math, the criteria include minimum high school GPA or minimum SAT, ACT, and GED scores, and other options. Students without these measures can take placement tests developed by HCC English and Math faculty that replace Accuplacer. These modifications have resulted in demonstrable decreases in development education placement rates (specifically, 56% of students were in development courses in fall 2019, down from 79% in fall 2018 and 82% in fall 2016.) (See HCC Data Notes - Developmental Education Placement Rates: Fall 2015-Fall 2019, November 2019.)

In particular, the high placement rate into developmental math has been a persistent challenge and one-year results demonstrate a dramatic decrease from the same four-year average of 77.5% to 47% in fall 2019. Further disaggregating the data confirms similar trends for students of color with positive implications for closing the achievement gap. The percentage of new FTDS Hispanic students needing developmental English decreased eight percentage points from 51% (2018) to 43% (2019), closing the gap with White students eight percentage points. For Black students the

rate decreased from 52% (2018) to 45% (2019), decreasing the gap with White students by nine ppt. The results for developmental math are even greater. The percentage of new FTDS Hispanic students needing developmental Math reduced from 79% (2018) to 58% one year later, decreasing the gap with White students by 13 percentage points. The percentage of new FTDS Black students requiring developmental math dropped 20 percentage points in the same one-year period due to multiple measures, closing the gap with White students by 14 percentage points.

Ongoing monitoring in gateway college-level courses English Composition I (ENG 101) and College Algebra (MTH 104) reveal that in fall 2019, 77% of all students enrolled in ENG 101 earned credit, compared to 74% in fall 2018. In fall 2019, 80% of all students enrolled in MTH 104 earned credit, compared to 69% in fall 2018. These completion rates indicate that multiple measures contributed to improved course completion rates in gateway courses.

Chart 1. DE Placement Rates - First-Time, Degree Seeking Students



	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Requiring DE Math	78%	80%	77%	75%	47%
Requiring DE English	42%	44%	44%	42%	29%
Requiring any DE	80%	82%	80%	79%	56%
Requiring both DE Math and DE English	39%	41%	40%	38%	19%

College Operations

After internal scans indicated that some of HCC's operational processes were not meeting students' expectations and needs, the president and campus leaders (Cabinet and Cabinet+) during fall 2019 identified problems and created solutions, including:

Summer and winter intersession

- Whereas intersession classes had been largely populated with current students the introduction of a simplified application and streamlined enrollment process enabled more "guest" students to enroll in this session

Eliminate drops for non-payment

- HCC traditionally dropped an average of 830 students in the fall and 630 students in the spring semester for non-payment. Although about half re-enroll, it is inconvenient for both students who have to rebuild their schedules and staff to review student accounts and reinstate students into classes. A pilot was launched in spring 2020 to keep students enrolled and give them time to set up payment plans, complete financial aid, and pay any remaining balance on accounts.

Full year schedule of courses

- HCC has had a semester-to-semester schedule that was difficult for students and advisors to plan/map out courses toward completion. The implementation of a full-year course schedule for AY2021 (summer 2020-spring 2021) will maximize course sequencing and build curriculum maps to increase the efficiency with which students can complete a degree.

Based on the work of Strategic Planning Team C, HCC will implement a team-based case management approach to onboarding new students modeled on the successful existing specialized HCC programs such as MAS, STRIVE, New Directions, Pathways, Foundations of Health, as well as external models, national research, and industry best practices (such as EAB, Exelencia in Education, the Center for Community College Student Engagement (CCCSE), and NACADA (see Team C: Action Plan: Team Based Case Management Concept Paper).

In October 2015, HCC implemented a CRM system that not only serves as the streamlined application portal but also enables more accurate and timely collection of student information, more efficient responses to inquiries, and better data storage and organization to enable targeted marketing and tracking of results. More than 54,000 applications were received and processed from spring 2016 through spring 2020. However, use of the CRM in Admissions requires specialized training and personnel hours to maintain the integration with the Banner SIS, update configurations and functionality as necessary, and manual review of applications. This processing equates to approximately 1,000 staff hours or the equivalent of an additional half-time employee.

STUDENT SERVICES AND CO-CURRICULAR EXPERIENCES

DESCRIPTION

The College offers a wide array of programs and services to help ensure that students are successful in achieving their educational goals. Some of these programs and services are available to all students while others are available to specific populations, such as veterans, non-traditional

students, students of color, etc. Students are informed about these resources during new student orientation, by faculty and staff referrals, and by information on the HCC website.

Among the quantitative and qualitative tools the College uses to gather information to identify student needs, provide appropriate services and resources, lower barriers to success, and afford equity are the CCSSE and the Hope Center Survey. Internal surveys are also conducted by individual departments and programs. The Student Experience Workshop conducted during the 2017-18 planning year resulted in the adoption of the first student experience statement that appears alongside the College Mission, Vision and Values statements (see Standard One). In 2019 the OIR conducted a survey to assess equity, specifically student needs in the areas of housing, food insecurity, and childcare. The results were shared with the HCC community and the BOT (see Standard Three).

- Multicultural Academic Services (MAS) provides support for local high school students, international students, and ESL students from the moment they apply to HCC. A large proportion of MAS students are Hispanic/Latinx who might be challenged by issues of language, cultural identity, and isolation.
- **Family and Friends sessions** of NSO, including printed guides and other information, are offered in both English and Spanish.
- **WellConnect Student Assistance Program** has 24/7 online support available in many languages.
- The Center for Academic Program Support provides in person and 24/7 online tutoring in the Writing and Math centers and supplemental instruction in multiple formats on demand and free of charge (See Standard Six).
- The **Office of Disability and Deaf Services** (OSDDS**)** works with students and faculty to ensure that students have equal access to the full range of programs and services offered by HCC. OSDDS recently launched the new ADA/UD (Americans with Disabilities Act/Universal Design) Committee (with representation from students, faculty, and staff across all College divisions) to extend the understanding of universal design across campus and to increase awareness of and advocacy for inclusion.

The College also offers programs to other distinct student populations:

- New Directions for Adult Learners college success program serves students aged 24 and older, parents, and veterans, including those who have been out of school for many years.
- Pathways program provides support and guidance to the both traditional and non-traditional adult students to complete their degree and transfer to highly selective private colleges such as Smith, Mt. Holyoke, Amherst, and Cornell.
- STRIVE is a federally-funded TRIO Student Support Services program designed to increase college retention and graduation rates for students who are first generation to college, are low-income, and/or have a documented disability.
- The THRIVE Center offers an array of free services for students and community members facing non-academic barriers. It operates a food pantry and meals on the go, assistance accessing SNAP and MassHealth, financial coaching and budget planning, and help with poor credit.

- The Behavioral Intervention Team (BIT) offers early identification and intervention for individuals with behavioral issues or who may pose a threat to the HCC community. The dean of students chairs the BIT team, which includes faculty, staff, administration, Public Safety, and a licensed mental health counselor. Emergencies are referred directly to our Public Safety office who are trained first responders.
- WellConnect is a contract service that provides mental health counseling and other services. The service is available to all day, online, evening, and weekend students as well as those at off campus sites such as the Culinary Arts Center, who may not have had access to campus-based counseling services in the past.
- President's Student Emergency Fund was created in spring 2019 by the HCC Foundation to assist students who encounter an unforeseen financial emergency that would prevent them from continuing their education.
- Veterans Services are provided to veterans, service members, and their dependents pursuing their educational, professional, or vocational objectives. The Veterans Service coordinator helps them access education benefits and facilitate the transition to college. HCC has dedicated space that provides a quiet study area, computers, meeting space, and materials from veteran organizations. The Bunker is managed by a U.S. Air Force veteran assisted by military affiliated students called CQ's (Charge of Quarters).
- The ACT (Advising, Career, and Transfer Center) provides additional supports including advising, educational planning, and course scheduling. Additionally, the Career Center (part of ACT) offers career counseling and the Office of Transfer Affairs promotes student success and transfer awareness and counseling.
- New student orientation became mandatory for new first-time degree seeking students in fall 2012 as an objective of the College's Title III grant focused on *First Year Experience.* The NSO is a half-day event comprising an opening session by the president, a campus tour, and 75-minute academic sessions with faculty. An online orientation is offered to students who cannot attend in person. Beginning in fall 2020, the College will institute an online NSO platform with informational modules, short video, quizzes, and a survey. Students will receive access to it immediately upon acceptance to HCC.
- The Financial Aid office administers federal, state, and institutional aid in compliance with applicable rules and regulations. Staff guide students and their families in seeking, obtaining and monitoring all financial assistance available to finance their education. In 2017-18, over $19 million in financial aid was disbursed to 4,000 students. Eighty percent of financial aid recipients received a Pell Grant with over $10.5 million disbursed. The office also provides financial literacy initiatives to help students develop basic money management skills, such as living within a budget and managing credit and debt.

Students are encouraged to get involved at HCC through Student Life, which offers a diverse collection of activities and organizations. Bus trips, club travel, student government, campus events, and campus projects also are offered. Co-curricular participation gives students new skills, knowledge, and friendships, and it enriches students' profiles for transfer applications. The College maintains a specified weekly activity period on Wednesdays, during which no classes are scheduled so students can engage in co-curricular opportunities.

Student Governance occurs through the Student Senate, which plans and offers activities that enrich the campus and the surrounding community. Senators are elected each year and offices of the Senate include an Executive Board and Senate Cabinet that meets regularly with the administration. Student senators serve on College governance committees, professional association, search committees, and the HCC BOT.

The College offers organized athletics in women's volleyball, men's and women's cross country, men's and women's soccer, men's and women's basketball, men's baseball, men's and women's golf, and men's and women's track and field under the National Junior College Athletic Association (eligibility by-laws may be found at www.njcaa.org).

HCC's Student Handbook provides information on all services, resources, activities and student policies, rights, and responsibilities including the code of conduct and student grievance procedures. Student service departments, such as Financial Aid and Student Records, follow federal and state regulatory guidelines and many of the published policies, including the Student Code of Conduct and Grievance Procedures for Students, are Massachusetts Community College system-wide policies. Students are notified annually by postcard of the Student Handbook publication and location on the website. Student complaints can be directed to several offices, including the dean of students and the VPASA.

APPRAISAL

The College has committed to conducting a CCSSE every three years and had been on target for administering both CCSSE and administered SOSE in spring 2020, but they were cancelled due to COVID-19. The last survey conducted in 2017 showed that in the area of Support for Learners, the College outperformed its peers in two areas: *providing the support you need to help you succeed at this college – 79 %; academic advising/planning – 86%.* In contrast, HCC scored below 40% in two areas: *helping you cope with your non-academic responsibilities (work, family, etc.) - 36%;* and *career counseling - 29%.*

As of fall 2018, there were 24 active clubs with a total of 178 students involved and 33 events held ranging from a welcome back BBQ to the Veterans Day celebration. E-Sports was a new club for fall 2018; the largest club has 25 students. The newest club for spring 2019 is the College Democrats. Unfortunately, 2017 CCSSE results showed 76% of HCC student respondents do not participate in any College-sponsored activities (including organizations, campus publications, student government, intramural sports, etc.). The results affirmed the decision to move Student Activities to the newly redesigned Campus Center and group them with MAS and Success Initiatives (in El Centro) under one Student Engagement umbrella, bringing more visibility to Student Activities, clubs, student government, and Success Initiative leadership opportunities like NSO.

Over 200 students are enrolled annually in STRIVE, and they continuously meet or exceed the program objectives of the U.S. Department of Education (DOE). The persistence rate for STRIVE students in AY2018-19 was 73% (DOE set rate was 60%). Thirty-one percent of STRIVE participants

from the fall 2014 cohort graduated in AY2018-19, higher than the DOE set rate of 25% for graduation within four years and higher than the HCC graduation rate of 23% for all FTDS.

The success of several established programs and departments, including Pathways, MAS, STRIVE, and Thrive, prompted Strategic Plan Team C: Student Success to identify best practices to implement in other areas of the College. Several programs achieve noteworthy retention rates. For example, 80% of Pathways students were retained from fall 2018 to fall 2019 compared to a 50% retention rate of all HCC students; MAS students have a 12% higher fall-to-fall retention rate than the overall HCC student population; and the fall-to-fall retention rates for New Directions students have averaged 19% higher (based on the last five years) than the rate for those students not in the program. We attribute the success of these programs to their high-touch, wraparound support that helps students navigate their non-academic as well as academic challenges.

The spring 2020 opening of the renovated Campus Center (housing MAS, Student Engagement and Success Initiatives, the Advising, Career and Transfer Center, and NSO) enables staff to link these initiatives and bring more visibility to co-curricular activities. The College is moving towards a goal of early career exploration for all students, thus for programmatic reasons relocating the Advising, Career, and Transfer Center staff in one location will ease the navigation required by students throughout their time at HCC. Based on annual student visits to the Advising Center (17,000 per academic year), the College anticipates that students likewise will access career services more frequently in this centralized location (see Standard Eight for a discussion of Advising Reimagined). MAS and NSO occupy an area called El Centro, highlighting our Latinx culture and HSI status. Five-year trends consistently demonstrate higher retention rates for students who attend NSO when compared to those who do not attend. For example, the fall 2018 FTDS retention rate for those attending NSO was 77% compared to the overall FTDS retention rate of 74% (see Fall 2018 IR Data Notes).

The Thrive Center has evolved since it was originally established in 2015 as a collaboration between HCC and the United Way of the Pioneer Valley. In fall 2017, the College administered the Hope Center Survey (formerly Wisconsin Hope Lab Survey, and the subsequent results indicated that College needed to support students on basic needs. Almost half of HCC students experienced food insecurity at some point, 46% experienced housing insecurity, and nearly 10% of students have experienced both. Beginning spring 2020, housing partnerships have been developed among HCC and Westfield State University and the Holyoke Housing Authority (HHA).

Based on its 2018-19 review of health services delivered on campus, the College concluded they were underutilized and closed the Health Services office in July 2019. The College has instituted a Caring for Yourself webpage that includes information on internal, community, and national health and wellness resources (emotional, physical, spiritual, intellectual, environmental, financial, occupational, and social).

In 2013, HCC closed on-campus counseling services and partnered with a third-party full-service student assistance program that provides 24/7 telephone triage and off-campus face to face counseling to students. Since 2013, however, the number of cases reviewed by the Behavioral

Intervention Team has steadily increased from 16 in 2014 to 56 in 2019. In response, a Mental Health Task Force was established in spring 2020 to review the mental health needs of HCC students as well as the current counseling model. The task force submitted its proposal "Reimagining Mental Health Resources at HCC" to the VPASA at the end of spring 2020.

The Task Force proposes the implementation of a three-pronged comprehensive approach to reimagining mental health resources that includes:

- creation of a coordinator of mental health services position (direct report to the dean of students) to serve as the first point of contact for students in distress (triaging students for referral to the on-campus provider (described below), other community resources, or crisis services. The coordinator will also coordinate campus-wide awareness, education and prevention programming, and training for faculty, staff, and student.
- partnering with an area mental health provider to provide on-campus services and referrals through a school-based model (which has been successful at Springfield Technical Community College and Holyoke Public Schools). Implementation of this partnership will require dedicated office space but otherwise will be resource neutral.
- contracting with an alternate 24-hour hotline-based service, ideally with text capabilities. The current provider, WellConnect, does not offer the option of separating out services.

During the spring 2020 semester, the Student Senate voted to support a proposed increase in student fees on the condition that additional funds would be spent on mental health support.

In recognition of the increasing need for more hands-on service, the Financial Aid Office created "financial aid labs" for students to drop in and get assistance with all types of application processing, including online entrance interviews and Federal Student Aid ID assistance. The number of hours devoted to this student service increased significantly (500%) from 2016-17 to 2017-18.

Even before the pandemic, the College was experiencing increases in the student loan default rate, a nationwide problem as borrowers struggle to repay their student loans. In 2016, the most recent year for which official default rates are available. 15.3% of students defaulted on their loans, up from 13.2% in 2015. HCC has the second highest default rate amongst community colleges in the state and is well above the state average of 12.9%. We are on par with the national community college average of 15.9%. This perhaps is not surprising given that we serve some of the poorest students in the state of Massachusetts. The College contracted with Inceptia in 2019 to reach out to students in delinquent status to help get them back on track before they default. Grants do not keep pace with the cost of tuition, fees, and books, so the Financial Aid Office includes student loan assistance in most financial aid packages.

The Financial Aid Office has also experienced success with in-person student loan exit interviews for graduating students, with student participation increasing by 41% from 2016-17 to 2017-18. Despite the exit interviews, the College is expecting an increase in the student loan cohort default rate, as suggested by the FY2015 rate (released in September 2018) of 13.2% compared to the FY2016 rate (released in September 2019) of 15.3%.

The pilot for not dropping students for non-payment implemented during spring 2020 resulted in the reduction of student and staff time in rebuilding schedules. It also required other staff contacting students to discern their intention to attend. The improved experience for half of the students who would have been dropped and re-registered may be a desirable end result, but student receivables increased significantly.

Projections

- Over the AY2020-21, the College will continue the multi-phase effort of adopting and incorporating team-based case management for all students across the student academic life cycle, thereby increasing support for students from admission into their first year. These efforts will be informed by Achieving the Dream's recommendations following their Holistic Student Supports Opportunities Assessment conducted in June 2020 (also see Standard Two), as well as by the recommendations of the Mental Health Task Force.
- By spring 2021, the Office of Admissions will implement process improvement by utilizing built-in automated and batch functionality within the CRM and the Banner SIS systems to cut down on staff time and to increase response time to students.
- During the fall 2020 semester, the College will launch the student mobile app, Unifyed, to increase communication with students by helping them; connect with faculty and staff, register for classes, pay bills, check grades, obtain financial aid information and complete onboarding modules.
- By the spring of 2021, the College will acquire a "data tracking tool" to allow swipe card access with student ID's to track attendance and usage of student support services. This will enhance the College's ability to assess the effectiveness of student engagement programming and gather student-level data on the impact of such programming on retention and timely completion of degree requirements.

Standard 5: Students

(Admissions, Fall Term)

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

?

Credit Seeking Students Only - Including Continuing Education

	3 Years Prior (Fall 2016)	2 Years Prior (Fall 2017)	1 Year Prior (Fall 2018)	Current Year (Fall 2019)	Goal (specify year) (FY 2020)
Freshmen - Undergraduate					
Completed Applications	3,219	3,167	2,988	2,725	2,589
Applications Accepted	3,145	3,031	2,827	2,584	2,455
Applicants Enrolled	1,675	1,551	1,412	1,325	1,259
% Accepted of Applied	97.7%	95.7%	94.6%	94.8%	94.8%
% Enrolled of Accepted	53.3%	51.2%	49.9%	51.3%	51.3%
Percent Change Year over Year					
Completed Applications	na	-1.6%	-5.7%	-8.8%	-5.0%
Applications Accepted	na	-3.6%	-6.7%	-8.6%	-5.0%
Applicants Enrolled	na	-7.4%	-9.0%	-6.2%	-5.0%
Average of statistical indicator of aptitude of enrollees: (define below)					
Transfers - Undergraduate					
Completed Applications	1,066	923	898	860	817
Applications Accepted	965	800	744	704	669
Applications Enrolled	520	480	432	411	390
% Accepted of Applied	90.5%	86.7%	82.9%	81.9%	81.9%
% Enrolled of Accepted	53.9%	60.0%	58.1%	58.4%	58.3%
Master's Degree					
Completed Applications					
Applications Accepted					
Applications Enrolled					
% Accepted of Applied	-	-	-	-	-
% Enrolled of Accepted	-	-	-	-	-
First Professional Degree					
Completed Applications					
Applications Accepted					
Applications Enrolled					
% Accepted of Applied	-	-	-	-	-
% Enrolled of Accepted	-	-	-	-	-
Doctoral Degree					
Completed Applications					
Applications Accepted					
Applications Enrolled					
% Accepted of Applied	-	-	-	-	-
% Enrolled of Accepted	-	-	-	-	-

Please enter any explanatory notes in the box below

Standard 5: Students
(Enrollment, Fall Term)

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

Credit-Seeking Students Only - Including Continuing Education

		3 Years Prior (Fall 2016)	2 Years Prior (Fall 2017)	1 Year Prior (Fall 2018)	Current Year (Fall 2019)	Goal (specify year) (Fall 2020)
UNDERGRADUATE						
First Year	Full-Time Headcount	2,023	1,964	1,725	1,549	1,473
	Part-Time Headcount	2,277	2,154	2,085	2,058	1,953
	Total Headcount	4,300	4,118	3,810	3,607	3,426
	Total FTE	2,847	2,739	2,472	2,263	2,105
Second Year	Full-Time Headcount	550	542	522	449	425
	Part-Time Headcount	1,040	905	874	830	790
	Total Headcount	1,590	1,447	1,396	1,279	1,215
	Total FTE	986	909	867	793	737
Third Year	Full-Time Headcount					
	Part-Time Headcount					
	Total Headcount	0	0	0	0	0
	Total FTE					
Fourth Year	Full-Time Headcount					
	Part-Time Headcount					
	Total Headcount	0	0	0	0	0
	Total FTE					
Unclassified	Full-Time Headcount					
	Part-Time Headcount					
	Total Headcount	0	0	0	0	0
	Total FTE					
Total Undergraduate Students						
	Full-Time Headcount	2,573	2,506	2,247	1,998	1,898
	Part-Time Headcount	3,317	3,059	2,959	2,888	2,743
	Total Headcount	5,890	5,565	5,206	4,886	4,641
	Total FTE	3,833	3,648	3,339	3,056	2,842
% Change FTE Undergraduate		na	-4.8%	-8.5%	-8.5%	-7.0%
GRADUATE						
	Full-Time Headcount					
	Part-Time Headcount					
	Total Headcount	0	0	0	0	0
	Total FTE					
% Change FTE Graduate		na	-	-	-	-
GRAND TOTAL						
Grand Total Headcount		5,890	5,565	5,206	4,886	4,641
Grand Total FTE		3,833	3,648	3,339	3,056	2,842
% Change Grand Total FTE		na	-4.8%	-8.5%	-8.5%	-7.0%

Please enter any explanatory notes in the box below

First Year student is defined as a student who has accumulated less than 30 credits; Second year student is a student who has accumulated 30 or more credits.

Standard 5: Students
(Financial Aid, Debt, Developmental Courses)

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

Where does the institution describe the students it seeks to serve?

	(FY 2015)	(FY 2016)	(FY 2017)
Three-year Cohort Default Rate	13.20%	15.30%	14.40%
Three-year Loan repayment rate (from College Scorecard)	53%	50%	49%

	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Goal (specify year)
	(FY 2016)	(FY 2017)	(FY 2018)	(FY 2019)	(FY 2020)
Student Financial Aid					
Total Federal Aid	$18,244,370	$16,362,713	$16,772,040	$8,011,334	$17,103,481
Grants	$11,327,282	$9,985,271	$10,935,221	$5,320,318	$13,669,026
Loans	$6,917,088	$6,377,442	$5,836,819	$2,691,016	$5,690,899
Work Study	$273,679	$262,420	$293,650	$117,401	$296,587
Total State Aid	$2,406,513	$2,321,547	$2,446,334	$1,193,532	$2,495,261
Total Institutional Aid	$320,874	$327,766	$361,191	$179,384	$366,609
Grants	$320,874	$327,766	$361,191	$179,384	$366,609
Loans	N/A	N/A	N/A	N/A	N/A
Total Private Aid	$452,092	$479,273	$529,686	$441,453	$537,631
Grants	$333,653	$393,422	$426,566	$369,230	$432,964
Loans	$118,439	$85,851	$103,120	$72,223	$104,667
Student Debt					
Percent of students graduating with debt (include all students who graduated in this calculation)					
Undergraduates	39%	28%	16%	10%	20%
Graduates	N/A	N/A	N/A	N/A	N/A
First professional students	N/A	N/A	N/A	N/A	N/A
For students with debt:					
Average amount of debt for students leaving the institution with a degree					
Undergraduates	$8,241	$6,370	$5,503	$7,990	$5,641
Graduates	N/A	N/A	N/A	N/A	N/A
First professional students	N/A	N/A	N/A	N/A	N/A
Average amount of debt for students leaving the institution without a degree					
Undergraduates	$5,473	$5,380	$4,283	$4,764	$4,390
Graduate Students	N/A	N/A	N/A	N/A	N/A
First professional students	N/A	N/A	N/A	N/A	N/A

Percent of First-year students in Developmental Courses (courses for which no credit toward a degree is granted)

	(Fall 2016)	(Fall 2017)	(Fall 2018)	(Fall 2019)	(Fall 2020)
English as a Second/Other Language					
English (reading, writing, communication skills)	15%	13%	11%	9%	8%
Math	31%	25%	23%	19%	18%
Other					

Please enter any explanatory notes in the box below

1) Work study figures from FISAP report, 18-19 only reported what has paid to date
2) For the Fall 2016 - Fall 2018 cohorts, Developmental Education (DE) Placement was based on Accuplacer test scores. Starting with Fall 2019, a new set of placement guidelines were established. For Fall 2019, students were placed into college level English or Math without testing if the student achieved certain criteria which include scores on AP English/math, SAT, or ACT tests and other options. Due to these changes, there are noticeable decreases in DE enrollment rates.

Standard 5: Students
(Student Diversity)

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

For each type of diversity important to your institution (e.g., gender, race/ethnicity, first generation status, Pell eligibility), provide information on student admissions and enrollment below. Use current year data.

Undergraduate Admissions information	Completed Applications	Applicants Accepted	Applicants Enrolled
Category of Students (e.g., male/female); add more rows as needed			
Male	1,439	1,400	753
Female	2,827	2,491	1,314
Non-Minority (White)	2,099	1,944	1,167
Minority	2,177	1,957	912
Hispanic	1,473	1,355	631
Black	408	333	133
Asian	105	96	47
Two or More Races	159	147	85
First Generation to College	2,592	2,410	1,171
Graduate Admissions information	**Completed Applications**	**Applicants Accepted**	**Applicants Enrolled**
Category of Students (e.g., male/female); add more rows as needed			

Undergraduate Enrollment information	Full-time Students	Part-time Students	Total Headcount	FTE	Headcount Goal (Fall 2020)
Category of Students (e.g., male/female); add more rows as needed					
Male	801	904	1,705	1,120.40	1,620
Female	1,104	1,856	2,960	1,795.80	2,813
Non-Minority (White)	1,138	1,599	2,737	1,728.00	2,553
Minority	767	1,182	1,949	1,199.33	1,903
Hispanic	512	819	1,331	809.67	1,300
Black	109	178	287	176.40	272
Asian	57	72	129	83.60	123
Two or More Races	80	91	171	112.80	162
<25 years old	1,634	1,658	3,292	2,211.80	3,129
25+ years old	364	1,230	1,594	844.00	1,513
First Generation to College	1,054	1,478	2,532	1,610.60	2,404
Pell Eligible	1,143	1,258	2,401	1,644.47	2,279
Graduate Enrollment information	**Full-time Students**	**Part-time Students**	**Total Headcount**	**FTE**	**Headcount Goal (specify year)**
Category of Students (e.g., male/female); add more rows as needed					
			0		
			0		

Please enter any explanatory notes in the box below

Standard 6

Teaching, Learning and Scholarship

FACULTY AND ACADEMIC STAFF

DESCRIPTION

HCC faculty and academic staff are vibrant, dynamic, well-trained, and passionate educators who place student success at the forefront of everything they do. In FY2020 HCC employed 120 full-time and 208 part-time faculty. All full-time faculty and 93% of part-time faculty have a master's degree or higher; 31% of full-time faculty and 12% of part-time faculty hold doctorate degrees. In terms of ethnicity, 86% of full-time faculty and 85% of part-time faculty are White; 6% of full-time faculty and 5% of adjuncts are Hispanic/LatinX; 5% of full-time and 8% of part-time faculty are Black; 3% and 2% of faculty are Asian; and one percent are "other".

Faculty categories, and criteria for appointment and promotion, are laid out in Article XI of the MCCC contract. The hiring process outlined in the Human Resources hiring guidelines is designed to ensure that when faculty are hired they meet the requirements and criteria set out in the contract.

The College has an Affirmative Action, Equal Opportunity policy that ensures equal opportunity and access for all employees on campus and in the hiring process. The search process is designed to ensure equal consideration for all candidates in two specific ways. First, the candidate pool is vetted by the Title IX officer to ensure sufficient diversity. If the Title IX officer feels there is not sufficient diversity, the search will be extended and efforts made to attract a larger pool of diverse candidates. (This might include targeted outreach to area graduate programs, advertisements in designated publications and on designated websites, etc.) Second, the questions asked of the candidates at all stages of the process are vetted by the Title IX officer and the dean of human resources, ensuring all candidates are asked the same questions and that questions are not asked that could lead to a potential bias. Upon an offer of employment, a candidate receives a letter outlining the position title, salary, and working conditions.

New full-time faculty are integrated into the College via a semester-long new faculty orientation that meets weekly. They receive a three-credit course reassignment to attend this orientation. New faculty and academic staff also attend a daylong new employee orientation organized by Human Resources. Adjunct faculty are integrated into the College through a two-hour orientation the week before classes begin each semester.

Faculty and academic staff have opportunities for professional development in a variety of forms. The College holds a series of professional days in the fall and spring semesters involving a college-wide meeting and workshops on topics relevant to and facilitated by faculty and academic staff. Limited funds are available in departmental budgets for faculty to attend and present at conferences and workshops. The new CFE, established as part of the strategic planning process and opened in the fall 2019, provides a wide array of professional development opportunities for faculty and staff. It is staffed by a half-time staff person and a half-time faculty member. The CFE also has some funds available for faculty and academic staff wishing to attend conferences and workshops. There is a formal process for applying for these funds.

Expectations for faculty and academic staff are delineated in the MCCC collective bargaining agreement as well as in the administrative policies of the College and the Commonwealth. All employees are required to complete an online, state-mandated ethics training course when they are first hired and every two years subsequently. The collective bargaining agreement outlines an annual evaluation process designed to ensure that faculty meet the conditions of their employment. Non-tenured faculty are evaluated every year until they are awarded tenure, and tenured faculty are evaluated every three years post-tenure.

There is not a formal process for evaluating part-time faculty. Division deans have the discretion to observe part-time faculty in the classroom and, typically, will do so in a new adjunct's first or second semester. Part-time faculty also undergo student evaluations every semester, and division deans review those evaluations. Part-time faculty must be evaluated at least once before they earn seniority.

Some aspects of the course assignment process are dictated by the MCCC contract; for example, the dates by which faculty must submit course preferences and must be informed of upcoming semesters' workloads. Faculty submit course preferences and deans typically honor them to the extent possible, ensuring that faculty have the appropriate qualifications and experience to teach the courses assigned to them. The MCCC contract stipulates the standard faculty workload. Faculty may be granted reassigned time to undertake a number of activities, including department chair duties, coordinating any of our integrative learning programs, serving on the GEAC, and other projects considered essential to the department, division, or College.

HCC provides a wide array of academic services to students outside the classroom, staffed by MCCC professional staff as well as, in the case of the CAPS, peer tutors. (See Standard Eight for discussions of impact on student success.) Some of them, including tutoring services and the math and writing centers, are coordinated through CAPS.

- Tutoring services provided in person and via tutor.com
- Supplemental instruction, learning coaches, and other services for high risk students
- STRIVE, a federal grant-funded TRIO program, provides intensive academic support for approximately 200 first generation students and students with disabilities who plan to transfer to baccalaureate institutions.

- STEM Starter Academy, a state grant-funded program for Massachusetts community colleges, works to inform, engage, recruit, retain and graduate significantly more students through STEM Pathway programs that lead to job placement or transfer to university.
- New Directions provides academic and other support for non-traditional students.
- The Pathways program supports students who plan to transfer to selective private colleges and universities.
- The ACT (Advising, Career, and Transfer) Center advises and aids in course registration for primarily incoming, undecided, and online students as well as provides career counseling and transfer counseling for both public (Mass Transfer) and private, selective four-year schools. Once students have declared their programs of study, they are directed toward their faculty or program advisors.
- ALANA Men in Motion, provides personalized attention, academic support, mentoring and counseling to African American, Latino, Asian or North American men of color in academics, financial aid and academic/career planning.
- OSDDS also provides comprehensive, wraparound support for upwards of 800 students, who work with learning specialists, interpreters, and accessible technology support specialists.

APPRAISAL

According to the National Center for Education Statistics, the percentage of community college faculty holding doctorate degrees is 12% nationally for full-time faculty (similar statistics for part-time faculty are difficult to find). At HCC 31% of full-time faculty and 12% of part-time faculty hold doctorate degrees, suggesting that HCC does a good job of attracting well qualified faculty who meet and, in many cases, exceed the qualifications required of a community college teaching position.

	Full-Time Faculty	Part-Time Faculty
Doctorate	31%	12%
Master's	69%	81%
Bachelor's	0%	7%

On the other hand, we know that we lag in attracting faculty of color. While concerted efforts are made to attract and hire diverse candidates, the composition of the faculty and academic staff does not reflect the student body. As the table below illustrates, as of fall 2019 58% of HCC students were White while 86% of the full-time faculty and 85% of the part-time faculty were White. The most significant gap is the percentage of faculty of Hispanic or Latinx (6%) versus the student population (28%).

	Full-Time Faculty	Part-Time Faculty	Students
White	86%	85%	58%
Hispanic/Latinx	6%	5%	28%
Black/African-American	5%	8%	6%
Asian	3%	2%	3%

Other/two or more races	>1%	1%	4%

Given HCC's HSI status and the achievement gap between White students and students of color noted in Standard Five, we recognize the need to attract faculty who more accurately reflect the composition of the student body. Our MCCC professional academic staff are somewhat more diverse, with about 24% identifying as non-White. As part of the strategic plan implementation process, we are focusing on equity in its many facets. We have begun discussions about how to attract and retain faculty of color. Although we are constrained somewhat by the salary guidelines set by MCCC, we know there are steps we can take, from examining the language in our job postings to the kind of outreach we do, to increase the applicant pool and make HCC a more attractive and welcoming place for faculty of color.

The number of full-time faculty has dropped from 132 in 2017 to 120 in 2020 as faculty have resigned or retired and their positions either reallocated or left vacant. The number of part-time faculty also has decreased from 330 in 2017 to 271 in 2020. Notwithstanding these reductions, faculty attrition has not kept pace with declining enrollment. While the sheer number of full-time faculty has dropped, the percentage of classes taught by full-time faculty has actually increased from 40% in 2017 to 46% in 2019.

The availability of professional development opportunities has been a concern for faculty, academic staff, and administration alike, particularly as we grapple with complex and sometimes thorny issues like equity, culturally sensitive pedagogies, implicit bias, universal design, and trauma-informed approaches to working with students. The newly formed CFE, established in fall 2019, has emerged as a vital hub for faculty and staff professional development. Overseen by the assistant vice president for Academic Affairs and staffed by both staff and faculty members "in-residence," the center has proven to be extraordinarily nimble and responsive to emerging needs and priorities. From September 2019 to May 2020, the center offered 447 workshops, 133 of them unique, with 1,788 attendees.

Faculty workloads, set by the MCCC contract, have been a concern. The availability of course reassigns for a variety of tasks has eased somewhat the teaching burden for many faculty. However, in recent years two issues have arisen around course reassigns that must be addressed. First, the number of course reassigns has grown significantly, to the equivalent of approximately 130 course reassignments per semester. When enrollments and the institution's financial position were strong, these course reassigns did not generate a great deal of concern or discussion. More recently, however, the College is looking more closely at the number of course reassigns and the cost involved. The division deans have been asked to evaluate course reassigns in their division with a view to cutting back in some areas. The second issue revolves around equity. Some faculty regularly have three or more course reassigns and teach a very small number of students, while other faculty regularly teach five three-credit courses with 28 to 32 students each. In addition to cutting back on the number of course reassigns, the division deans are developing processes for limiting the number of reassigns that any one faculty member can have and ensuring that all faculty have an equal opportunity to engage in the activities that have course reassigns associated with them.

TEACHING AND LEARNING

DESCRIPTION

The content and methods of instruction are governed by a faculty-driven curricular process that is part of the governance structure. Faculty initiate course revisions or propose new courses and programs based on prevailing institutional mission and priorities and on program review outcomes. Curricular proposals originate in departments and move through an electronic curricular process in which all stakeholders have a voice. Final institutional approval of curricular changes occurs at the College Senate. All certificate and degree programs include an array of required and elective classes taught by both full and part-time faculty. These requirements are intended to convey skills and knowledge appropriate to the program's learning objectives.

When multiple sections of a class are offered, students typically can choose from several faculty teaching the class. (The more specialized courses may be taught by only one faculty member.) The collective bargaining agreement provides for wide latitude on the part of full and part-time faculty in crafting syllabi, delivering content, setting student learning objectives, and giving assignments. The MCCC collective bargaining agreement's clause concerning academic freedom states that "the teacher is entitled to full freedom...in the selection of the instructor's classroom materials, including the selection of texts" (19). As a result, faculty teaching different sections of high enrollment courses are encouraged to work together to collaboratively achieve consistency of course material across sections. However, complete alignment is inconsistent across disciplines.

In some departments, faculty work among themselves to ensure that key information and concepts are delivered, while leaving sufficient flexibility for faculty to approach topics and assess students in ways they deem appropriate. Course completion and grade distribution reports can help us determine if there are problems with the way content is being delivered in a particular section of a multi-section course. Deans are provided with grade distribution and course completion data every semester and review it to look for discrepancies.

Classes are delivered in a variety of formats including traditional face to face, "brick and click" (a combination of online and face to face) and online. Delivery methods are driven in large part by student need but also by pedagogy. Classes are delivered on a wide array of schedules. The traditional semester model includes 15-week classes. In fall 2019 we piloted a limited menu of "late start" classes, which are 12-week classes intended to accommodate students not able to get all their paperwork in place to start the semester. In spring 2020 we piloted a limited menu of sequenced seven-week online, evening, and Saturday classes targeting adult learners unable to take classes during the day but eager to move quickly through their degree programs. We also offer five-week summer classes and a two-week winter session.

There are several mechanisms through which the College evaluates and seeks to improve teaching effectiveness: student evaluations; classroom observations; assessment and program review data; and grade distribution reports.

APPRAISAL

In spring 2016, HCC online programs responded to the proliferation of online course offerings by developing the SOTA. Along with the growth of online teaching and learning, HCC's online programs recognized the growing need to provide professional development on adult learning theory and best practices in online instruction. Co-developed by the HCC instructional designer and a member of the Education department faculty and licensed by Creative Commons, SOTA is now offered every May to June to a cohort of up to 15 faculty to develop their online teaching skills and credentials. SOTA's hybrid format positions faculty participants as online "students" so that they gain perspective on the online student experience. SOTA offers participants opportunities to develop collaborative projects in the online environment, create engaging content through video and other digital tools and explore best practices for student assessment and participation in the online modality. Central to the Academy's purpose is to bring to online instruction the principles of universal and accessible design, student-centered course organization, and effective strategies for communicating with online students.

HCC's online offerings continue to grow. HCC now offers seven degree and three certificate programs that can be completed entirely online and several more that can be completed up to 80% online. With 81 faculty who have gone through a SOTA professional development since 2015, HCC can offer online courses with the confidence that they are taught by faculty who have the necessary online teaching credentials. In 2019 to 2020, recognizing the need for an intentional and strategic approach to online teaching and learning that would be fully aligned with the academic curriculum, online learning (now renamed "Digital Learning") was incorporated into the division of Business and Hospitality under the purview of the divisional dean. "Digital Learning" was chosen over "online" or "remote" because it is broader and encompasses remote and virtual spaces and all online modalities.

The CFE provides the campus community with a central location for professional development and signals the College's commitment to serving all constituents by offering faculty and staff professional development opportunities that will surely enrich teaching, enhance the student experience and promote student success and retention. Also, in alignment with the Strategic Plan's focus on teaching and learning, the ADA/UD Committee was established in fall 2018 to promote universal design and culturally responsive pedagogy. The committee represents a cross-section of the College, bringing together students, staff, faculty, and administrators. Universal Design for Learning workshops initiated in spring 2019 continued through AY2019-20 on professional days for faculty and staff. Continuing to expand faculty awareness of and capacity in universal design, culturally-responsive, and trauma-informed pedagogies is crucial to student support, retention, and success.

According to the MCCC collective bargaining agreement, faculty may advise no more than 18 students in a semester. Some faculty advise more students through special arrangement; many advise fewer than 18. Professional staff advisors can carry advising loads of anywhere between 30 to 200 students. The effort to create equity in advising among faculty has resulted in frequent

reassigning of students to different academic advisors from semester to semester, which we acknowledge to be problematic for retention. Approximately 75% of HCC students have faculty members as academic advisors; 25% of students have staff members serving as academic advisors. Some programs, like Foundations of Health and Nursing, have embedded advisors within their programs that provide a great deal of informed and robust academic support to students. However, the quality of faculty advising can be uneven, especially in very large and multidisciplinary degrees like Liberal Arts.

In 2016-2017 the ACT center initiated Advising Reimagined, a response to the need for more early intervention and discipline-specific academic advising and support, as well as the need for more comprehensive faculty education in advising best practices. Each division was assigned both a divisional advisor as well as a faculty member advising liaison, who was tasked with coaching fellow faculty in online advising tools like DegreeWorks, and in general developing a more informed college-wide culture of advising. Divisional advisors are now also assigned to advise students on academic probation. Due to administrative reorganization, a thorough assessment of Advising Reimagined has yet to take place, but preliminary, anecdotal evidence suggests that the numbers of students on probation who have successfully regained good academic standing as well as retained has seen a notable increase. We had not, however, seen broader gains in retention until our fall 2019 to spring 2020 retention data, which could be attributable to a number of initiatives across Academic and Student Affairs (See Standard Eight).

Despite the evidence of a high degree of commitment and teaching effectiveness across the College, there is a widening gap between White and non-White students in such measures of success as course completions and retention. Strategic Planning Team C is focused on student success and has recommended a comprehensive overhaul to our current practices of onboarding and supporting new students.

Projections

- Beginning in AY2020-21, the College will utilize Tableau and its new dashboard capacities, to provide granular data to faculty members on their course completion rates, disaggregated by student identities, to aid efforts in closing the achievement gap between White and non-White students.
- By spring 2021, the philosophy of culturally responsive pedagogy will be a standard for all new faculty positions; in the search process, in teaching demonstrations and in new faculty orientation. Culturally responsive pedagogy will also be assessed in the program review process and adopted across disciplines with discipline discretion.
- In AY 2020-21 the VPASA and academic deans will conduct a comprehensive review of all course reassigns with a view to streamlining and ensuring they are distributed in an equitable fashion.

Standard 6: Teaching, Learning, and Scholarship
(Faculty by Category and Rank; Academic Staff by Category, Fall Term)

	3 Years Prior (FY 2017)	2 Years Prior (FY 2018)	1 Year Prior (FY 2019)	Current Year Nov-19 (FY 2020)
	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Number of Faculty by category				
Full-time	132	131	127	120
Part-time	0	0	0	0
Adjunct	330	321	296	271*
Clinical	0	0	0	0
Research	0	0	0	0
Visiting	0	0	0	0
Other; specify below:	0	0	0	0
Non Credit Instructors	8	9	19	18
Note: Full-Time count includes those serving as Interim NUPS				
Total	470	461	442	138
Percentage of Courses taught by full-time faculty				
	40.00%	41.00%	43.00%	46.00%
Number of Faculty by rank, if applicable				
Professor	80	80	78	74
Associate	16	16	16	15
Assistant	16	17	18	19
Instructor	20	18	15	12
Other; specify below:	0	0	0	0
Rank numbers include those faculty serving as Interim NUPs				
Total	132	131	127	120
Number of Academic Staff by category				
Librarians	1	1	1	1
Advisors	0	0	0	0
Instructional Designers	0	0	0	
Other; specify below:				
Coordinator of Transfer Affairs & Articulation	1	1	1	1
Senior Academic Counselor	2	2	2	1
Academic Coordinator	5	5	3	2
Academic Counselor	7	7	6	6
Senior Staff Assistant	1	1	1	1
Special Program Coord.	5	5	5	5
Coordinator of Library Services	2	2	2	2
Coord of Forensic Lab	1	1	1	1
Staff Assistant, Nursing	1	1	1	1
Technical Specialist	0	1	1	1
Coord of Instructional Tech	2	2	1	1
Coord of Career, Planning, and Placement	4	4	4	4
Senior Special Program Coordinator	13	12	13	10
Senior Admissions Counselor	1	1	1	1
Community Outreach & Admissions	1	1	1	1
Senior Financial Aid Counselor	4	4	4	3
Learning Specialist, Disability Services	4	5	5	6
Learning Specialist	2	2	1	2
Coordinator of Student Activities	1	1	1	1
Literacy Specialist	3	3	4	4
Career Development Counselor	1	1	1	1
Grant Writer	1	1	1	1
Coord of Health Services	1	1	0	0
Learning Disability Specialist/Transition	1	1	1	1
Senior Technical Specialist	1	1	0	1
Coordinator of Learning Resources	0	0	0	1
Financial Aid Counselor	0	0	0	1
Coordinator of Student Assessment	0	0	0	1

Total	66	67	62	62

Please enter any explanatory notes in the box below

Full-time faculty data includes those who were on leave of absence, serving as Interim NUP. *Part-time faculty number also includes full-time employees who also teach adjunct classes; the unduplicated number of part-time faculty is 208.

Standard 6: Teaching, Learning, and Scholarship
(Highest Degrees, Fall Term)

		3 Years Prior (FY 2017)	2 Years Prior (FY 2018)	1 Year Prior (FY 2019)	Current Year Nov-19 (FY 2020)
Highest Degree Earned: Doctorate					
Faculty	Professor	29	29	29	27
	Associate	4	4	5	7
	Assistant	4	3	4	3
	Instructor	0	0	0	0
	No rank	0	0	0	0
	Other (Adjunct faculty)	51	47	33	37
	Total	88	83	71	74
Academic Staff	Librarians	0	0	0	0
	Advisors	0	0	0	0
	Inst. Designers	0	0	0	0
Other; specify*	Academic Coordinator	1	2	2	1
	Learning Specialist	1	0	0	0
	Coord. of Learning Resources	0	0	0	1
	Coordinator of Career, Planning and Placement	1	1	1	1
Highest Degree Earned: Master's					
Faculty	Professor	50	51	49	47
	Associate	12	12	11	8
	Assistant	12	14	14	16
	Instructor	20	18	15	12
	No rank	0	0	0	0
	Other (Adjunct faculty)	240	236	223	200
	Total	334	331	312	283
Academic Staff	Librarians	1	1	1	1
	Advisors	0	0	0	0
	Inst. Designers	0	0	0	0
Other; specify*	Coordinator of Transfer Affairs & Articulation	1	1	1	1
	Senior Academic Counselor	2	2	2	1
	Academic Coordinator	2	2	1	1
	Academic Counselor	6	6	5	5
	Senior Staff Assistant	1	1	1	1
	Special Program Coord.	3	2	2	2
	Coordinator of Library Services	2	2	2	2
	Coord of Instructional Technology	2	2	1	1
	Coord of Career, Planning and Placement	2	3	3	3
	Senior Special Program Coord.	11	10	9	8
	Senior Admissions Counselor	1	1	1	1
	Senior Financial Aid Counselor	3	3	3	2
	Learning Specialist, Disability Services	1	1	2	2
	Learning Specialist	1	1	1	2
	Coord of Student Activities	1	1	1	1
	Literacy Specialist	3	3	2	2
	Coord of Health Services	1	1	0	0
	Grants Writer	0	0	1	1
	Learning Disability Specialist/Transition	1	1	1	1
	Coordinator of Student Assessment	0	0	0	1
	Technical Specialist	0	1	1	1
Highest Degree Earned: Bachelor's					
Faculty	Professor	1	0	0	0
	Associate	0	0	0	0
	Assistant	0	0	0	0
	Instructor	0	0	0	0
	No rank	0	0	0	0
	Other (Adjunct faculty)	32	32	28	30
	Total	33	32	28	30
Academic Staff	Librarians	0	0	0	0
	Advisors	0	0	0	0
	Inst. Designers	0	0	0	0

Other; specify*	Academic Coord	1	1	0	0
	Academic Counselor	1	1	1	1
	Special Program Coord	2	3	3	3
	Coord of Forensic Lab	1	1	1	1
	Staff Assistant, Nursing	1	1	1	1
	Senior Special Program Coord	2	2	2	2
	Community Outreach & Admissions	1	1	1	1
	Senior Financial Aid Counselor	1	1	1	1
	Learning Specialist, Disability Services	3	4	4	3
	Literacy Specialist	1	1	2	2
	Grants Writer	1	1	0	0
	Senior Technical Specialist	1	1	0	0
	Learning Specialist	0	0	0	1
	Financial Aid Cousleor	0	0	0	1
Highest Degree Earned:	**Professional License**				
Faculty	Professor	8	8	6	5
	Associate	2	1	1	1
	Assistant	2	3	2	4
	Instructor	4	3	6	5
	No rank	0	0	0	0
	Other	0	0	0	0
	Total	16	15	15	15
Academic Staff	Librarians	0	0	0	0
	Advisors	0	0	0	0
	Inst. Designers	0	0	0	0
Other; specify*		0	0	0	0

* Please insert additional rows as needed

Standard 6: Teaching, Learning, and Scholarship
(Appointments, Tenure, Departures, Retirements, Teaching Load Full Academic Year)

		3 Years Prior (FY 2017)		2 Years Prior (FY 2018)		1 Year Prior (FY 2019)		Current Year (FY 2020)	
		FT	PT	FT	PT	FT	PT	FT	PT
Number of Faculty Appointed									
Professor		0		0		0		0	
Associate		0		0		0		0	
Assistant		2		0		1		2	
Instructor		7		3		7		3	
No rank		0		0		0		0	
Other		0		0		0		0	
Total		9	0	3	0	8	0	5	0
Number of Faculty in Tenured Positions									
Professor		82		80		78		74	
Associate		9		9		9		10	
Assistant		0		1		0		1	
Instructor		0		0		0		0	
No rank		0		0		0		0	
Other		0		0		0		0	
Total		91	0	90	0	87	0	85	0
Number of Faculty Departing									
Professor		1		1		0		0	
Associate		0		0		0		2	
Assistant		0		1		0		2	
Instructor		0		2		1		0	
No rank		0		0		0		0	
Other		0		0					
Total		1	0	4	0	1	0	4	0
Number of Faculty Retiring									
Professor		5		6		5		4	
Associate		0		0		0		0	
Assistant		0		0		0		0	
Instructor		0		0		0		0	
No rank		0		0		0		0	
Other		0		0		0		0	
Total		5	0	6	0	5	0	4	0
Fall Teaching Load, in credit hours									
Professor	Maximum	34.00		32.00		34.00		8.00	
	Median	12.00		12.00		12.00		12.00	
Associate	Maximum	20.00		24.00		27.00		25.00	
	Median	14.00		13.00		15.00		13.00	
Assistant	Maximum	24.00		24.00		22.00		18.00	
	Median	12.00		14.00		11.00		9.00	
Instructor	Maximum	22.00		24.00		24.00		30.00	
	Median	12.00		12.00		12.00		12.00	
No rank	Maximum								
	Median								
Other	Maximum		40.00		20.00		21.00		23.00
	Median		6.00		6.00		4.00		4.00

Explanation of teaching load if not measured in credit hours

Fall 2019 (current year) FY20

Standard 6: Teaching, Learning, and Scholarship
(Number of Faculty by Department or Comparable Unit, Fall Term)

	3 Years Prior (FY 2017)		2 Years Prior (FY 2018)		1 Year Prior (FY 2019)		Current Year Nov-19 (FY 2020)	
	FT	PT	FT	PT	FT	PT	FT	PT
Number of Faculty by Department (or comparable academic unit); insert additional rows as needed								
Accounting	2	8	2	9	2	6	2	7
Anthropology	1	4	1	4	1	4	1	4
Art	2	15	2	14	2	13	2	16
Astronomy	0	2	0	2	1	0	1	1
Biology	11	27	11	24	10	28	10	23
Business Administration	2	8	2	14	4	10	2	8
Business Law	1	4	1	3	1	3	1	2
Chemistry	2	9	2	8	2	7	2	4
Communication, Media, and Theater Arts	5	14	6	13	6	2	5	9
Computer Information Systems	3	2	3	2	2	1	2	1
Criminal Justice	3	4	3	5	3	5	3	5
Culinary Arts/Hospitality Mgmt	4	2	4	6	4	7	5	6
Deaf Studies	2	2	2	1	1	3	1	6
Early Childhood Education	1	0	0	1	0	1	0	1
Earth Science	1	3	1	3	1	2	1	2
Economics	2	2	2	3	2	1	2	2
Education	5	9	5	9	4	10	4	5
Engineering	2	4	2	5	1	4	2	2
English	18	44	17	42	17	37	16	30
English as a Second Language	5	8	4	10	4	9	3	10
Environmental Science	2	4	2	3	2	3	2	2
Exercise, Wellness, and Health	1	6	1	5	1	2	1	2
Forensic Science	1	5	1	4	1	4	1	3
Foundations of Health	3	0	3	11	3	13	3	13
French	0	1	0	1	0	1	0	2
Geography	0	2	0	2	0	1	0	2
Government	1	5	1	4	1	3	1	2
Graphic Art	1	0	0	0	0	0	0	0
History	2	7	2	7	2	4	2	4
Human Services	1	14	2	12	2	9	2	7
Mathematics	12	40	13	43	12	39	11	31
Music	3	9	3	9	3	9	3	8
Nursing	12	13	11	15	11	15	11	9
Nutrition	1	4	1	5	0	4	0	4
Pharmacology	0	2	0	1	0	2	0	1
Philosophy	1	5	1	5	1	3	1	3
Photography	1	0	1	0	1	0	0	0
Physics	1	1	1	2	1	2	1	1
Psychology	6	21	6	19	6	21	5	17
Radiology Technology	2	1	2	1	2	0	2	1
Sociology	3	11	3	10	3	14	2	13
Spanish	2	3	2	3	2	5	2	2
Sustainability	1	2	1	2	1	1	1	1
Theater (Scenic & Lighting Design)	0	0	1	0	1	0	1	0
Veterinary & Animal Science	2	3	2	3	2	3	2	2
Visual Arts	1	0	1	0	1	0	1	0
Latinx Studies								1

Total	132	330	131	345	127	311	120	275

Please enter any explanatory notes in the box below

Full-time Data includes those faculty who were on leave - serving as Interim NUPs.
Part-time date includes faculty who teach in multiple areas. This count will be higher than actual head count.

Standard 6: Teaching, Learning, and Scholarship
(Faculty and Academic Staff Diversity)

For each type of diversity important to your institution (e.g., gender, race/ethnicity, other), provide information on faculty and academic staff below. Use current year data.

Faculty	Full-time	Part-time	Total Headcount	Headcount Goal (specify year)
Category of Faculty (e.g., male/female, ethnicity categories); add more rows as needed				
Male	37	108	145	
Female	83	167	250	
White	103	233	336	
African American	6	21	27	
Hispanic or Latino	7	13	20	
Asian	3	5	8	
American Indian/Alaskan Native	1	3	4	
Academic Staff	**Full-time**	**Part-time**	**Total Headcount**	**Headcount Goal (specify year)**
Category of Academic Staff (e.g., male/female, ethnicity categories); add more rows as needed				
Male	13	27	40	
Female	49	48	97	
White	47	63	110	
African American	7	4	11	
Hispanic or Latino	8	7	15	
Asian	0	0	0	
American Indian/Alaskan Native	0	0	0	

Please enter any explanatory notes in the box below

Part time Academic Staff include Professionl Tutors, Academic Advisors. Learning Coaches
Part time Academic Staff includes one with ethnicity not specified.

Standard 7

Institutional Resources

HUMAN RESOURCES

DESCRIPTION

HCC is staffed by 120 full-time faculty, 208 part-time faculty, 147 full-time professional employees, 113 full-time classified employees, and 443 part-time employees for a total of 1,031 unduplicated employees. Staffing has declined in the past several years but has not declined at the same rate as enrollment. Faculty positions have experienced the most significant reductions with full-time declining from 135 and part-time from 335 at our height, to their current levels. Professional staff positions have remained relatively flat over this period, with declines in administrative staff mostly offset by increases in student support staff.

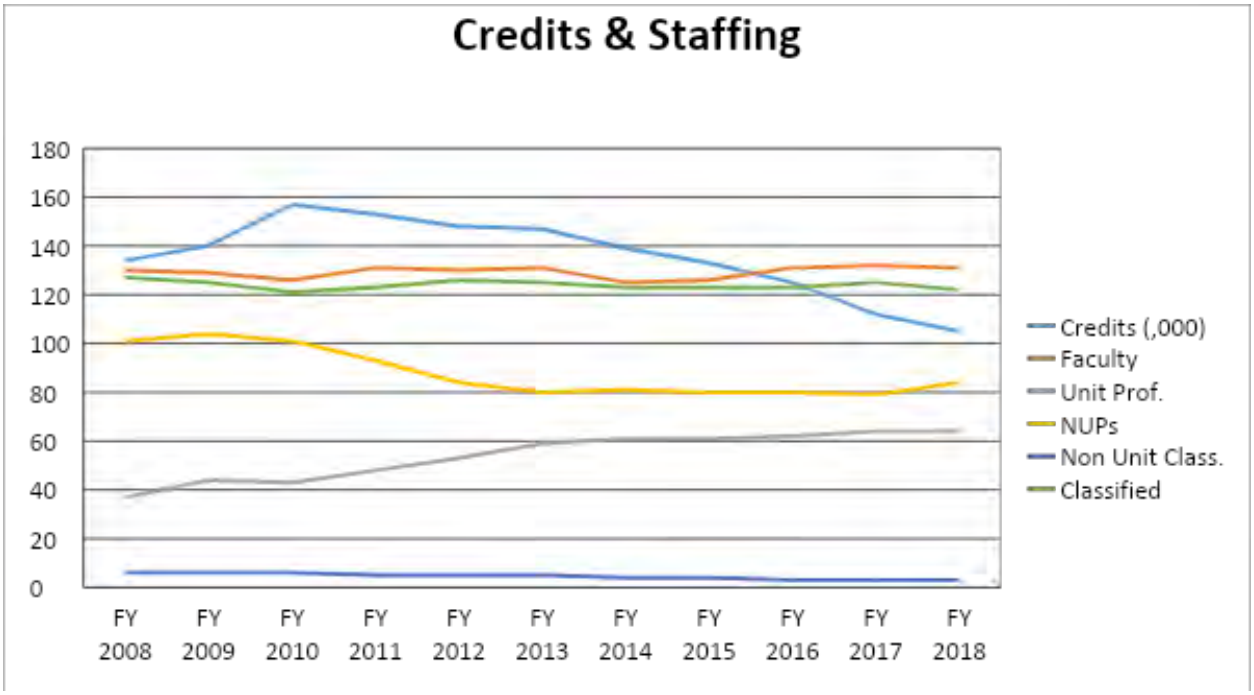
Full and part-time faculty and approximately 40% of the professional academic support staff are represented by the Massachusetts Teachers Association/Massachusetts Community College Council (MCCC). The classified staff is represented by the American Federation of State, County, and Municipal Employees, Local 1067, Council 93, AFL-CIO (AFSCME).

HCC has clear policies and practices and adheres to collective bargaining agreements for compensation, performance evaluations, and job classifications. The Human Resources website is a public facing page that publishes College policies and employee resources. Policies are consistently applied across campus. Procedures for the evaluation of MCCC members are laid out in the union contract, while classified staff are evaluated annually according to their own union contract provisions (see Standard Four) Non-unit professionals are evaluated annually as prescribed in the non-unit professional staff handbook issued by the BHE.

The College has a comprehensive grievance system in place for employees, and Human Resources investigates all grievances. The Affirmative Action and Title IX officer investigates complaints alleging discrimination and administers the sexual harassment policy and procedures. The ombudsperson is another avenue where employees can pursue equitable resolution of concerns or grievances with co-workers or the College.

APPRAISAL

In 2017 the College's ratio of FTE students per FTE faculty was 17.37, higher than the Massachusetts average of public two-year colleges (15.85%) and lower than the United States national average (18.7%). The decline in part-time faculty is tied directly to enrollment: fewer students means fewer classes available for part-time faculty. The decline in full-time faculty positions is largely due to retirements. In 2019, HCC contracted with Gray Associates to facilitate a program prioritization that will allow us to review and realign resources to meet the region's future needs. Because enrollment declines have outpaced staffing attrition, the College is engaging in efforts to "right-size" the College, including the assessment of every vacated position as well as all part-time staffing to determine viability and need.



The College maintains productive relationships with all bargaining units and resolves most issues through informal bargaining processes such as the monthly Management Association Committee on Employee Relations (MACER) meetings. Pay increases are approved and funded by the legislature for bargaining units. In recent years, the level and timing of this state funding has been inconsistent, putting a strain on employee morale as the College works to maintain the balance between reasonable salary increases and fiscal stability.

As a result of the comprehensive strategic planning process, significant organizational restructuring has begun. Efforts are also underway to enhance the College's culture of trust, inclusion, and kindness, to promote diversity, and to provide multiple avenues for all employees to participate in the decision-making process.

In the past several years, HCC has created or enhanced two positions: the Office of the Ombudsperson and chief cultural officer, and Affirmative Action officer/Title IX coordinator. Both report to the president but are independent in their mandate to investigate and/or mediate grievances. This organizational change provides employees with not only new avenues to seek redress of concerns but also professional development in communication and cultural sensitivity.

FINANCIAL RESOURCES

DESCRIPTION

HCC maintains a well-qualified financial staff. The Administration and Finance office is led by a vice president/CFO who reports directly to the president. Reporting directly to the vice president/CFO is the comptroller, who is responsible for general accounting, accounts payable, grants accounting, financial analysis, payroll, purchasing, and bursar. The bursar is responsible for all student billing and cashiering duties. Each of these areas is managed by non-unit professional staff.

Departments submit budget narratives that detail plans and initiatives in support of their zero-based budget request. After division heads review and approve budget requests, the draft consolidated budget is reviewed by Finance who reviews, gets clarifications, suggests revisions, and makes final budget recommendations to the president and Cabinet. The approved budget is then submitted to the Audit and Finance Committee, a special committee of the BOT, who reviews and approves the final version to be adopted by the BOT.

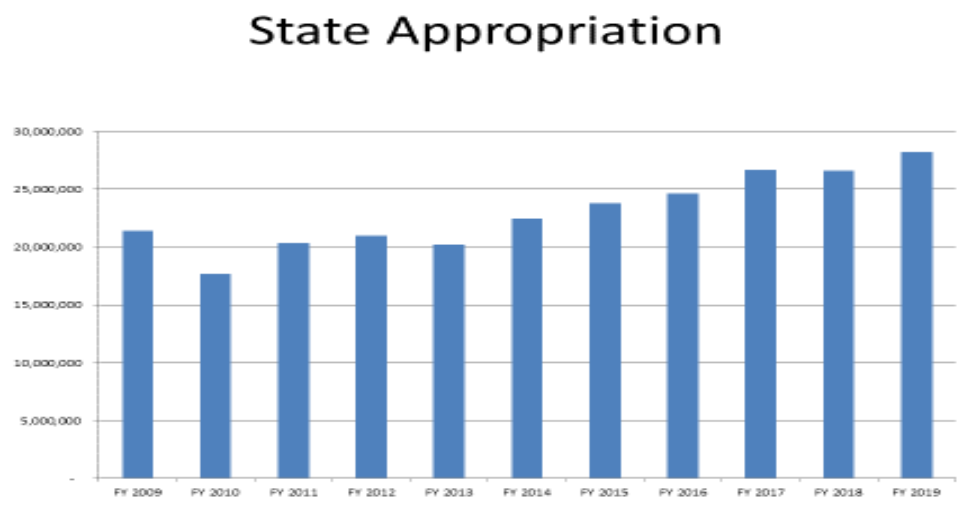
Quarterly financial reports are presented and reviewed in detail by the Audit and Finance Committee, which reports their findings to the BOT, including actions taken to eliminate net shortfalls due to revenue shortfalls or expense overruns. In addition to providing regular updates on current year actuals compared to budget and prior year, the committee is provided an annual financial outlook that is a forecast of financial obligations and projections for the next five years. The financial outlook looks at current staffing and enrollment trends, salary increases, estimated state appropriation, tuition and fee increases, financial aid, deferred maintenance funded by state and fee revenues, and capital projects (see Standard Two). The BOT independently and continuously monitors and conducts in-depth reviews of the College's finances. All personnel actions are approved by the BOT.

The College's audit firm, O'Connor and Drew LLP, performs the general-purpose audit in accordance with generally accepted auditing standards and reports to the BOT. Since 1992 when the first independent audit was conducted and the College adopted generally accepted accounting principles, the College has only received unqualified opinions. The Audit and Finance Committee is provided and briefed on all audits and compliance reviews of the College's activities, including the annual Single Audit of Federal Programs, and as a state agency audits conducted by the Commonwealth's State Auditor's Office.

Through separation of duties, internal reviews, and system access control measures, the College takes appropriate measures to effectively and ethically manage financial resources. The Finance

Administrative Policy Manual is published on the College's staff resources website and the Business Office conducts training sessions for new employees and periodically for the campus community. The training sessions explain basic policies and procedures and demonstrate how to use the Banner Finance Self-Service and Questica Budget and Financial Planning Systems. Financial staff now meet with all budget managers midyear to review expenditures. This review is a collaborative effort that results in resource reallocations as dictated by institutional priorities and adjustments to budgets to offset revenue shortfalls and expense overruns. The vice president/CFO conducts budget and financial open forums for the campus community to present financial outlooks and answer questions. Oversight of financial resources is promoted at all levels, including annual training on the state's conflict of interest statute and the College's whistleblower policy, published on the College's staff resources website.

While the state appropriation historically was unpredictable, with the exception of FY2013 and FY2018, the last seven years have shown increases due principally to partially funding collectively bargained salary increases.



For FY20 the operational budget of the College was $54.5 million, which includes funding from:

- State appropriations
- Tuition and fees
- Business and community services
- Grants and contracts
- Auxiliary services like the bookstore

The state's appropriation is consumed entirely by staff compensation and benefits, funding approximately 59% of the College's total compensation expense. Of the compensation expended by staff classification, the state is funding the following percentages: MCCC full-time faculty: 100%; MCCC professional staff: 68%; AFSCME classified staff: 94%; and non-unit professional staff: 52%. The full-time faculty and professional staff funded by the state provides instruction and student support to students enrolled in credit bearing courses or

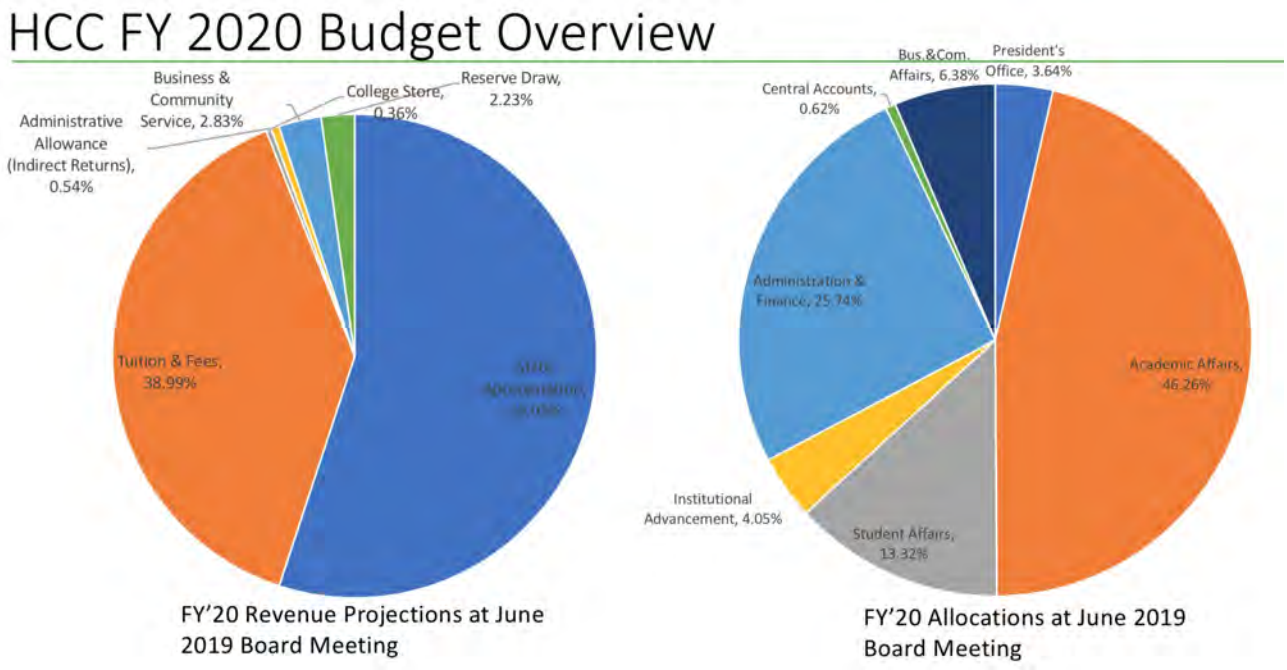
programs. MCCC part-time adjunct faculty costs of $4.7 million or 13% of total expended compensation is funded by tuition and fees set by the College's BOT.

The College has an active grants department, overseen by a dean of resource development, who in turn is part of the Institutional Advancement team, under the leadership of the vice president for Institutional Advancement and executive director of the HCC Foundation. The HCC Foundation, which is a separate 501(c)3 and the "fundraising arm" of the College, exists to support and promote the mission of HCC. The purpose of the Foundation is to secure, invest and steward financial and other resources to enhance the quality of education and expand educational opportunities for HCC students.

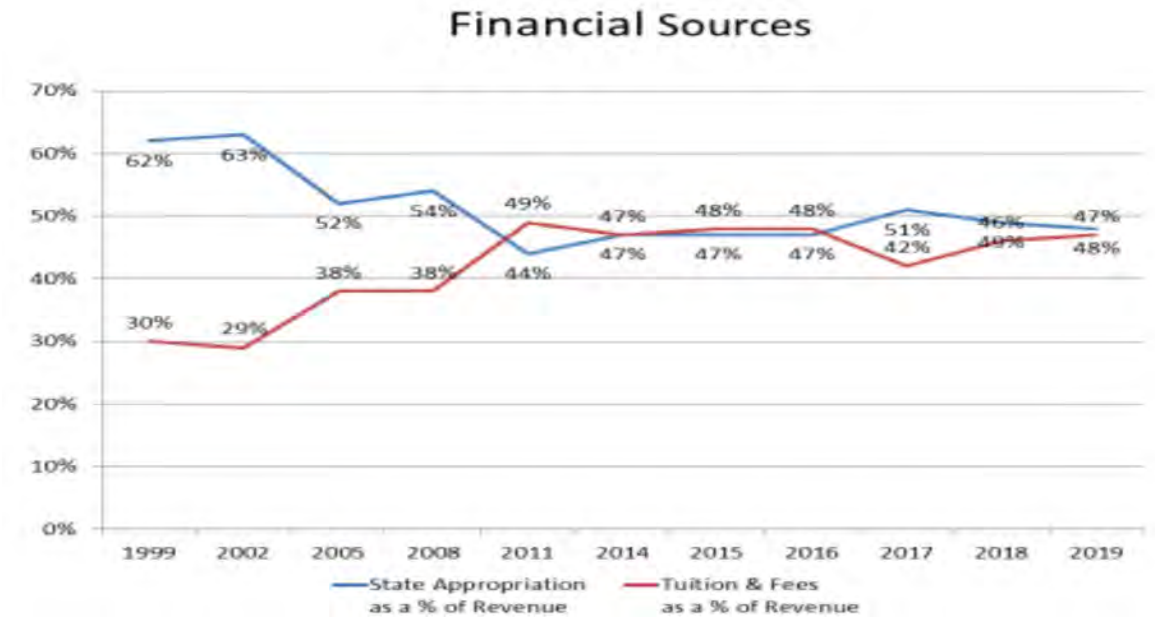
The reserve fund at HCC is an aggregation of assets invested by the College to support its educational mission both now and in the future. Revenues generated by the College that are not expended by the end of the fiscal year are designated as additions to the reserve fund. The College's investments for fiscal 2019 closed at $12.4 million, approximately $200,000 higher than they were in 2015. Over the past five years, the College has used investment gains to fund capital improvements and strategic initiatives. For example, in fiscal year 2017 the BOT authorized the College to use $1.9 million of its reserves to fund a portion of the leasehold improvements at the Culinary Arts Institute. The reserve fund serves the College by providing stability during financially difficult years, allows the college to leverage other sources of revenue, and encourages innovation and flexibility.

APPRAISAL

The distribution of the College's expenses and revenue in FY2020, with a $54.5 million budget, is as follows:

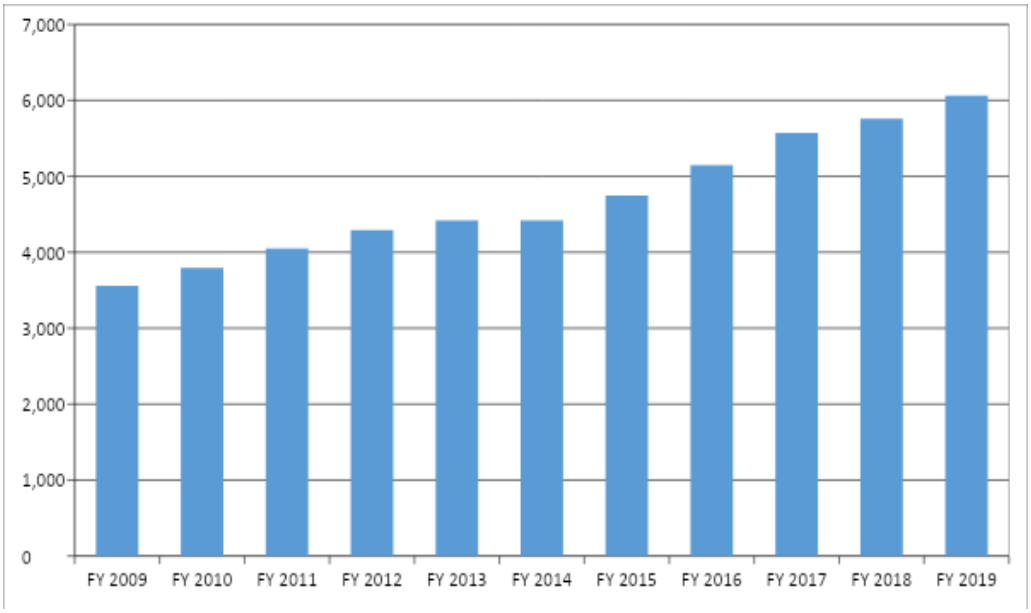


Over the past 20 years the funding model of community colleges in Massachusetts and nationwide has changed significantly. As illustrated in the chart below, the percentage of revenue provided by state appropriation has decreased from over 60% to under 50%, with revenue from tuition and fees increasing from 30% to almost 50%:



The decreasing state support occurred during a period of steady enrollment growth and rising tuition and fees that mitigated the substantially reduced state support. However, since 2010 HCC's enrollment has declined by 34%, largely due to the improving economy and robust local employment. Nevertheless, HCC has remained financially stable. We have consistently developed annual budgets that conservatively balance spending with revenue estimates, but developing budgets manually was a laborious process. In FY2019, the College adopted a new planning and budget process that aligned strategic priorities with budget objectives. Every department developed FY2020 budget narratives describing their operating objectives and supporting their request for resources. Specific activities were identified with strategic initiatives outlined in the Strategic Plan. In FY2020, we shifted to a multi-user, multi-year budgeting platform, Questica, and conducted mid-year budget reviews to assess the needs of each and every department. This allowed us to identify areas where there was surplus and reallocate funding based on needs. Strictly monitored discretionary spending resulted in a significant reduction in supplies and services. These practices helped alleviate the shortfall in tuition revenue for FY2020 that resulted from a steeper than projected enrollment decline (8% rather than the projected 6%).

With over 50% of HCC students Pell eligible, keeping tuition and fees affordable is a priority. Despite the decline in state funding, HCC has maintained tuition and fees in the mid to lower quartile of the state's community colleges and the lowest in western Massachusetts for many years. However, in order to meet the College's operating requirements, mandatory fees have increased steadily over the years as illustrated below:



Mandatory fees have been increasing approximately 5.5% per year. At the same time, tuition and fees paid for by financial aid has increased from 30% in 2014 to almost 50% in 2019. Our Strategic Plan has set affordability as a high priority; the College cannot rely on fee increases to sustain us into the future.

The following table illustrates our projected versus actual enrollments over the last three years:

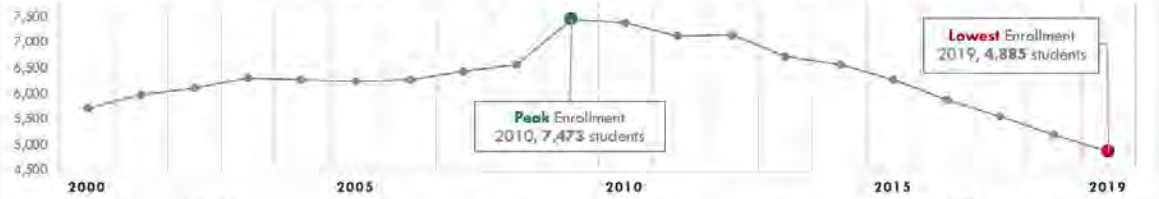
Student FTE by Term	**2017**	**2018**	**2019**	**2020**
Fall	3,833	3,648	3,339	3,056
Spring	3,612	3,308	3,150	2,930
Summer	546	457	440	437*
Year	3,812.4	3,619.7	3,365.9	3,211.5*
Total credits	114,371	108,590	100,978	96,345*
Credit % change	-8.6%	-5.0%	-7.0%	-4.6%
Budgeted % change	-5.0%	-6.0%	-5.0%	-6.0%

*estimated

HCC projected a 6% enrollment decline for FY2020. Unexpectedly, fall 2019 enrollment was 8% down rather than the projected 6%. Positive spring retention and enrollments mitigated the decline to 7%. As a result of these missed projections, in January 2020 we commissioned the

University of Massachusetts Donahue Institute for Economic and Public Policy Research to provide us with long term enrollment forecasting and recommendations in light of national and local demographic and economic trends. The following table demonstrates our enrollment changes since 2000 and notes the shift in student demographics:

Holyoke Community College Annual Fall Semester Enrollment, 2000-2019



Year	Total Headcount	Male	Female	White	Black	Asian/Pacific Islander	Hispanic/Latino
2000	5,754	2,147	3,601	3,981	233	71	536
2001	5,998	2,224	3,774	4,464	301	96	616
2002	6,117	2,114	4,003	4,603	303	107	704
2003	6,335	2,180	4,155	4,736	334	125	827
2004	6,298	2,228	4,066	4,645	378	140	822
2005	6,265	2,175	4,084	4,661	378	144	848
2006	6,297	2,250	4,046	4,731	372	133	870
2007	6,461	2,450	4,011	4,792	368	130	959
2008	6,592	2,503	4,089	4,781	408	140	1,049
2009	7,473	2,922	4,547	5,314	439	178	1,322
2010	7,404	2,832	4,567	5,075	481	184	1,423
2011	7,144	2,718	4,410	4,839	499	163	1,369
2012	7,164	2,711	4,409	4,698	505	157	1,470
2013	6,740	2,655	4,048	4,283	470	146	1,452
2014	6,604	2,517	4,054	4,073	430	137	1,517
2015	6,285	2,418	3,831	3,795	396	154	1,513
2016	5,890	2,211	3,571	3,451	368	152	1,510
2017	5,565	2,074	3,373	3,231	350	141	1,489
2018	5,206	1,861	3,198	3,006	327	141	1,381
2019	4,886	1,719	3,007	2,758	301	136	1,337
% Change	-15%	-20%	-16%	-31%	29%	92%	149%

Source: Massachusetts Department of Higher Education, Holyoke Community College

UMASS DONAHUE INSTITUTE

While the number of total high school graduates is declining nationally and in the Northeast, national trends indicate that Hispanic or Latinx students are a growing population in community colleges, as are Dual Enrollment students. Since 2000, our enrollment of Hispanic or Latinx students has grown 149% despite the overall decrease in enrollment. Based on local demographic forecasts, the Donahue projections are therefore somewhat encouraging, suggesting that we could expect more or less stable enrollments over the next ten years:

Holyoke Community College Key Towns	ANNUAL FALL SEMESTER ENROLLMENT				Current Year	PROJECTED		
	2000	2005	2010	2015	2019	2020	2025	2030
Agawam	262	273	345	245	186	174	191	180
Amherst	143	128	135	149	112	104	109	109
Belchertown	160	161	190	168	163	162	134	124
Chicopee	632	687	871	755	597	563	574	589
Easthampton	304	319	313	245	221	215	184	181
Granby	98	100	108	112	76	69	70	72
Holyoke	687	694	932	794	656	625	637	647
Ludlow	152	188	193	223	157	144	158	147
Northampton	340	288	314	224	185	176	169	166
South Hadley	244	234	253	204	160	151	138	135
Southampton	104	92	96	99	76	71	67	68
Springfield	683	908	1170	1050	819	770	804	838
West Springfield	282	399	385	322	228	209	227	230
Westfield	496	574	641	564	408	376	396	387
Subtotal (key towns)	4,587	5,045	5,946	5,154	4,044	3,809	3,857	3,874
Other	1,167	1,220	1,458	1,131	841	777	934	943
Total Enrollment	**5,754**	**6,265**	**7,404**	**6,285**	**4,885**	**4,587**	**4,791**	**4,817**

Source: Massachusetts DHE, Holyoke Community College, U.S. Census Bureau, UMDI Population Estimates, UMDI Analysis.
Note: Key Towns are defined as municipalities with the highest aggregated enrollment over the past 5 years (2015-2019)

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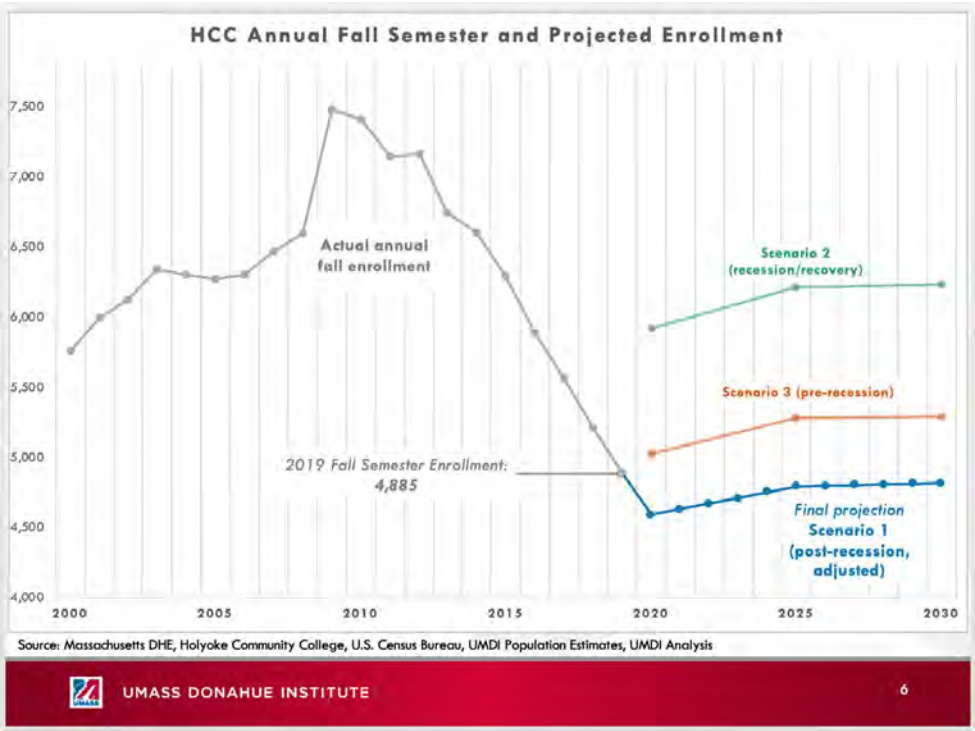


Source: Massachusetts DHE, Holyoke Community College, U.S. Census Bureau, UMDI Population Estimates, UMDI Analysis

UMASS DONAHUE INSTITUTE 6

To adjust for the recent declines (2015-2019) in enrollment, UMDI applied calculated growth rates to 2019 fall semester actuals to develop adjusted projections for 2020, 2025, and 2030. The final model projects 400-500 fewer students than the unadjusted Scenario 1 projection (based on shares individuals by age and municipality attending HCC).

The Donahue Institute's projections and recommendations will thus inform the College's financial planning as we focus on the recruitment and retention of specific populations identified by the Donahue report (namely, Hispanic/Latinx and Dual Enrollment students), increased efficiency of operations, and the "right-sizing" of the College's human resources.

Development and fundraising are areas of the College where we have seen notable gains in the last five years. The mission of the Institutional Advancement division is to inspire engagement and investment in HCC. We do this by aligning our work into two overarching areas: 1) enhance financial support for the College through increased funds and strategic, diversified revenue streams; and 2) broaden and deepen engagement across a diverse constituency through meaningful programming and effective communications. This direction and alignment with the College's strategic objectives is a new approach for the division (in the last three years) and has helped to ensure our work is focused on areas of strategic importance to the College.

The HCC Foundation was the first established by any community college in the Commonwealth (est. 1968). First established as the Friends of Holyoke Community College it was also one of the first organizations of its kind in the country affiliated with a community college. The HCC Foundation now has a $13.7 million endowment, the largest of any community college in Massachusetts. The Foundation has awarded nearly $4 million in scholarship funding to students since its founding. For the 2020-21 academic year, it awarded $210,000 in student scholarships (through 143 endowed funds) and set a record for the number of individual student scholarship awards for the 2020-21 academic year, with 233. The number of applications for scholarships this year also increased by 22%, from 391 to 479. The Foundation also distributes an average of $100,000 to the College annually to support various academic programs and student services. In the last few years, Foundation funds have supported the College's food pantry; provided laptops, monitors and other technology for various computer labs; a new piano for the Music department; and funded membership and travel for students to attend academic conferences and competitions, to name a few specific projects. Special funding is also provided each year to support key strategic initiatives: for example, the work of the Achieving the Dream team to assess the College's adult student supports/programs.

The President's Student Emergency Fund, established in 2017 in conjunction with the new president's inauguration, is another area of great success for the Foundation. To date, $197,403 has been raised from 450 individuals, for an average gift of $439. The College's largest living benefactors have contributed three separate gifts of $50,000, $20,000, and $20,000 to this particular fund. In May 2020, the Community Foundation of Western

Massachusetts contributed $35,000 through its COVID-19 Relief Fund grant campaign. The College began communicating the fund to students, faculty, and staff during the 2017-2018 academic year. Since then, funding has grown from 6 student awards in 2017-18 to 45 awards in 2019-20.

In December 2019, HCC received the largest private contribution in the College's history–$7.5 million–from the Elaine Nicpon Marieb Foundation to support the renovation of the Marieb building, which houses HCC's health and life sciences labs and new Center for Life Sciences. Elaine, an HCC alumna and long-time faculty member, had previously contributed $1 million in 2014; and upon her death in 2019, provided HCC with a second $1 million from her estate. HCC is one of the very few Massachusetts community colleges that has received multiple private gifts of $1 million or greater; and to our knowledge, the $7.5 million contribution is also the largest in Massachusetts. Michael Kittredge, another HCC alumnus and founder/owner of Yankee Candle Company, contributed $1 million in 2003 to jumpstart the construction of the College's Kittredge Center for Business and Workforce Development.

Finally, the Administration and Finance office has identified as an area for improvement the control and dissemination of policies and procedures. In pursuit of this objective, the College is investigating systems that will make maintaining internal controls, policies, procedures, and approvals more efficient and transparent. Enterprise risk management is another area, outside of cybersecurity, where HCC has not been able to maintain consistent efforts to mitigate risks across all areas of the College. Recognizing that mitigating risks is a critical concern for the College and the Board of Directors, the comptroller and assistant comptroller have been tasked with updating the 2015 risk inventory, working with risk owners to assess exposure, and developing an action plan to mitigate risks.

INFORMATION, TECHNOLOGICAL, AND PHYSICAL RESOURCES

DESCRIPTION

HCC resides on 135 acres with 600,000 square feet of physical space. The College leases space in downtown Holyoke and Ludlow for adult basic education programs. The HCC MGM Culinary Arts Institute is housed in downtown Holyoke as well. The College also provides workforce training programs at the Education to Employment (E2E) Center in Ware, MA.

HCC maintains its facilities in accordance with federal environmental regulations, ADA requirements and regulations, and state and local building codes. In 2015, the College completed the Center for Health Education, increasing our assignable square footage by 5% and enhancing our health sciences instructional and lab spaces to state-of-the-art facilities. In January 2018, the 20,000-square-foot $7.5 million dollar HCC MGM Culinary Arts Institute was opened in downtown Holyoke. The College has a long-term lease agreement for the HCC MGM Culinary Arts Institute, ensuring the continued availability of this space.

In 2018, HCC began renovating the Marieb building that houses health and life sciences programs. The $4.5 million, Phase 1 renovation, encompassing 13,000 square feet, houses the only ISO-certified cleanroom at any Massachusetts community college and one of the few in western Massachusetts. In fall 2018, HCC opened the Center for Life Sciences on the first floor of the Marieb building.

The improvements have updated facilities, provided better space utilization, energy efficiency, and accessibility. The project has been implemented in phases, enabling HCC to expand program offerings, collaborate with transfer institutions and industry partners, and address workforce needs for Western Massachusetts employers. The total project cost, excluding the first phase, is $58,057,017. Of that amount, $47,817,017 has been requested through the DCAM. The HCC Foundation has also secured $7.5 million in funds from the Elaine Nicpon Marieb Foundation that will complement the state's investment.

- **Phase 1, first floor partial**: Biotechnology, Microbiology, Clean Room Training, $4,550,000 (completed in 2018 with grant from the Massachusetts Life Sciences Center and College fundraising)
- **Phase 2, first floor partial:** Sustainability Studies, Veterinary Technology, Forensic Science, new windows, cladding, elevator, water main, $14,223,969
- **Phase 3, second floor:** Environmental Science, Veterinary Technology, Anatomy and Physiology, Foundations of Health, $14,572,311
- **Phase 4, third floor plus expansion:** General Biology, Zoology, Botany, greenhouse, $20,378,013
- **Phase 5, new entranceway, vestibule, common spaces, all three floors, new roof:** $8,882,724

The latest and largest major capital project was completed in the fall of 2019. Through state grant funding, the Campus Center was renovated at a cost of $43.5 million. After two years of renovation, HCC opened the new Campus Center, housing Admissions and Testing, ACT, Student Engagement and Multicultural Academic Services, and gracious dining and gathering spaces. The new official entryway to the campus, the Campus Center welcomes visitors, prospective students, parents, friends, and community members into a spacious, inviting lobby with clear signage. Co-locating important services like ACT, Admissions, MAS, and Student Engagement has promoted more robust collaborations and partnerships. Our improved fall to spring retention numbers (2019-2020) for FTFTDS may very well reflect this cohort's entry into a college with a beautifully appointed, student-centered physical space.

The IT department has continued the expansion of applications and automation to more effectively utilize human and system resources, streamline student transactions and administrative processing, and provide reports and data to support decision making (see Enterprise Application Inventory 2020_01.xls). In 2018 a full-time systems administrator was hired, facilitating management of in-house system work and greatly enhancing incident response. Previously, HCC had relied on a remote, contracted resource for this function on an as-needed basis. In 2016 IT hosted a series of outreach sessions, one for each major college division, to discuss administrative technology needs, gaps, and visions for the future. Themes that emerged

informed a list of top strategic projects for the next three to five years. Additional outreach sessions took place early in 2020 and provide direction for IT's Road Map for the future.

In addition to properly maintaining and upgrading the Banner SIS Administrative (9) and Self-Service modules, since 2015 HCC has acquired or upgraded a number of stand-alone service applications that integrate with Banner including: CRM Recruit prospect and applicant portal; Raiser's Edge alumni/donor management; Bosscars parking/ticketing management; Banner Workflow cross-module process automation; and Business Objects distributed reports. The recently acquired Acalog system has moved the College catalog online, eliminating a paper edition. Curriculum and course management have transitioned online with the implementation of Curriculog. The Chrome River Expense and Invoice system to be implemented in 2020 will move expense and invoice processing online, eliminating manual processing of paper forms.

APPRAISAL

Though the campus has benefited over the past five years from expansion and renovation, many spaces remain outdated, worn, and non-accessible. In addition, room shortages (admittedly, partially due to renovation projects and thus temporary) sometimes make scheduling classes and large group gatherings difficult. The renovations in the Campus Center, the library, and Marieb have highlighted the areas of campus that now need some attention: classroom and office areas in Frost, primarily.

Classroom environmental improvements include:

- resurfacing chalkboards to whiteboards to eliminate chalk dust
- cable/power management
- adding zoned lighting
- positioning equipment where it is most effective, which has allowed the College to progress forward in building Technology Enhanced Active Learning in classrooms

The College has made significant investment in technology for classrooms. Since 2011, the total IT budget increased 136% and quantity of classroom technology increased 525% (see HCC ITD Gap Analysis Attachment 2011-2018). The classroom technology standard and minimum environmental requirements for media classrooms were established in 2012 by a cross-functional team that included faculty, Administration and Finance, Facilities, OSDDS, Student Services, Business and Community Services, and IT. Today there are 169 learning areas that include some form of equipment:

- 135 rooms (89%) meet the Classroom Technology Standard or have Advanced Technology (video capture and streaming)
- 16 have partial technology (PC/LCD projection)
- 18 rooms do not require technology

Ninety-five percent of classrooms are equipped with some form of technology. In the last four years, an additional 18% of classrooms were brought up to the Classroom Technology Standard referred to above. Some of the newer spaces, like the Culinary Arts Institute, have been outfitted

with the latest innovative technology including interactive cameras and the ability to live stream from kitchens into classrooms. The Marieb Center for Life Sciences renovation included digital electronics and sit/stand podiums that meet universal design standards.

The HCC Library provides students with access to skilled professional librarians, curated physical and electronic resources, physical space, and technology. Knowledgeable staff work with students one-on-one, in teams, and in the classroom. Library services are accessed in person at our service desks or by phone, email, or text message. Located in the center of the College complex, the Library provides students with both group spaces and solo quiet study areas. Students may also borrow material, including reserves and technology, and use the Library's equipment for computing, printing, photocopying, and scanning. The Library provides access to print and electronic books, online periodicals, and streaming educational videos as well as Chromebook, laptops, hotspots, calculators, and headsets. The online catalog and online databases are accessible from on and off campus 24/7. Librarians provide robust support for faculty pursuing open educational resources (OER), and will continue to build upon three successful initiatives related to information literacy: embedding more sessions within English 102, piloting librarian/faculty partnerships, and the continuation of the BUILD competition (Better Use of Information and Library Databases), which encourages student research using Library resources.

The FY2018 Library lobby renovation added over 450 square feet of student space in an open floor plan that doubles as co-curricular event space. Upper floors have updated technology, though the original carpeting and dated furniture remain. Advancing the College's universal design commitment, the Library's renovation includes new adjustable height tables in the computer lab and the lobby, a new standard 36-inch high circulation/reserve desk, and wider aisles in the book stacks. Library hours were reduced from 62.5/week to 48.5/week due to campus-wide part-time staff cuts; the change was supported by foot traffic data that showed that night and Saturday visits to the Library were minimal (there were just 247 visits to the Library on a Saturday for the entire fall semester). Student feedback has been minimal. Evening and Saturday information literacy classes remain an option for faculty.

In FY2018, HCC left CWMARS to co-found the Higher Education Libraries of Massachusetts (HELM). HELM is a growing consortium of Massachusetts public higher education libraries that share an integrated library system and other resources and collaborate on professional development opportunities. HELM was formed to develop and sustain cooperative initiatives and to enhance library resources, systems, and services for all academic member libraries. The transition to HELM places HCC with peer institutions and provides access to an enlarged pool of physical academic resources for students and faculty

The College has transitioned to a single sign-on with Active Directory credentials controlling access to the College's primary resources, including email, G Suite (and Google Drive), Office 365, access to all college workstations, campus Wi-Fi, Online Services, Moodle and the Rave Alert system. This consolidation of entry points has enhanced accessibility and security. Additional significant information technology initiatives since 2015 include:

- increased bandwidth from 300 mg to 1.5 gig in the last five years

- enhanced server and firewall protection
- redundant backup to the Cloud, as well as a redundant IP service (Comcast)
- multiple process improvements to streamline operations
- updated Acceptable Use Policy that consolidates student and staff policies into a single document
- upgrade of antivirus software from Symantec to ESET (a superior product at better price point)
- introduction of network usage auditing software
- monthly outside scanning to support PCI compliance (monthly)
- deployment of Inside Scanning Software to better understand and manage vulnerabilities on the network
- additional security tools, including a spam filter, advanced malware protection, end user training for phishing threats, and a web filter

With a current total of 67 student workstations in the library and computer labs, including a Mac lab, the HCC campus provides an adequate number of computers to meet student needs. The College registers computer usage through Active Directory logins, which also provides the data IT uses to determine if the number of computers meets demand as it changes with enrollment. IT also keeps campus computers up to date in accordance with the technology replacement plan. The Microsoft Office Suite is available on all student computers, and HCC students and staff can download Office 365 to their personal computers. Assistive technology applications are also available on all student-use computers (these applications include Read&Write, ZoomText, and Jaws).

Due to retirements, vacancy management, and the challenge of finding qualified personnel for approved openings, the IT department is currently operating at 60% capacity. This personnel gap has impeded the pace of IT innovations. Additionally, the Executive IT Steering Committee has been dismantled with no clear replacement process for updating and acquiring software and technology services, resulting in departments contacting technology vendors and discussing purchase details without an IT consult. In FY2020, the IT department engaged Sikich, a third-party consultant, to aid in creating an "IT Road Map." Interviews were conducted with departments across the College to evaluate the application inventory and support mechanisms of the software landscape currently deployed at the College. The project portfolio was then evaluated against the College's Strategic Plan, impact, and level of complexity. The team identified both immediate actionable projects as well as long-term strategic projects. Actionable findings include:

- assess the integration needs to and from Banner to facilitate "single point"/"source record" data entry in order decrease latency of data updates and increase data quality
- develop a strategy and training plan for key applications (e.g. Crystal Reports and Tableau [various departments], Parchment [F&A and Student Records], Google Applications [OMBUDS])
- complete a feasibility study on how a single campus ID card across all areas of campus identified as a strategic need

Proposed strategic projects include:

- assess Banner's additional modules/capabilities and review integration needs across the divisions; assess and expand Accutrack and DegreeWorks
- create a Document Management Strategy and investigate enabling technologies versus storing and/or sending out paper documents
- mobile application implementation to support student interaction with campus and implement a cohesive approach for integrating other student oriented mobile applications

Projections

- In response to declining enrollments, budget shortfalls and challenges presented by the COVID-19 crisis, the College administration will continue to examine staffing levels and institutional resources to determine how to sustain the quality of its educational programs and the financial viability of the institution into the future.
- The IT Road Map will guide the IT department in its next three to five-year phase of planning, including ensuring priorities are in alignment with the Strategic Plan and that IT department has the staffing to implement important innovations and initiatives.
- In FY2021 the comptroller and assistant comptroller have been tasked with updating the 2015 risk inventory, working with risk owners to assess exposure, and developing an action plan to mitigate risks.

Standard 7: Institutional Resources
(Headcount of Employees by Occupational Category)

For each of the occupational categories below, enter the data reported on the IPEDS Human Resources Survey (Parts B and
If your institution does not submit IPEDS, visit this link for information about how to complete this form:

	3 Years Prior (FY 2017)			2 Years Prior (FY 2018)			1 Year Prior (FY 2019)			Current Year (FY 2020)		
	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total
Instructional Staff	128	338	466	127	330	457	124	308	432	118	290	408
Research Staff	0	0	0	0	0	0	0	0	0	0	0	0
Public Service Staff	0	0	0	0	0	0	0	0	0	0	0	0
Librarians	4	0	4	3	0	3	3	0	3	3	0	3
Library Technicians	4	7	11	3	8	11	3	4	7	3	5	8
Archivists, Curators, Museum staff	0	1	1	0	1	1	0	1	1	0	1	1
Student and Academic Affairs	29	172	201	31	177	208	31	179	210	32	171	203
Management Occupations	65	2	67	67	0	67	63	0	63	59	0	59
Business and Financial Operations	3	0	3	3	0	3	3	0	3	3	1	4
Computer, Engineering and Science	22	11	33	19	8	27	17	4	21	17	7	24
Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media	15	5	20	15	6	21	22	9	31	23	7	30
Healthcare Practitioners and Technical	1	2	3	2	2	4	1	2	3	1	2	3
Service Occupations	33	2	35	35	2	37	36	2	38	35	0	35
Sales and Related Occupations	0	0	0	0	0	0	0	0	0	0	0	0
Office and Administrative Support	87	35	122	90	27	117	88	26	114	84	25	109
Natural Resources, Construction, Maintenance	5	0	5	4	0	4	7	0	7	6	0	6
Production, Transportation, Material Moving	7	13	20	7	10	17	5	9	14	5	11	16
Total	403	588	991	406	571	977	403	544	947	389	520	909

Please enter any explanatory notes in the box below

Instructional Part-Time staff includes non credit instructors.

Standard 7: Institutional Resources
(Statement of Financial Position/Statement of Net Assets)

Fiscal Year ends - month & day: (06 / 30)	2 Years Prior (FY 2018)	1 Year Prior (FY 2019)	Most Recent Year	Percent Change 2 yrs-1 yr prior	Percent Change 1 yr-most recent
ASSETS (in 000s)			**Estimated @ 6/10**		
Cash and Short Term Investments	$2,986	$1,295	$1,019	-56.6%	-21.3%
Cash held by State Treasurer	$405	$870	$439	114.6%	-49.6%
Deposits held by State Treasurer	$0	$0	$0	-	-
Accounts Receivable, Net	$4,191	$3,828	$5,540	-8.7%	44.7%
Contributions Receivable, Net				-	-
Inventory and Prepaid Expenses	$601	$1,638	$1,765	172.6%	7.8%
Long-Term Investments	$12,307	$12,202	$12,202	-0.9%	0.0%
Loans to Students				-	-
Funds held under bond agreement				-	-
Property, plants, and equipment, net	$60,072	$74,006	$81,947	23.2%	10.7%
Other Assets	$5,755	$7,940	$7,798	38.0%	-1.8%
Total Assets	**$86,317**	**$101,778**	**$110,710**	17.9%	8.8%
LIABILITIES (in 000s)					
Accounts payable and accrued liabilities	$5,952	$5,987	$6,978	0.6%	16.5%
Deferred revenue & refundable advances	$413	$976	$890	136.2%	-8.8%
Due to state	$0	$0	$0	-	-
Due to affiliates	$0	$0	$0	-	-
Annuity and life income obligations	$0	$0	$0	-	-
Amounts held on behalf of others	$66	$44	$59	-34.0%	35.1%
Long-term investments	$10,721	$10,206	$9,590	-4.8%	-6.0%
Refundable government advances				-	-
Other long-term liabilities	$32,634	$36,031	$36,102	10.4%	0.2%
Total Liabilities	**$49,786**	**$53,243**	**$53,619**	6.9%	0.7%
NET ASSETS (in 000s)					
Unrestricted net assets					
Institutional	**($13,839)**	**($16,317)**	**($16,360)**	17.9%	0.3%
Foundation				-	-
Total	**($13,839)**	**($16,317)**	**($16,360)**	17.9%	0.3%
Temporarily restricted net assets					
Institutional	**$837**	**$1,052**	**$1,095**	25.7%	4.1%
Foundation				-	-
Total	**$837**	**$1,052**	**$1,095**	25.7%	4.1%
Permanently restricted net assets					
Institutional				-	-
Foundation				-	-
Total	**$0**	**$0**	**$0**	-	-
Net Investment in Capital Assets					
Institutional	**$49,534**	**$63,800**	**$72,357**	**28.8%**	**13.4%**
Foundation					
Total	**$49,534**	**$63,800**	**$72,357**	**28.8%**	**13.4%**
Total Net Assets	**$36,531**	**$48,535**	**$57,091**	**32.9%**	**17.6%**
TOTAL LIABILITIES and NET ASSETS	**$86,317**	**$101,778**	**$110,710**	**17.9%**	**8.8%**

Please enter any explanatory notes in the box below

The Holyoke Community College Foundation is an independent 501(C)(3) non-profit with an independent board of trustees and discretely presented finanancial statements. The Foundation's Net Assets as of June 30, 2019 were: $17.8 million with net investment of capital assets of $5.2 million, non-expendable restricted net assets of $5.8 million, expendable restricted net assets of $7.5 million, and unrestricted net assets of a negative $0.7 million.

Standard 7: Institutional Resources
(Statement of Revenues and Expenses)

Fiscal Year ends - month& day: (6 / 30)	3 Years Prior (FY2017)	2 Years Prior (FY2018)	Most Recently Completed Year (FY 2019)	Current Year (FY 2020)	Next Year Forward (FY 2021)
OPERATING REVENUES (in 000s)				Estimated @ 6/10	Estimated @ 6/10
Tuition and fees	$23,681	$23,329	$22,605	$21,417	$20,196
Room and board					
Less: Financial aid	-$10,108	-$11,370	-$11,209	-$8,862	-$8,357
Net student fees	$13,573	$11,959	$11,396	$12,555	$11,839
Government grants and contracts	$17,824	$20,811	$15,953	$17,030	$17,882
Private gifts, grants and contracts	$1,308	$359	$202	$85	$256
Other auxiliary enterprises	$938	$476	$435	$104	$104
Endowment income used in operations					
Other revenue (specify):	$824	$1,095	$970	$919	$965
Other revenue (specify):					
Net assets released from restrictions					
Total Operating Revenues	**$34,467**	**$34,700**	**$28,956**	**$30,693**	**$31,046**
OPERATING EXPENSES (in 000s)					
Instruction	$25,608	$26,929	$27,673	$26,583	$25,254
Research					
Public Service					
Academic Support	$4,611	$3,661	$3,774	$3,063	$2,910
Student Services	$10,609	$10,353	$9,758	$9,712	$9,226
Institutional Support	$9,839	$10,254	$10,372	$10,340	$9,823
Fundraising and alumni relations					
Operation, maintenance of plant (if not allocated)	$3,999	$4,530	$4,860	$5,168	$5,426
Scholarships and fellowships (cash refunded by public institution)	$2,599	$3,024	$3,077	$2,752	$2,615
Auxiliary enterprises	$1,596	$610	$630	$270	$0
Depreciation (if not allocated)	$2,841	$2,928	$3,307	$4,145	$4,575
Other expenses (specify):					
Other expenses (specify):					
Total operating expenditures	**$61,702**	**$62,289**	**$63,451**	**$62,033**	**$59,829**
Change in net assets from operations	**-$27,235**	**-$27,589**	**-$34,495**	**-$31,340**	**-$28,783**
NON OPERATING REVENUES (in 000s)					
State appropriations (net)	**$26,694**	**$26,612**	**$30,197**	**$31,678**	**$30,197**
Investment return	**$1,523**	**$1,088**	**$972**	**$0**	**$0**
Interest expense (public institutions)	**-$263**	**-$247**	**-$230**	**-$338**	**-$317**
Gifts, bequests and contributions not used in operations					
Other (specify):					
Other (specify):					
Other (specify):					
Net non-operating revenues	**$27,954**	**$27,453**	**$30,939**	**$31,340**	**$29,880**
Income before other revenues, expenses, gains, or losses	**$719**	**-$136**	**-$3,556**	**$0**	**$1,097**
Capital appropriations (public institutions)	**$5,323**	**$12,525**	**$15,560**	**$12,086**	**$2,748**
Other (specify):					
TOTAL INCREASE/DECREASE IN NET ASSETS	**$6,042**	**$12,390**	**$12,004**	**$12,086**	**$3,845**

Standard 7: Institutional Resources
(Statement of Debt)

FISCAL YEAR ENDS month & day (6/30)	3 Years Prior (FY2017)	2 Years Prior (FY2018)	Most Recently Completed Year (FY 2019)	Current Year (FY 2020)	Next Year Forward (FY 2021)
Long-term Debt				Estimated @ 6/10	Estimated @ 6/10
Beginning balance	$8,755,000	$11,235,707	$10,720,707	$10,205,707	$9,590,106
Additions	$2,995,707	$0	$0	$0	$0
Reductions	($515,000)	($515,000)	($515,000)	($615,601)	($619,625)
Ending balance	**$11,235,707**	**$10,720,707**	**$10,205,707**	**$9,590,106**	**$8,970,481**
Interest paid during fiscal year	$262,722	$246,639	$223,529	$337,578	$316,899
Current Portion	$515,000	$615,601	$615,601	$615,601	$619,625
Bond Rating	3.08%	3.08%	3.08%	3.08%	3.08%
Debt Service Coverage Operating Income / (Annual Interest + Current Portion of Debt)	80.26	72.08	34.51	32.20	33.15
Debt to Net Assets Ratio Long-tem Debt / Total Net Assets	0.28	0.29	0.21	0.17	0.15
Debt to Assets Ratio Long-term Debt / Total Assets	0.15	0.12	0.10	0.09	0.08

Debt Covenants: (1) Describe interest rate, schedule, and structure of payments; and (2) indicate whether the debt covenants are being met. If not being met, describe the specific covenant violation (i.e., requirement of the lender vs. actual achieved by the instituiton). Also, indicate whether a waiver has been secured from the lender and/or if covenants were modified.

Bond - In October 2012, the College borrowed $10,300,000 in a bond issue (Series 2012) through the Massachusetts Development Finance Agency ("MDFA"). The bonds are payable annually commencing on November 1, 2013 through 2032 in principal repayment amounts of $515,000. Interest is payable semi-annually (November 1 and May 1) at a predetermined fixed rate of 3.08% through 2022, at which time a recalculation, based on the Federal Home Loan Bank Rate, will fix the rate for the remainder of the term of the bond.

CEIP Loan - In January 2016, the College executed a Memorandum of Understanding with Massachusetts Division of Capital Asset Management and Maintenance ("DCAMM") to undertake an Energy Equipment Design-Build Project at the College with the goal of making the facility more energy efficient, thus reducing utility expenses. The project was partially financed by Commonwealth General Obligation bond funds and utility incentives, with the balance being loaned to the College from the Clean Energy Investment Program ("CEIP") Fund. The total value of the project was $6,100,208, with the CEIP loan to the College totaling $2,995,707, at a fixed interest rate of 4%, to be repaid annually in January over 20 years after DCAMM closes the project. The first payment was on January 24, 2020.

Line(s) of Credit: List the institutions line(s) of credit and their uses.

None.

Future borrowing plans (please describe) .

Standard 7: Institutional Resources
(Supplemental Data)

FISCAL YEAR ENDS month & day (6/30)	3 Years Prior (FY2017)	2 Years Prior (FY2018)	Most Recently Completed Year (FY 2019)	Current Year (FY 2020)	Next Year Forward (FY 2021)
				Estimated @ 6/10	Estimated @ 6/10
NET ASSETS					
Net assets beginning of year	$34,557,819	$40,600,258	$36,531,284	$48,534,812	$60,620,646
Total increase/decrease in net assets	$6,042,439	($4,068,974)	$12,003,528	$12,085,834	$3,844,791
Net assets end of year	**$40,600,258**	**$36,531,284**	**$48,534,812**	**$60,620,646**	**$64,465,437**
FINANCIAL AID					
Source of funds					
Unrestricted institutional	$268,892	$646,790	$623,129	$671,777	$816,800
Federal, state and private grants	**$11,998,349**	**$12,834,308**	**$12,616,854**	**$12,007,942**	**$11,225,633**
Restricted funds					
Total	**$12,267,241**	**$13,481,098**	**$13,239,983**	**$12,679,719**	**$12,042,433**
% Discount of tuition and fees	51.8%	57.8%	58.6%	59.2%	59.6%
% Unrestricted discount	1.1%	2.8%	2.8%	3.1%	4.0%
Net Tuition Revenue per FTE	$6,178	$6,395	$6,770	$7,008	$7,343
FEDERAL FINANCIAL RESPONSIBILITY COMPOSITE SCORE	N/A	N/A	N/A	N/A	N/A

Please indicate your institution's endowment spending policy:

The spending policy of the Foundation (HCCF) is 4% of the most recent three-year average balance of the unrestricted endowment fund balances as of 6/30 of each fiscal year.

Please enter any explanatory notes in the box below.

FY 2017 & 2018, Reflect the impact of unfunded pension and postemployment benefits
totaling $26,304,732. The accumulated impact of the GASB 68 unfunded pension and GASB 75 postemployment benefit
accounting on net position is $8.9 million for pensions and $17.3 million for other postemployment benefits for a total of $26.2 million.

Standard 7: Institutional Resources
(Liquidity)

FISCAL YEAR ENDS month & day (6/30)	3 Years Prior (FY2017)	2 Years Prior (FY2018)	Most Recently Completed Year (FY 2019)	Current Year (FY 2020)	Next Year Forward (FY 2021)
				Estimated @ 6/10	Estimated @ 6/10
CASH FLOW					
Cash and Cash Equivalents beginning of year	$7,738,694	$6,908,068	$3,316,263	$1,979,942	$2,130,732
Cash Flow from Operating Activities	($16,996,646)	($20,141,114)	($22,781,306)	($19,626,000)	($17,069,000)
Cash Flow from Investing Activities	($220,802)	$2,497,570	$968,448	$1,217,000	$1,000,000
Cash Flow from Financing Activities	$16,386,822	$14,051,739	$20,476,537	$18,559,790	$17,118,000
Cash and Cash Equivalents end of year	**$6,908,068**	**$3,316,263**	**$1,979,942**	**$2,130,732**	**$3,179,732**
LIQUIDITY RATIOS					
Current Assets	$13,240,778	$8,633,563	$6,517,777	$8,017,777	$8,167,000
Current Liabilities	$8,310,062	$7,046,876	$7,621,966	$7,321,966	$7,121,966
Current Ratio	**1.59**	**1.23**	**0.86**	**1.10**	**1.15**
Days Cash on Hand [Cash and Cash Equivalents / (Operating Expenses + Depreciation and other noncash expenses)] / 365	**40.87**	**19.43**	**19.08**	**11.65**	**13.00**

Please enter any explanatorynotes in the box below that may impact the institution's cash flow.

College's cash flow could be negatively impacted by a significant decline in fall enrollment and decrease in our state appropriation that is not mitigated by federal emergency aid.

Has the institution needed to access its restricted net assets or liquidate other financial assets to fund operations? If so, please describe and indicate when approvals (if required) were obtained from the stat's authority.

Please enter any explanatory notes in the box below.

Standard 7: Institutional Resources
(Information Resources)

	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Next Year Forward (goal)
	(FY 2018)	(FY 2019)	(FY 2020)	(FY 2021)	(FY 2022)
Total Expenditures					
Materials	$96,841	$91,727	$84,000	$81,000	$81,000
Salaries & wages (permanent staff)	$508,759	$465,604	$533,990	$541,216	$552,040
Salaries & wages (student employees)	$26,600	$34,000	$29,500	$13,500	$13,500
Other operating expenses	$91,435	$35,814	$60,000	$64,000	$64,000
Expenditures/FTE student					
Materials	$27	$27	$26	$28	$28
Salaries & wages (permanent staff)	$141	$138	$166	$187	$191
Salaries & wages (student employees)	$7	$10	$9	$5	$5
Other operating expenses	$25	$11	$19	$22	$22
Collections					
Percent available physically	N/A	N/A	N/A	N/A	N/A
Percent available electronically	N/A	N/A	N/A	N/A	N/A
Number of digital repositories	1	2	2	2	2
Personnel (FTE)					
Librarians - main campus	4	4	3.5	3	3.5
Librarians - branch /other locations	NA	NA	NA	NA	NA
Other library personnel - main campus	4.5	4.5	4.5	4	4
Other library personnel - branch/other locations	NA	NA	NA	NA	NA
Availability/attendance					
Hours of operation/week main campus	62.5	62.5	48.5	48.5	48.5
Hours of operation/week branch/other locations	NA	NA	NA	NA	NA

Consortia/Partnerships

Massachusetts Commonwealth Consortium of Libraries in Public Higher Education Institutions Inc. (MCCLPHEI)
Massachusetts Library System (MLS); Higher Education Libraries of Massachusetts (HELM) ;
Fenway Libraries Online (FLO); Digital Commonwealth

URL of most recent library annual report:

Please enter any explanatory notes in the box below

Librarian FTE does not include Dean of Library Services; additional evening hours are in effect during exams (FY19 forward); one repository is a collection gifted to HCC and available through the Digital Commonwealth.

See Form 4.5 for data about Information Literacy

Standard 7: Institutional Resources
(Technological Resources)

	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Next Year Forward (goal)
	(FY 2018)	(FY 2019)	(FY 2020)	(FY 2021)	(FY 2022)
Course management system	Moodle 3.5				
Number of classes using the system	1,405	1,403	580	1,485	1,495
Bandwidth					
On-campus network	10GB	10GB	10GB	10GB	10GB
Off-campus access					
commodity internet (Mbps)	.5GB	1.5GB	1.5GB	1.5GB	1.5GB
high-performance networks (Mbps)	NA	NA	NA	NA	NA
Wireless protocol(s)	.5GB	1GB	1GB	1GB	1GB

Typical classroom technology	
Main campus	Computer/DVD/sound, Internet, Doc Camera, projector, screen, sound
Branch/other locations	Same, except some smart boards in place
Software systems and versions	
Students	SelfService 8.7; DegreeWorks 4.1; Moodle 3.5; Gmail; Ellucian GO 2.6; M
Finances	Banner 9; Touchnet; Bank Mobile
Human Resources	Interview Exchange; RedCarpet Onboarding
Advancement	Raiser's Edge - 7.9; Financial Edge - 7.8; Academic Works
Library	Koha; MarcEdit
Website Management	Ingeniux - 9.0
Portfolio Management	
Interactive Video Conferencing	Skpe; WebEx; Zoom; Google Hangouts
Digital Object Management	
Website locations of technology policies/plans	
Integrity and security of data	www.hcc.edu/Documents/About/IT/WrittenInformationSecurityPlan.pd
Privacy of individuals	www.hcc.edu/Documents/About/IT/WrittenInformationSecurityPlan.pd
Appropriate use	www.hcc.edu/Documents/About/IT/ACCEPTABLE_USE_ITD_POLI
Disaster and recovery plan	www.hcc.edu/Documents/About/IT/HCCDisasterPlan.pdf
Technology replacement	www.hcc.edu/Documents/About/IT/HCCTechReplacementPlan.pdf

Please enter any explanatory notes in the box below

Standard 7: Institutional Resources
(Physical Resources)

Campus location	Serviceable Buildings	Assignable Square Feet (000)
Main campus	7	619,842
Other U.S. locations		
International locations		

	3 Years Prior (FY 2017)	2 Years Prior (FY 2018)	1 Year Prior (FY 2019)	Current Year (FY 2020)	Next Year Forward (goal) (FY 2021)
Revenue ($000)					
Capital appropriations (public institutions)	$5,485	$12,525	$15,689	$13,320	$3,778
Operating budget	$536	$1,919	$929	$873	$740
Gifts and grants	$2,361	$557	$87	$282	$300
Debt					
Total	$8,382	$15,001	$16,705	$14,475	$4,818
Expenditures ($000)					
New Construction					
Renovations, maintenance and equipment	$8,078	$14,399	$16,108	$13,868	$4,118
Technology	$304	$602	$597	$607	$700
Total	$8,382	$15,001	$16,705	$14,475	$4,818

Assignable square feet (000)	Main campus	Off-campus	Total
Classroom	86,733		86,733
Laboratory	69,382		69,382
Office	66,553		66,553
Study	11,633		11,633
Special	35,881		35,881
General	33,977		33,977
Support	10,636		10,636
Residential			0
Other	12,527		12,527

Major new buildings, past 10 years (add rows as needed)

Building name	Purpose(s)	Assignable Square Feet (000)	Cost (000)	Year
Center for Health Education	State-of-the-art technology	19,210.00	$7,457	2015

New buildings, planned for next 5 years (add rows as needed)

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year

Major Renovations, past 10 years (add rows as needed)

The list below includes renovations costing 50,000 or more

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year
Marieb	Life Sciences		$5,835	2019

Renovations planned for next 5 years (add rows as needed)

The list below includes renovations costing 50,000 or more

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year
Campus Center	Student Enagament/ Activ		$43,000	2020

Please enter any explanatory notes in the box below

-2015: Center for Health Education ~ SQR Ft: 19,210 .State-of-the-art technology in the Health Education Simulation Center which includes electronic simulators and smart classrooms.

Standard 8

Educational Effectiveness

DESCRIPTION

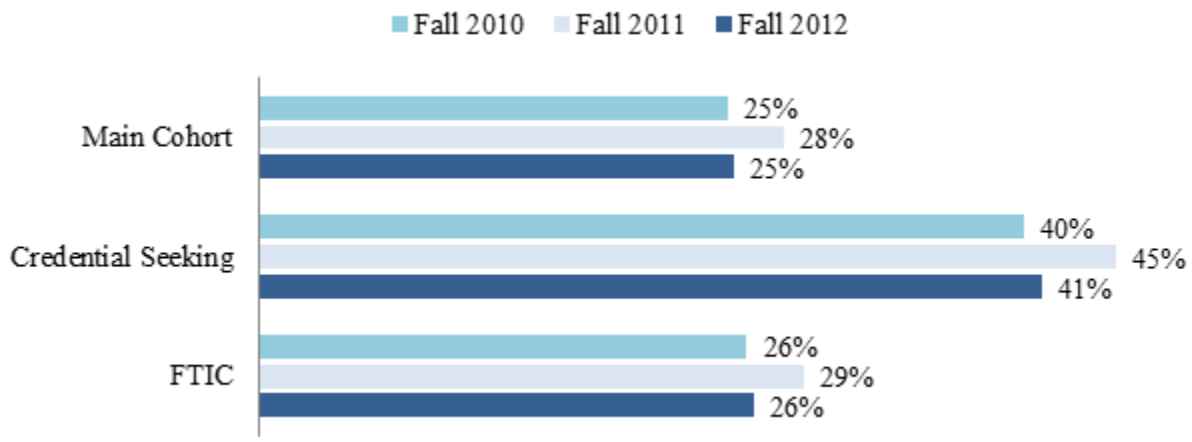
HCC is committed to understanding the impact of its programs and services on students and graduates through the use of verifiable information. The College has steadfastly worked to utilize institutional effectiveness measures with a focus on promoting student success.

Robust OIR reporting occurs on an established schedule in the form of Data Notes posted on the College's intranet. At the direction of College leadership, the OIR has implemented several new data reporting tools and dashboards since the 2010 Self Study with the goal of increasing access to data and better inform institutional decision making for trustees, administrators, faculty, and staff (see Standard Two). Most recently (fall 2019), the OIR implemented Tableau to provide interactive data visualization capabilities and align the College with DHE data analysis tools. OIR institutional data tracking and analyses encompass all credit-bearing programs, modalities, and locations.

In spring 2019, the OIR took on the responsibility of compiling, analyzing, and reporting institutional Integrated Postsecondary Education Data System (IPEDS) and DHE's HEIRS data for Greenfield Community College, a sister institution 30 miles north of HCC. An additional shared research position was added to the OIR to assist with implementation of this new model. Academic program reviews occur on a five-year cycle (see Standard Four) and include the perspectives of external reviewers.

As required by the Student Right to Know Act, the College publishes graduation and transfer rates on its website as well as IPEDS information about FTFTDS to current and prospective students. The OIR utilizes the Voluntary Framework of Accountability (VFA), the first national system of accountability for community colleges, by community colleges, to track student progress and outcome measures for three distinct cohorts: main, credential seeking, and first time in college (FTIC).

The VFA credential seeking cohort consistently outperformed students in the FTIC and main cohorts. The College graduated 41% of credential seeking students within six years of their initial enrollment in fall 2010, compared to 26% of FTIC students and 25% of students in the main cohort. group. Similarly, the fall 2016 VFA Credential Seeking cohort re-enrolled at HCC in subsequent terms at a higher rate, 93%, compared to 70% of the FTIC cohort and 66% of the main cohort. However, retention rates for each group declined from the prior two terms. For fall 2014 and 2015 main cohorts, the fall-to-spring retention rates were 71% and 67%, respectively; the credential seeking cohort's retention rates were 95% and 94% for the same two prior terms, still higher than FTIC and main cohorts' retention rates.



The College catalog includes published student learning outcomes for all academic programs and the five institutional general education core competencies: critical thinking, information literacy, effective communication, knowledge of diversity, and quantitative reasoning. Assessment of student learning occurs in accordance with the Principle Statement on Student Learning Outcomes and Assessment outlined in the MCCC Agreement, Appendix A, which places faculty driven processes at the center of assessment work at the course, program, or institutional level, as well as "primary authority over any dissemination of the assessment data and results at the course section level.".

Since 2009, the College has supported faculty-driven institutional assessment through the GEAC, whose charge is to develop and implement meaningful assessment strategies across the curriculum. Over the course of its tenure, GEAC has assessed authentic student work using LEAP VALUE rubrics or modified VALUE rubrics, held student and faculty focus groups, and surveyed faculty at the department and program levels. These initiatives provided insight about HCC faculty assessment practices and led to recommendations for useful and sustainable assessment practices.

The most recent GEAC accomplishment occurred in fall 2018 with the passage of a motion at the December 2018 Senate meeting that requires entering students starting in fall 2020 to complete a Knowledge of Diversity designated course. During the fall 2019 and spring 2020 semesters, GEAC focused on soliciting and reviewing faculty applications to have their courses designated Knowledge of Diversity. This work will continue into the 2020-21 academic year and will include assessment of the new requirement. GEAC also drafted a proposal for ongoing assessment activities that will be finalized in the coming year with a view towards fall 2021 implementation.

To better understand the experiences and outcomes of HCC students and graduates, the College administers several surveys including the Community College Survey of Student Engagement CCSSE, Hope Center (formerly Wisconsin Hope Lab), First Year Out (FYO), Alumni, and academic and non-academic program-specific surveys (see Standard Eight).

The Institutional Advancement office conducted an alumni survey in 2018 from which they received valuable contact information from alumni, as well as information about post-HCC

employment or educational activities. They also conducted a thorough examination of HCC alums who self-identified in LinkedIn, thus securing additional information about post-HCC educational and career successes. From these combined resources the OIR has compiled a list of the top employers of HCC grads. From LinkedIn research, we know that Bay State Health and MassMutual are significant employers of HCC grads (260 grads of the 1,059 linked in profiles work at Bay State Health and another 207 work at Mass Mutual). HCC also was mentioned frequently in the LinkedIn profiles, with 127 mentions under employment. Alumni also work at a number of area colleges and universities including Smith, Westfield State, and UMass; for the state of Massachusetts; for several area hospitals; and for Big Y Supermarkets.

APPRAISAL

The College evaluates educational effectiveness in a variety of ways, including program reviews (see Standard Four), assessment of general education, an analysis of retention and persistence data, and an analysis of survey results such as the Hope Lab and CCSSE. Starting in fall 2010 and extending to spring 2016, the GEAC undertook a methodical assessment of each general education competency, starting with information literacy. This assessment attempted to evaluate the ability of students in 200 level classes to locate appropriate information from an array of appropriate sources, effectively integrate information into a research assignment, and properly cite and credit information. Eighty-four artifacts were evaluated. Overall, only about a third of student work was found to be proficient across the board; the biggest gap was in the ethical use of information (which typically involves properly crediting and citing information). Resulting from these findings, GEAC made eleven recommendations focused on providing more clarity across disciplines in terms of expectations with writing and research and training in detecting and combating plagiarism.

In fall 2011 GEAC undertook an assessment of quantitative reasoning. The Committee adopted a two-pronged approach: conducting focus groups in which students were given data and asked to interpret it, and evaluating 107 artifacts submitted voluntarily by faculty across the College. Thirty three percent of students were proficient in converting data into various mathematical formulas. Forty-five percent of students were found to be proficient in interpretation of data. As a result of these findings the Committee recommended that the College commit to addressing quantitative reasoning across the curriculum and that plans for future assessments be developed. Based on these recommendations, all degree programs have now embedded a math requirement.

The Committee embarked on an assessment of written communication in spring of 2015. HCC had already committed to participating in a statewide pilot on assessing written communication, so they adopted the same methodology as that assessment. The Committee collected a total of 130 artifacts from 24 classes across all academic divisions. Less than 20% of artifacts were found to be proficient, with the highest number of assignments (more than 50%) in the “middle” or borderline range. While the Committee acknowledged the challenge of evaluating writing across disciplines using a common rubric, the findings were troubling. They recommended that GEAC continue to develop strategies for assessing writing across disciplines.

Also, in spring 2015 the GEAC assessed critical thinking. The Committee scored 60 artifacts from ten classes. Results show that there were some wide discrepancies in the scores between the various evaluators, and the GEAC concluded that the approach was problematic because the rubric was difficult to apply to a wide variety of assignments across disciplines. Overall, a score of 2 (which is borderline between proficient and non-proficient) was the most common score, with very few scores at the extremes of 1 or 4. The Committee recommended more professional development for faculty around crafting assignments that effectively develop critical thinking.

The final piece of the GEAC assessment occurred in spring 2016 when they assessed the knowledge of diversity competency. Drawing on lessons learned from previous assessments, GEAC adopted a multiple-measures approach that included student and faculty focus groups; a review of the college catalog to identify classes that included the knowledge of diversity competency; a survey of faculty understanding of diversity in their classes; and a review of artifacts in which knowledge of diversity was covered. The GEAC concluded that knowledge of diversity should be covered more comprehensively in designated "KOD" classes, and that a KOD class should be a graduation requirement. The Senate passed a measure in 2018 that makes a KOD class required beginning in fall 2020. Recognizing the clear link between faculty diversity and successfully imparting a culturally responsive pedagogy, the College has undertaken a number of initiatives to attract a more diverse candidate pool and to provide professional development to faculty and staff.

As the GEAC undertook the assessment of general education competencies, they built on the experience of one assessment to learn and improve on the next. After completing their assessment of critical thinking in spring 2016, and reviewing the recommendations and lessons learned in each assessment, GEAC spent the last two years securing campus-wide approval for the KOD required class and drafting a proposal that was submitted in to the VPASA in spring 2020, for an 8-year assessment cycle for academic departments. The proposal includes timelines for collecting data, evaluating and reporting on it, effecting change based on results, and closing the loop by assessing changes. The proposal will undergo a process of securing campus approval in AY2021 with the goal of implementing it beginning in fall 2022.

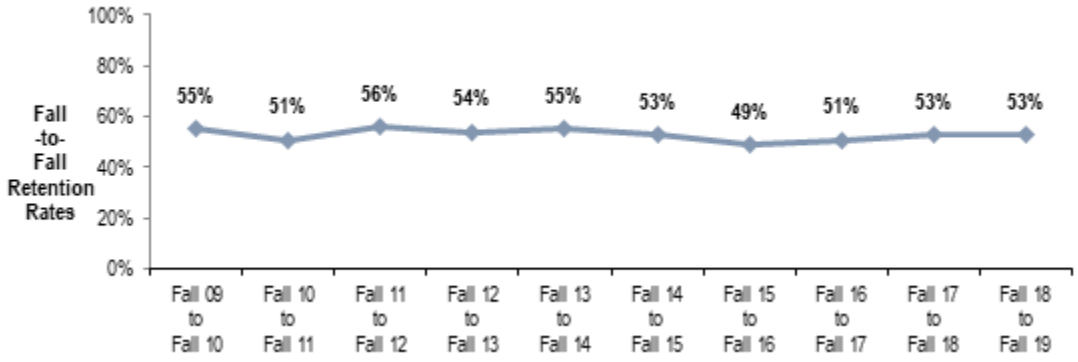
Improving retention and persistence to graduation, particularly for students of color, has been a central focus of the College for the past ten years. Related college initiatives align and coordinate with DHE statewide directives, first through the department's "Big Three" Vision Project Completion Plan (completion, achievement gap and graduating more students of color) and now with the "Equity Strategic Framework." Nonetheless, the College faces continued retention challenges and is leveraging Strategic Plan initiatives to identify and address barriers to student success. While improving the retention rate for all students is, first and foremost, about student success, it has also become essential, given the financial realities of the "birth dearth" and declining student enrollments.

Strategic Plan Strategy #2 Equity, Inclusion, and Student Success provides the metrics focused on increasing retention and decreasing the achievement gap: objective 2.1 (increase student success

through a holistic approach addressing underrepresented students' academic and life challenges) and objective 2.2 (improve college readiness by collaborating with new and existing community based organizations, local school districts and adult education programs). Analysis of year one metrics indicates all metrics are "on target" for these objectives with the exception of decreasing the achievement gap between FTDS White students and students of color, which actually widened to "at risk".

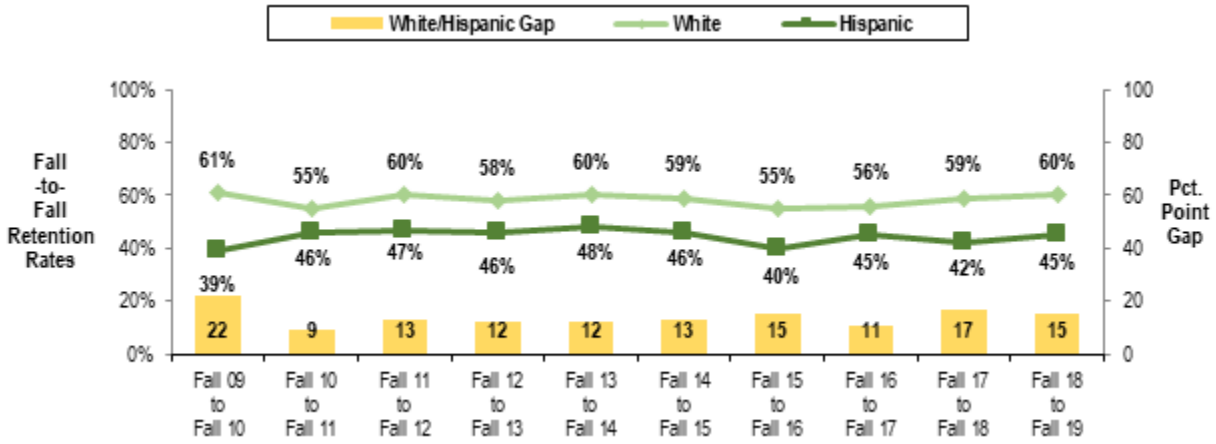
HCC's overall retention rate for FTDS has remained relatively flat, as noted in the chart below. The first year retention rate for FTFTDS students is slightly higher; 58% of FTFTDS returned to HCC from fall 2017 to 2018, placing the College within three percentage points of its national peer group on Retention After First Year.

Fall to Fall Retention Rates, Fall 2018 Cohort



Central to HCC's current focus is narrowing the achievement gap between White and Minority students, especially given the College's designation as a HSI. The FTDS achievement gap between White and Hispanic students, which reached an all-time high of 17 percentage points from fall 2017 to fall 2018 as noted in the table below has prioritized Latinx equity as a long-term priority for HCC with a promising two percentage point reduction in fall 2019. Furthermore, as noted in Standard Two, the achievement gap is wider for HCC than for the Massachusetts community college segment gap. HCC's success rates between Latinx and White students fall below the Massachusetts community college segment by 10 percentage points in timely completion of gateway courses, by six percentage points in on-time credit accumulation, and by four percentage points in retention after first year (see DHE Data Center).

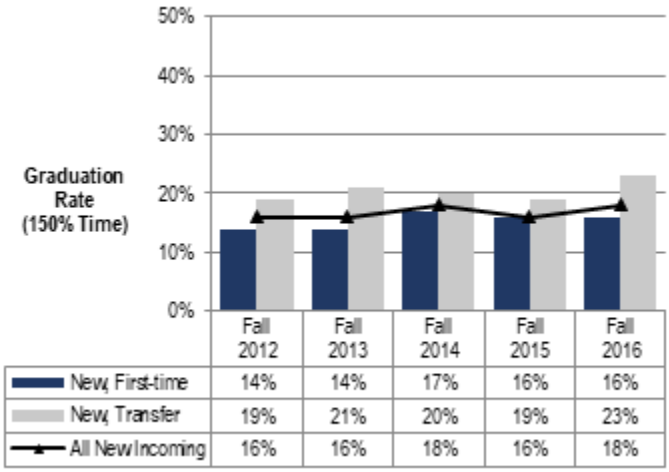
Fall to Fall Retention Rates - Achievement Gap



During AY2019-20 several campus initiatives have launched from implementation of Strategic Plan strategies including attendance by approximately 15 faculty, staff, and administrators at the inaugural symposium *In Pursuit of Equity, Accountability and Success: Latinx Students in MA Schools* (October 2019); a campus visit by Commissioner Carlos Santiago to further discuss the Equity Agenda project (November 2019); a meeting with symposium attendees and the president and Cabinet to continue equity discussions (November 2019); a town hall meeting facilitated by faculty and staff symposium attendees in the newly created CFE (December 2019); and professional day workshops for faculty, staff, and administrators (January 2020). In November 2019 the BOT created an equity subcommittee to advance this work through governance.

The College's graduation rates are directly impacted by persistent flat retention rates and declining enrollments. For the last five cohort years (fall 2012 to fall 2016), there has been very little movement in the graduation rate within 150% time of all new incoming students, both first time and transfer. The most recent data report, however, confirms that the graduation rate for the fall 2016 cohort has increased two percentage points from the prior year back to 18%, equal to the fall 2014 rate (OIR Graduation Data Notes Fall 2016 Cohort). What is more, according to our Strategic Plan metrics, the gap between the graduation rate FTDS White students and students of color had a one point decline for year zero to 10 percentage points from the baseline (11 percentage points) with a corresponding one percentage point increase in the overall graduation rate for FTDS students to 16% for year zero from the 15% baseline. While it is too soon to know whether this trend will continue or what it might mean, it is possible that some of the improvements and enhancements in support services may finally be seeing results.

Graduation Rates (150% of normal time) of All New Incoming Students



	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
New, First-time	14%	14%	17%	16%	16%
New, Transfer	19%	21%	20%	19%	23%
All New Incoming	16%	16%	18%	16%	18%

The results of external surveys including the Wisconsin Hope Center and CCSSEE, have impacted the direction of the college in several ways. An analysis of CCSSE 2017 results prepared by the 2018 CCSSE Scan Team, a subcommittee of the Strategic Planning Steering Committee, led to the inclusion of specific strategies in the Strategic Plan, most notably the launching of the fall 2019 CFE for professional development (in response to Active and Collaborative Learning data). Results from the fall 2017 Hope Center survey, which indicated that about 65% of respondents (n=386) had experienced at least one form of basic needs insecurity (homelessness, housing insecurity, food security), changed the direction of the THRIVE Center from primarily providing students with financial education to helping students meet their basic needs insecurities; THRIVE offers a food pantry and meals on the go as well as assistance in applying for SNAP and other benefits. FYO survey data was used to determine the metric for the Strategic Planning objective to increase the number of underrepresented students who achieve job placement and academic transfer by building and strengthening programs and partnerships. The metrics are also intended to increase the employment rate for students of color who graduate from career-focused programs from 59% to 63% by 2022, for which the data gathered from our alumni will be very informative. FYO data is routinely included in academic program reviews and grant applications.

Pockets of Success

Despite the continued trend of declining enrollment, flat retention rates, wide achievement gaps, and low graduation rates, there are consistent "pockets of success" with special programs or cohorts. While the College still has substantial progress to make in increasing retention and persistence rates, a number of programs and initiatives that target special populations have collectively helped to keep retention rates steady over time rather than declining–particularly against the backdrop of decreasing student enrollments (from a headcount of 7,404 in fall 2010 to 4,886 in fall 2019), a changing student population, and a service area of concentrated poverty. High levels of intentional engagement are at the heart of the College's programs that have witnessed significant and promising retention successes.

Students who are registered with the OSDDS perform better than the student population as a whole. Institutional Research (IR) data indicates that the 2018-19 fall to fall retention rate for students with documented disabilities was 58% as compared to 49% for the student population as a whole. The 2019-20 fall to spring retention rates were again above average at 80% for students with a documented disability versus 70% for students with no documented disability.

CAPS has been at the forefront of data-driven assessment across campus. With the help of IR, CAPS provided a five-year report on students who used the Center's services. According to this report, roughly 50% of the students utilizing CAPS services are students of color, as compared to 40% of the student population as a whole. The report also showed that from 2014 to 2017 the percentage of students utilizing CAPS services who were first generation college students remained fairly constant at between 26 and 30%. In 2018, however, we noted that 52% of students who utilized CAPS services were first generation college students (roughly 50% of the HCC student population is first generation).

The data overall indicate that CAPS is effective at improving student success and at shrinking the disparity in outcomes between White and non-White students. Between fall 2014 and fall 2018, 80 to 85% of CAPS students completed the courses in which they were enrolled. This completion rate compares with 75 to 77% of the student population as a whole. In spring 2019, 84% of CAPS students and 79% of students as a whole completed their courses. Although students of color accessing CAPS services completed their courses at a slightly lower rate than White students (87% and 83% respectively), the percentage of students of color completing courses after utilizing CAPS services has grown from a low of 76% in fall 2015 to a high of 83% in fall 2018. One area where CAPS seems to be particularly successful is in assisting students in developmental English classes. In fall 2018, nearly 59% of all students completed developmental English classes, but the completion rate for CAPS students was 85%. ESL enjoyed a similar boost, with 74% of all students completing ESL courses as compared with 91% of CAPS students. CAPS students are also retained at higher rates than students who do not access CAPS services. The retention rate from fall 2018 to spring 2019 was 68% for all students and 84% for CAPS students. These numbers were fairly consistent from 2014 to 2019.

Programs targeting special populations and yielding retention success include:

- **Multicultural Academic Services (MAS)** With the exception of fall 2017, students new to MAS have higher fall-to-fall retention rates than the overall HCC student population. Students served by MAS (85 new students in fall 2019) have consistently higher fall-to-spring retention rates than the overall HCC student population. Eighty-nine percent of students new to MAS in fall 2019 re-enrolled at HCC in spring 2020, compared to 71% of all HCC students. Between fall 2015 and fall 2019, retention rates for students new to MAS have been an average of 13 percentage points higher than the overall HCC rate.
- **Students Together Reaching Individual Visions of Excellence (STRIVE)** is our federally-funded TRIO Student Support Services program. STRIVE students (214 students served in AY2019-20) were retained at significantly higher rates than all HCC students between fall 2014 to fall 2018 by about 21 percentage points on average.

FALL-TO-FALL RETENTION RATES

STRIVE Students

	Fall 2014 to Fall 2015		Fall 2015 to Fall 2016		Fall 2016 to Fall 2017		Fall 2017 to Fall 2018	
	Total Enrolled Fall	% Retained to Next Fall	Total Enrolled Fall	% Retained to Next Fall	Total Enrolled Fall	% Retained to Next Fall	Total Enrolled Fall	% Retained to Next Fall
All STRIVE Students	195	63%	192	71%	201	70%	203	81%
New to STRIVE Students	80	66%	84	84%	89	79%	91	81%

First-Time Degree Seeking (FTDS) Students by STRIVE Eligibility

	Fall 2014 to Fall 2015		Fall 2015 to Fall 2016		Fall 2016 to Fall 2017		Fall 2017 to Fall 2018	
	Total Enrolled Fall	% Retained to Next Fall	Total Enrolled Fall	% Retained to Next Fall	Total Enrolled Fall	% Retained to Next Fall	Total Enrolled Fall	% Retained to Next Fall
STRIVE Eligible FTDS	926	50%	817	46%	823	50%	790	48%
Not STRIVE Eligible FTDS	569	57%	599	53%	591	53%	567	60%

Total FTDS	1,495 53%	1,416 49%	1,414 51%	1,357 53%

- HCC's **New Directions** college success program serves students 24 years and older, parents, and veterans, including those who have been out of school for many years, a cohort which comprises approximately 33% of HCC's student population. The number of students who were served by the New Directions program in fall 2019, however, was just 47 students. The current fall-to-fall retention was 53%, 13 percentage points higher than the rate for those students who were eligible for but not served by the program and 3 percentage points higher than the overall HCC student rate of 50%.
- Fall-to-fall retention rates for **Pathways** program participants are higher than overall HCC rates as well. For fall 2017, 80% of Pathways program participants (n=70) were retained to fall 2018 compared to only half (50%) of all HCC students.

HCC's **Foundations of Health (FOH)** program, one of the top five highest enrolled programs (730 students in fall 2019 combined headcount for AS and AA options), has implemented a unique advising model that has a demonstrated success rate on student retention, particularly in a field where students begin their college career taking high-risk courses such as Microbiology, Anatomy and Physiology, Nutrition, and Chemistry. The FOH's intensive and proactive approach has full and part-time advisors who are members of the department. Advisors provide combined career and academic advising; multiple touch points before, during, and after each semester; monthly advisor meetings and professional development for advisors; evening/weekend advising for adult learners/incumbent workers; and the integration of advising into core courses of the curricula. As a result of this approach, retention rates for all FOH students were at or above the all-college rate for four of the last five years (fall 2013-fall 2018); retention rates for students with a full time department advisor were on average 10 percentage points higher than the all-college rate during this same time period. Similarly, the retention rate for Hispanic or Latinx students assigned to a full-time advisor over the last five years ranged between eight and 17 percentage points higher when compared to the all-college rate for Hispanic/Latinx students during the same period.

Informed by the successes of the FOH advising model, in fall 2016 the College embarked on a process to transform the culture of advising. Modeled after the FOH program, five academic faculty liaison positions were created and five part-time advising center staff were assigned to partner with liaisons. Fully implemented in summer 2017, the new advising model seeks to elevate the role and importance of advising, strengthen the relationship between the academic divisions and the Advising Center, and build upon HCC best practices to improve student success. Advising Reimagined further affirmed the spring 2017 CCSSE survey results for the Special Focus Advising questions. We are lacking data tracking to compare the results for Advising Reimagined with retention rates for FOH advisors.

In addition to sharing the outcome of improved retention rates, these programs serving special cohorts also share two vital distinctions: small cohort sizes and high staff to student ratio. Scaling up these staff-intensive models will require a different, holistic approach that involves improved processes, wayfinding, and coordination between faculty, staff and various offices, thus moving

beyond the boutique or specialized approach. Such an approach informs the team-based case-management proposal as outlined in the Strategic Plan (see Standard Five).

We have identified a number of academic initiatives and programs that demonstrate higher completion rates. For instance, the course completion rate gaps between supplemental instruction participants and non-participants has more than doubled from 9.6 percentage points (fall 2016) and 9.4 percentage points (fall 2017) to 19.5 percentage points in fall 2018. Further disaggregating the fall 2018 data reveals the course completion gap between non-minority and minority students was smaller when both groups attended SI sessions (5.2% percentage point gap) compared to both groups who did not attend SI sessions (8.7 percentage point gap). Courses with a service learning component see completion rates up to 18% higher than non-service learning courses.

The College is also monitoring retention successes with specific population groups (fall 2018 IR Data Notes). For example, students enrolled in 15 or more credits are retained at the highest rate of 59%. Students younger than 25 are retained at higher rates than those age 25 and over, 54% versus 49%. Although full-time students are retained at higher rates, part-time student retention is at 44% (up from 39% in 2016). New students (FTDS) who attend orientation are retained at 58% compared with 36% retention for those who do not attend orientation and 5% higher than the overall FTDS retention rate of 53% (Fall to Fall Retention Rates: Fall 2018 Cohort).

Enrollment characteristics that present troubling retention rates of FTDS include:

- Online students are retained at 34%. The proportion of students enrolled fully online has increased from 10% in 2014 to 14% in 2018.
- Evening students are retained at 40%.
- Part-time students are retained at 44%. The proportion of students enrolled part-time increased from 54% in 2014 to 57% in 2018.

In fall 2019, OIR developed a predictive analytics model for high risk, medium risk, and low risk students based on historical retention data; these statistically relevant variables related to student demographics, academic experience, and academic preparation. These predictive analytics can be used to identify early in the semester those students least likely to retain. In spring 2020, predictive analytics were used for outreach efforts to specific populations to encourage them to register for fall classes, for example. Moving forward, retention efforts across Academic and Student Affairs will be informed by and based on predictive analytics modeling.

The number of new retention and student success initiatives across Academic and Student Affairs have lately yielded positive results, as our fall 2019 to spring 2020 retention data shows notable gains:

- Retention rate for fall 2019 new FTDS students improved from the prior fall (from 74% to 76%- up 2 percentage points) and highest in the past 6 years.
- The current retention rates for both female (77%) and male (74%) FTDS students have improved from the prior fall, 3 percentage points and 2 percentage points higher, respectively.

- The retention rate for fall 2019 non-minority FTDS student retention rates are up 4 percentage points to 81% (highest in the past 10 years) while minority rates are up only 2 percentage points from the prior year cohort. The gap between non-minority and minority FTDS students increased 2 points from the prior fall.
- The retention rate for fall 2019 FTFTDS has improved 4 percentage points to 81%, highest in the past 8 years. And the current rate for first-time, part-time degree seeking students is 66%, highest in the past 5 years.
- Of fall 2019 FTDS students, 76% re-enrolled at HCC in the spring, only 1% transferred elsewhere, and 23% did not enroll in any higher education institution (i.e. stopped out/dropped out).

Projections

- In FY2021 the College will utilize its predictive analytics model to identify which entering students are most at risk; this data will inform the intentional assignment of students to advisors in special programs as outlined in a team-based case-management approach.
- GEAC will work with the director of planning, curriculum and assessment, departments, and faculty to create schedule for program-level assessment of ISLOs.

Standard 8: Educational Effectiveness
(Undergraduate Retention and Graduation Rates)

Student Success Measures/ Prior Performance and Goals	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(Fall 2015 Cohort)	(Fall 2016 Cohort)	(Fall 2017 Cohort)	(Fall 2018 Cohort)	(Fall 2019 Cohort)
IPEDS Retention Data (FTFTDS: F-to-F)					
Associate degree/certificate students	52%	58%	59%	59%	60%
Bachelors degree students					
	(Fall 2013 Cohort)	(Fall 2014 Cohort)	(Fall 2015 Cohort)	(Fall 2016 Cohort)	(Fall 2017 Cohort)
IPEDS Graduation Data (FTFTDS: 150% of time)					
Associate degree/certificate students	18%	23%	20%	22%	23%
Bachelors degree students					
	(Fall 2008 Cohort)	(2009-10 Full-Year Cohort)	(2010-11 Full-Year Cohort)	(2011-12 Full-Year Cohort)	(2012-13 Full-Year Cohort)
IPEDS Outcomes Measures Data					
First-time, full time students					
Awarded a degree within six years	33%	27%	26%	30%	31%
Awarded a degree within eight years	35%	28%	27%	32%	33%
Not awarded within eight years but still enrolled	2%	1%	1%	2%	2%
First-time, part-time students					
Awarded a degree within six years	16%	13%	14%	15%	16%
Awarded a degree within eight years	17%	15%	16%	17%	18%
Not awarded within eight years but still enrolled	3%	2%	3%	2%	3%
Non-first-time, full-time students					
Awarded a degree within six years	38%	27%	28%	32%	33%
Awarded a degree within eight years	39%	29%	29%	33%	34%
Not awarded within eight years but still enrolled	1%	0%	1%	2%	2%
Non-first-time, part-time students					
Awarded a degree within six years	36%	24%	18%	18%	19%
Awarded a degree within eight years	39%	25%	19%	19%	20%
Not awarded within eight years but still enrolled	0%	2%	1%	3%	3%

Other Undergraduate Retention/Persistence Rates (Add definitions/methodology in #1 below)

1	**Fall-to-Fall Retention Rates**	(Fall 2015 Cohort)	(Fall 2016 Cohort)	(Fall 2017 Cohort)	(Fall 2018 Cohort)	(Fall 2019 Cohort)
	a. All New Incoming (FTIC)	48%	49%	51%	51%	52%
	b. First-time Degree Seeking (FTDS)	49%	51%	53%	53%	54%
	c. First-time, Part-time Degree Seeking (FTPTDS)	42%	39%	44%	44%	45%
	d. Transfer Degree Seeking (XFERDS)	44%	44%	45%	44%	45%
2	**Fall-to-Spring Retention Rates**	(Fall 2016 Cohort)	(Fall 2017 Cohort)	(Fall 2018 Cohort)	(Fall 2019 Cohort)	(Fall 2020 Cohort)
	a. All New Incoming (FTIC)	69%	73%	73%	72%	73%
	b. First-time Degree Seeking (FTDS)	70%	73%	74%	76%	77%
	c. First-time Full-time Degree Seeking (FTFTDS)	77%	78%	77%	81%	82%
	d. First-time, Part-time Degree Seeking (FTPTDS)	57%	63%	66%	66%	67%
	e. Transfer Degree Seeking (XFERDS)	65%	71%	71%	63%	64%
3	**Fall-to-Spring Retention Rates (VFA Two Year Cohort)**	(Fall 2013 cohort)	(Fall 2014 cohort)	(Fall 2015 cohort)	(Fall 2016 cohort)	(Fall 2017 cohort)
	a. VFA Main cohort	na	71%	67%	66%	67%
	b. VFA FTIC cohort	na	76%	72%	70%	71%
	c. VFA Credential Seeking cohort	na	95%	94%	93%	94%
4	**Spring-to-Fall Retention Rates**	(Spring 2016 Cohort)	(Spring 2017 Cohort)	(Spring 2018 Cohort)	(Spring 2019 Cohort)	(Spring 2020 Cohort)

	a. First-time Degree Seeking (FTDS)	48%	51%	58%	53%	54%
	b. Transfer Degree Seeking (XFERDS)	48%	54%	52%	58%	59%
	Other Undergraduate Graduation Rates (Add definitions/methodology in # 2 below)					
1	**Graduation Rates (150% Time)**	**(Fall 2013 Cohort)**	**(Fall 2014 Cohort)**	**(Fall 2015 Cohort)**	**(Fall 2016 Cohort)**	**(Fall 2017 Cohort)**
	a. All New Incoming (FTIC)	16%	18%	16%	18%	19%
	b. First-time Degree Seeking (FTDS)	14%	17%	16%	16%	17%
	c. First-time, Part-time Degree Seeking (FTPTDS)	6%	5%	5%	4%	5%
	d. Transfer Degree Seeking (XFERDS)	21%	20%	19%	23%	24%
2	**Graduation Rates (200% Time)**	**(Fall 2012 Cohort)**	**(Fall 2013 Cohort)**	**(Fall 2014 Cohort)**	**(Fall 2015 Cohort)**	**(Fall 2016 Cohort)**
	a. All New Incoming (FTIC)	21%	22%	23%	21%	22%
	b. First-time Degree Seeking (FTDS)	20%	21%	22%	21%	22%
	c. First-time Full-time Degree Seeking (FTFTDS)	25%	26%	29%	26%	27%
	d. First-time, Part-time Degree Seeking (FTPTDS)	9%	12%	10%	9%	10%
	e. Transfer Degree Seeking (XFERDS)	24%	24%	24%	23%	24%
3	**Graduation Rates Six Years Out (VFA Six Year Cohort)**	**(Fall 2009 Cohort)**	**(Fall 2010 Cohort)**	**(Fall 2011 Cohort)**	**(Fall 2012 Cohort)**	**(Fall 2013 Cohort)**
	a. VFA Main cohort	na	25%	28%	25%	26%
	b. VFA FTIC cohort	na	26%	29%	26%	27%
	c. VFA Credential Seeking cohort	na	40%	45%	41%	42%

Definition and Methodology Explanations

1

1.1

The percent of students enrolled in the Fall who re-enroll at HCC the subsequent Fall term; students who graduate prior to the subsequent fall are excluded from the retention rate calculation. Retention rates are provided for a) all new incoming students (FTIC) which includes first-time and transfer degree seeking students, b) all first-time degree seeking (FTDS) students, c) all first-time, part-time degree seeking (FTPTDS) students and d) new transfer degree seeking students.

1.2

The percent of students enrolled in the Fall who re-enroll at HCC the subsequent Spring term; students who graduate prior to the subsequent spring are excluded from the retention rate calculation. Retention rates are provided for a) all new incoming students (FTIC) which includes first-time and transfer degree seeking students, b) all first-time degree seeking (FTDS) students, c) all first-time, full-time degree seeking (FTFTDS) students d) all first-time, part-time degree seeking (FTPTDS) students and e) new transfer degree seeking students.

1.3

Note: 3 Years Prior data (Fall 2013 cohort) is not available (na); HCC first participated in the VFA in 2017

a. VFA Main Cohort=New, first-time degree seeking, new transfer degree seeking and new non-degree seeking students (excludes students who are exclusively auditing, taking only ESL course/s, and dual students)

b. VFA FTIC Cohort=New, first-time degree seeking students (excludes students who are exclusively auditing, taking only ESL course/s, and dual students)

c. VFA Credential Seeking Cohort= New, first-time degree seeking, new transfer degree seeking and new non-degree seeking students (excludes students who are exclusively auditing, taking only ESL course/s, and dual students) who completed/earned 12 credits within 2 years

1.4

The percent of students enrolled in the Spring who re-enroll at HCC the subsequent Fall term; students who graduate prior to the subsequent fall are excluded from the retention rate calculation. Retention rates are provided for a) all first-time degree seeking (FTDS) students and b) new transfer degree seeking students.

2

2.1

The percent of students who graduate from HCC within 150% time (3 years for degree seekers and 1.5 years for certificate seekers). Graduation rates at 150% time are provided for a) all new incoming students (FTIC) which includes first-time and transfer degree seeking students, b) all first-time degree seeking (FTDS) students, c) first-time, part-time degree seeking (FTPTDS) students, and d) new, transfer degree seeking students.

2.2

The percent of students who graduate from HCC within 200% time (4 years for degree seekers and 2 years for certificate seekers). Graduation rates at 200% time are provided for a) all new incoming students (FTIC) which includes first-time and transfer degree seeking students, b) all first-time degree seeking (FTDS) students, c) all first-time, full-time degree seeking (FTFTDS) students d) all first-time, part-time degree seeking (FTPTDS) students and e) new transfer degree seeking students.

2.3
Note: 3 Years Prior data (Fall 2009 cohort) is not available (na); HCC first participated in the VFA in 2017
a. VFA Main Cohort=New, first-time degree seeking, new transfer degree seeking and new non-degree seeking students (excludes students who are exclusively auditing, taking only ESL course/s, and dual students)
b. VFA FTIC Cohort=New, first-time degree seeking students (excludes students who are exclusively auditing, taking only ESL course/s, and dual students)
c. VFA Credential Seeking Cohort= New, first-time degree seeking, new transfer degree seeking and new non-degree seeking students (excludes students who are exclusively auditing, taking only ESL course/s, and dual students) who completed/earned 12 credits within 2 years

Note: complete this form for each distinct student body identified by the institution (See Standard 8.1)

Standard 8: Educational Effectiveness
(Student Success and Progress Rates and Other Measures of Student Success)

	Bachelor Cohort Entering		Associate Cohort Entering[1]	
Category of Student/Outcome Measure[2]	6 years ago	4 years ago	6 years ago (Fall 2013 cohort)	4 years ago (Fall 2015 cohort)
First-time, Full-time Students				
Degree from original institution			30%	26%
Not graduated, still enrolled at original institution			2%	6%
Degree from a different institution			na	na
Transferred to a different institution			22%	20%
Not graduated, never transferred, no longer enrolled			47%	49%
First-time, Part-time Students				
Degree from original institution			19%	11%
Not graduated, still enrolled at original institution			3%	11%
Degree from a different institution			na	na
Transferred to a different institution			16%	15%
Not graduated, never transferred, no longer enrolled			62%	63%
Non-first-time, Full-time Students				
Degree from original institution			32%	32%
Not graduated, still enrolled at original institution			1%	2%
Degree from a different institution			na	na
Transferred to a different institution			33%	29%
Not graduated, never transferred, no longer enrolled			33%	37%
Non-first-time, Part-time Students				
Degree from original institution			22%	16%
Not graduated, still enrolled at original institution			3%	6%
Degree from a different institution			na	na
Transferred to a different institution			34%	29%
Not graduated, never transferred, no longer enrolled			41%	49%

Note:
(1) Associate Cohort Entering includes both associate degree seekers and certificate seekers
(2) The outcome measure reported for this section is whether the student graduated from HCC, was still enrolled at HCC, transferred to another institution, or is considered a leaver (did not graduate or transfer and is no longer enrolled) after 4 years/6 years; each category is mutually exclusive and classified in the order listed above. Information on whether a student earned a degree from a different institution is not currently available (na)

Measures of Student Achievement and Success/Institutional Performance and Goals					
	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
degrees (add more rows as needed; add definitions/methodology in #1 below)					
1 **HCC Students Who Transferred to UMass Amherst (Full-time Mass Transfer Students)**					
	(Fall 2015 Cohort)	(Fall 2016 Cohort)	(Fall 2017 Cohort)	(Fall 2018 Cohort)	(Fall 2019 Cohort)
a. First-Year GPA	2.93	3.06	3.17	3.16	na

b. One-Year Retention Rate	87%	92%	84%	91%	na
	(Fall 2012 Cohort)	**(Fall 2013 Cohort)**	**(Fall 2014 Cohort)**	**(Fall 2015 cohort)**	**(Fall 2016 cohort)**
c. Graduation Rate Within 4 Years	67%	72%	70%	80%	na

Other measures of student success and achievement, including success of graduates in pursuing mission-related paths (e.g., Peace Corps, public service, global citizenship, leadership, spiritual formation) and success of graduates in fields for which they were not explicitly prepared (add more rows as needed; add definitions/methodology in #2 below)

1 **Student Success Rate Six Years Out (VFA Six Year Cohort)**

	(Fall 2009 Cohort)	**(Fall 2010 Cohort)**	**(Fall 2011 Cohort)**	**(Fall 2012 Cohort)**	**(Fall 2013 Cohort)**
a. VFA Main cohort	na	53%	56%	54%	55%
b. VFA FTIC cohort	na	51%	54%	51%	52%
c. VFA Credential Seeking cohort	na	66%	69%	67%	68%

2 **VFA Two Year Progress Measure (Main Cohort)**

	(Fall 2013 cohort)	**(Fall 2014 cohort)**	**(Fall 2015 cohort)**	**(Fall 2016 cohort)**	**(Fall 2017 cohort)**
a. 1st Term Credit Success Rate	na	65%	63%	65%	66%
b. Two Year Credit Success Rate	na	69%	69%	70%	71%
c. Reached Credit Threshold	na	30%	30%	31%	32%

3 **Multi-year Out Student Success (FTDS)**

	(Fall 2012 Cohort)	**(Fall 2013 cohort)**	**(Fall 2014 cohort)**	**(Fall 2015 cohort)**	**Next Year Forward (goal)**
a. 4 years out	47%	46%	46%	47%	48%
b. 5 years out	49%	48%	48%	na	49%
c. 6 years out	51%	49%	na	na	50%

Definition and Methodology Explanations

1 1.1.
Data are based on a report produced by the Office of Institutional Research at UMass Amherst: Selected Admissions, Enrollment and Retention Statistics Massachusetts and Western Massachusetts Community College Transfer Students: Cohorts Entering Fall 2013-Spring 2018. Data are for HCC students who entered as part of the Joint Admissions/MassTransfer program as full-time
a. GPA at the end of the first year at UMass Amherst
b. The percentage of students who entered in a fall semester and returned or graduated after the first year.
c. The percentage of students who graduated in 4 years from fall semester of entry.

2 2.1.
% of students who graduated from HCC, transferred to another institution or were still enrolled at HCC within 6 years
a. VFA Main Cohort=New, first-time degree seeking, new transfer degree seeking and new non-degree seeking students (excludes students who are exclusively auditing, taking only ESL course/s, and dual students)
b. VFA FTIC Cohort=New, first-time degree seeking students (excludes students who are exclusively auditing, taking only ESL course/s, and dual students)
c. VFA Credential Seeking Cohort= New, first-time degree seeking, new transfer degree seeking and new non-degree seeking students (excludes students who are exclusively auditing, taking only ESL course/s, and dual students) who completed/earned 12 credits within 2 years

2.2.
VFA Main Cohort=New, first-time degree seeking, new transfer degree seeking and new non-degree seeking students (excludes students who are exclusively auditing, taking only ESL course/s, and dual students)
a. Percent of attempted credits that were successfully completed during the first term
b. Percent of attempted credits that were successfully completed during the first two years
c. Percent of students who earned 24 credits (part-time) and 42 credits (full-time) within 2 years

2.3
The multi-year out student success measure for this section is the percent of first-time degree seeking (FTDS) students who graduated from HCC, were still enrolled at HCC, or transferred to another institution within 4,5, and 6 years

Standard 8: Educational Effectiveness
(Licensure Passage and Job Placement Rates and Completion and Placement Rates for Short-Term Vocational Training Programs)

			3-Years Prior (FY 2016)		2 Years Prior (FY 2017)		1 Year Prior (FY 2018)		Most Recent (FY 2019)	
	State Licensure Examination Passage Rates[a]									
	Name of exam		# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed
1	MA Certified Nurse's Aide Examination									
2	Written		67	66	129	129	89	86	74	67
3	Skills		76	61	141	123	95	86	71	62
4										
5										
	National Licensure Passage Rates[b]		**(FY 2016)**		**(FY 2017)**		**(FY 2018)**		**(FY 2019)**	
	Name of exam		# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed
1	NCLEX-RN		43	33	50	45	39	38	48	47
2	NCLEX-PN		10	9	10	7	9	9	6	6
			(FY 2015)		**(FY 2016)**		**(FY 2017)**		**(FY 2018)**	
3	ARRT (Rad Tech)		13	12	10	10	13	12	5	5
4	VTNE (Vet Tech)		16	12	11	9	11	6	11	8
	Job Placement Rates [c d]		**(Class of 2015)**		**(Class of 2016)**		**(Class of 2017)**		**(Class of 2018)**	
	Major/time period	*	# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs
1	B010,Human Resources Management (Certificate)	√	7	2	8	0	8	1	-	-
2	B017,Accounting Systems (Certificate)	√	7	2	9	1	10	1	-	-
3	B111,Culinary Arts (Certificate)	√	10	5	20	4	11	2	21	2
4	H019,Human Services (Certificate)	√	41	9	31	4	22	1	26	2
5	H024,Addiction Studies (Certificate)	√	12	6	16	1	13	6	9	1
6	M010,Medical Assistant (Certificate)	√	18	5	10	4	41	8	29	5
7	M043,Medical Billing and Coding (Certificate)	√	-	-	-	-	27	3	9	3
8	M044,Medical Billing (Certificate)	√	23	4	8	1	-	-	-	-
9	M064,Practical Nursing (Certificate)	√	8	5	10	2	9	2	9	5
10	M103,Personal Trainer/Fitness Counselor (Certificate)		6	1	-	-	-	-	-	-
11	S082,Law Enforcement (Certificate)	√	12	3	-	-	-	-	-	-

* Check this box if the program reported is subject to "gainful employment" requirements.

Web location of gainful employment report (if applicable) http://catalog.hcc.edu/content.php?catoid=3&navoid=83

[a] For the MA Certified Nurse's Assistant exam, the "# who took exam" represents the # of tests taken; all students tested within the time period are included regardless of when they completed training.

[b] For NCLEX-RN, NCLEX-PN, ARRT, and VTNE, the "# who took exam" represents the # of first-time test takers.

[c] "# with jobs" column data is based on the First-Year Out survey. The survey is administered 9 - 12 months after graduation. The First Year Out survey is based on calendar years 2015-2018. Data for majors with fewer than 6 responders are not provided ("-").

[d] "#s with jobs" are graduates who responded to the employment status question of the First-Year Out survey and self-reported that they are employed in a related field. The denominator in a Job Placement rate calculation is typically based on graduates who responded to the employment status question, not on the total "# of grads" in a program.

Completion and Placement Rates for Short-Term Vocational Training Programs for which students are eligible for Federal Financial Aid

		3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
		(Fall 2013 Cohort)	(Fall 2014 Cohort)	(Fall 2015 Cohort)	(Fall 2016 Cohort)	(Fall 2017 Cohort)
	Completion Rates[a]					
1	B017,Accounting Systems (Certificate)	-	38%	-	43%	44%
2	B111,Culinary Arts (Certificate)	5%	33%	31%	14%	17%
3	H019,Human Services (Certificate)	18%	0%	11%	11%	12%
4	H024,Addiction Studies (Certificate)	-	8%	7%	-	8%
5	H081,Deaf Studies (Certificate)	10%	-	-	-	11%
6	M010,Medical Assistant (Certificate)	na	na	-	50%	51%
7	M064,Practical Nursing (Certificate)	-	33%	-	44%	45%
8	N062,Computer Networking (Certificate)	-	-	-	18%	19%
	Placement Rates [b c]	**(Class of 2015)**	**(Class of 2016)**	**(Class of 2017)**	**(Class of 2018)**	**(Class of 2019)**
1	H019,Human Services (Certificate)	43%	57%	14%	33%	35%
2	H024,Addiction Studies (Certificate)	86%	-	75%	-	77%
3	M010,Medical Assistant (Certificate)	56%	-	73%	63%	65%
4	M043,Medical Billing and Coding (Certificate)	-	-	43%	50%	51%
5	M044,Medical Billing (Certificate)	36%	-	-	-	na
6	S082,Law Enforcement (Certificate)	50%	-	-	-	na

Please enter any explanatory notes in the box below

[a] Completion rates represent the % of first-time incoming students (new, first-time and new transfer in) who graduated from the program within 150% time (1.5 years for certificate seekers). Data for majors with fewer than 6 students are not provided ("-").

[b] Job Placement rates are based on the First-Year Out survey. The survey is administered 9 - 12 months after graduation. The First-Year Out survey is based on calendar years 2015-2018. Data for majors with fewer than 6 responders are not provided ("-").

[c] Job Placement rates are based upon a denominator that includes graduates who responded to the employment status question. The numerator includes graduates who self-reported that they are employed in a related field.

Standard 9

Integrity, Transparency, and Public Disclosure

INTEGRITY

DESCRIPTION

HCC provides comprehensive and widely accessible information on standards of integrity to the entire college community via print and electronic publications, new employee orientations, and mandatory online trainings. The College also provides information about conflict resolution through union contracts, policy manuals, and handbooks, as well as workshops hosted by our Ombudsperson.

The College operates under the authority of the Commonwealth of Massachusetts. Under Massachusetts General Law Chapter 15A, the BHE is charged with authorizing all programs and degrees throughout the public higher education system. The BHE empowers the College to grant degrees appropriate to a community college mission. Information about degree standards and general education requirements outlined by the BHE can be found on the College website. HCC is accredited by the New England Commission of Higher Education (NECHE), and information pertaining to accreditation is available on the College website.

Members of the HCC BOT are appointed by the Governor. Board members' duties and responsibilities are set out in Massachusetts General Laws Chapter 15A Section 22. The Public Education Nominating Council Statement on Commitment and Responsibilities for Massachusetts Public College and University Boards of Trustees sets out the standards for responsible and ethical behavior expected of trustees. New trustees are provided orientation training by the General Counsel's Office of the Massachusetts state community college system. Trustees are required annually to complete an online training program through the State Ethics Commission and comply with all conflict of interest laws, policies, and regulations.

The College expects and promotes responsible, ethical, and honest behavior of all members of its community. These expectations are reflected in a number of key documents that ensure that HCC provides an education in a controlled, accountable, and fiscally responsible manner. The documents are regularly reviewed and updated and used by administrators, faculty, and staff to carry out the College's mission. These include:

- the College's Internal Control Plan and Policy
- the Administrative Policies and Procedures Manual
- Faculty and Professional Staff Handbook
- collective bargaining agreements (see Standards 4 and 7)

- Affirmative Action and Title IX Plan and Policy
- HCC Constitution
- HCC Standard of Conduct Rules
- Student Handbook

The College is bound by state and federal law, as well as the Massachusetts BHE for Community Colleges Policy on Affirmative Action, Equal Opportunity & Diversity, to provide for the fair and equitable treatment of all students and employees.

HCC is committed to academic freedom and the free exchange of ideas. The MCCC contract supports academic freedom by asserting that faculty are entitled to full freedom in research, the classroom, and the selection of classroom materials including texts. Parties to that contract agree to foster the search for truth and its free exposition.

Administration, Faculty, and Staff
Responsible and ethical behavior by all HCC employees is promoted in the onboarding process. New employees are provided with the following policies/procedures that outline expectations for integrity and ethical behavior: acceptable computer use; affirmative action; ADA; attendance; code of conduct; conflict of interest; drug free workplace; fraud prevention; political activity; sex offender; and whistleblower protection. All employees also are subject to the HCC Standard of Conduct Rules, guidelines established to create a safe, comfortable, and productive work environment. New hires are required to complete acknowledgement of the Summary of the Conflict of Interest Law within thirty days of their date of hire and all employees are required to acknowledge receipt of it annually. Every two years thereafter, employees are required to complete the State Ethics Training and provide proof thereof to HCC's Human Resources office. Policies related to academic integrity, dishonesty, and the rules associated with copyrighted materials can be found in the Faculty and Professional Staff Handbook; copies of which are available in each academic division and unit offices.

Students
The ethical behavior expected of students is defined in the Student Handbook, which contains all policies and procedures applicable to students including their rights and responsibilities, a code of conduct and grievance procedures, including the grade appeal process. The dean of student services updates the student handbook annually and students are notified by postcard of its publication and location on the website. The Student Handbook is available in paper format in various offices on campus as well as online in multiple locations. For example, new students receive a link to self -enroll into a Moodle course called "Getting to know HCC" after they register for first semester classes. Students can explore all the various resources HCC offers as well as receive information about how to prepare for their classes. There is a page that describes the Student Handbook and provides a link to the current version. There is also a link to the handbook on the New student orientation page of the website following the section captioned "College Student Expectations."

The College's academic integrity policy is consistent with the academic integrity policy established for the entire Massachusetts community college system. This policy is elaborated in a pamphlet produced by the dean of student services, is published in the Student Handbook, and is included in most course syllabi. At the programmatic level, students receive specific instruction in ethics within their field or major. For example, with the exception of students in the Business Administration MassTransfer program, business students complete a one credit course in Business Ethics. Similar courses are offered in many of our Human Services programs and in our Nursing program.

APPRAISAL

The College follows all state and federal laws to ensure there is no discrimination on the basis of race, color, national origin, sex, disability, religion, age, veteran status, genetic information, gender identity, or sexual orientation in its programs and activities as required by Title IX of the Educational Amendments of 1972, the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, and other applicable statutes and college policies. The College prohibits sexual harassment, including sexual violence. Inquiries or complaints concerning discrimination, harassment, retaliation, or sexual violence are promptly referred to the College's Affirmative Action officer/Title IX coordinator, the Massachusetts Commission Against Discrimination, the Equal Employment Opportunities Commission, or the United States Department of Education's Office for Civil Rights.

HCC provides all members of its community with an experience that equips them to relate to all persons and groups in an increasingly global and diverse world. HCC has made Affirmative Action an integral part of campus life, and we continue to fulfill our commitment to developing the talents and potential of all members of our college community and broader society. The hiring of a full-time Affirmative Action officer/Title IX coordinator in 2018 reflects the College's mission to ensure a campus free from discrimination and harassment. That the Affirmative Action officer/Title IX coordinator is a member of the president's senior leadership team is further demonstration of the College's commitment to equity and inclusion. In addition to handling a caseload of complaints and disclosures, the Affirmative Action officer/Title IX coordinator is involved in initiatives and programs to benefit the search process, policymaking, and key decisions for the College that impact equity and inclusion. The Affirmative Action officer/Title IX coordinator is also responsible for:

- investigations and training with ATIXA-trained investigators on Affirmative Action/Title IX complaints
- in-person and online trainings for faculty/students/staff on discrimination, Title IX, and reasonable accommodations
- programming through the Equity, Diversity, and Inclusion Committee (EDI) to provide training and workshops for HCC employees to promote diversity awareness, cultural competence, and anti-bias efforts

The diversity rate for all HCC personnel has increased significantly from 2001 to 2020: faculty diversity increased from 6.4% to 14.3%; AFSCME employee diversity increased from 15% to 28%;

MCCC-UP employee diversity increased from 13.3% to 25%; and non-unit professional (NUP) employee diversity increased from 7.4% to 23%.

In response to faculty and staff requests, the College created the position of ombudsperson and chief culture officer (OCCO) to promote an environment that embodies the College's foundational values of kindness, inclusion, and trust. The OCCO was hired in 2019 as a confidential, neutral, and informal resource to (1) assist faculty and staff in dispute resolution through informal and formal means and (2) advocate for fair processes and systems across the campus.

The OCCO has worked closely with the Affirmative Action officer/Title IX coordinator and the CFE to offer workshops, focus groups, and brown bag lunches on topics of interest to faculty and staff. They have engaged internal and external experts to offer professional development to campus leaders (NUP) on topics including managing conflict in teams, successful meeting facilitation, Universal Design, trauma informed practice, emotional intelligence for leaders, and implicit bias. The OCCO had been working with the OIR to develop a climate survey for the campus, but that work was postponed as a result of the coronavirus crisis.

While copies of the Faculty and Professional Staff Handbook abound, it has not yet been made available online or in a digital format. The VPASA is responsible for assigning administrative support for updating the document in collaboration with the College Senate Faculty and Professional Staff Handbook Committee. However, this Senate committee has not met in more than a year. The handbook committee is an example of a standing governance committee that is ripe for reexamination and reevaluation.

HCC's commitment to providing services and resources that are ethical and appropriate for all students is evident in the descriptions of its services and program offerings, which can be found on the HCC website and in the Student Handbook. Student service departments such as Financial Aid and Student Records follow federal and state regulatory guidelines in the provisions of their services. Many of the published policies, including the Student Code of Conduct and Grievance Procedures for Students, are Massachusetts Community College system-wide policies established by the system's legal counsel in collaboration with the state's fifteen community colleges. All student policies, rights, and responsibilities, including the code of conduct and student grievance procedures, can be found in the student handbook. Student complaints can be directed to several offices, including the dean of student services and the VPASA. The dean of students office and the Marketing department coordinate the annual review process.

HCC can do more to educate faculty and staff about the FERPA law. American Association of College Registrars and Admissions Officers (AACRAO) has a FERPA training platform (for a cost) and the U.S. Department of Education (ED) has an online tutorial free of cost. The College might consider determining whether the additional training should be made available and perhaps is mandatory for all employees.

In April 2015, HCC determined that current copyright policy adopted by Massachusetts community colleges was not being fully observed at HCC. To remedy that situation, HCC committed formally to

wide distribution of information regarding the duplication of course packs and other copyrighted materials. We now regularly distribute copyright guidelines to faculty and staff, and all copy machines have signs that remind users of copyright guidelines.

Since 2009, the College has adhered to hiring guidelines for faculty and staff hires that seek to attract and hire a qualified, diverse workforce. The administration has supported the HCC Affirmative Action requirement that interviews be offered to applicants from underrepresented groups who meet the required qualifications. In addition, recruitment and hiring strategies include listing job opportunities in minority sites and/or organizations. Human Resources, in coordination with HCC's Affirmative Action officer, trains all search committee members on fairness and the importance of diversity for creating an inclusive, respectful, and welcoming environment that promotes the exchange of ideas and perspective. After qualified candidates have been identified, the search committee chair works with the Affirmative Action officer and dean of Human Resources to identify which of the qualified candidates are from underrepresented groups. If the number of such candidates is small, all of them are invited for first round interviews. If the number is large, some designated portion is invited for first round interviews. These determinations are made on a case-by-case basis.

The OSDDS policies and practices related to access and accommodation are updated every summer to assure alliance with current technology and best practices. Program reviews occur on a six-year cycle and include review of integrity issues. Notably, HCC utilizes the accreditation process through NECHE to systematically review the effectiveness of its policies relating to institutional integrity.

TRANSPARENCY

DESCRIPTION

The College website and catalog are central repositories for all the information a prospective student needs to make informed decisions about their academic program. The catalog is updated every year with input from all key constituents. The catalog is readily accessible under the Courses and Programs link from the homepage of the College website. Also included here are links to earlier digitized versions of the catalog, instructions for requesting older, non-digitized versions, and a link to download Adobe Reader, the format where the digitized version is published.

Marketing materials (print and digital) align with catalog content and accurately represent college offerings and environment. All web pages used for the purpose of marketing programs are reviewed for accuracy and link directly to the college catalog. Marketing staff annually review and revise print and digital content to ensure accuracy, clarity, and consistency.

HCC receives frequent requests from agencies such as branches of the U.S. military (via the Solomon Act) or from LexisNexis for student information. Our policy is to release directory information upon receipt of a written request from the requesting agency. Requests are recorded on a spreadsheet that is maintained by the chief information officer's office.

APPRAISAL

The College website and catalog provide complete information about all academic programs, including a description of each program, a list of required classes, and clearly elaborated program goals and outcomes. A thorough review of learning/program outcomes is currently under way to ensure that all programs have appropriate and realistic outcomes and that they are published in the catalog and readily accessible on the College website. During the past five years, there has been some turnover among the academic leadership team, and program information has not necessarily been updated in a consistent and timely manner. The assistant vice president of Academic Affairs worked with academic deans and department chairs to ensure all programs have updated outcomes. This process was completed in spring 2020.

PUBLIC DISCLOSURE

DESCRIPTION

College news and information as well as marketing, advertising, public relations, and publications fall within the purview of Marketing and Communications Department. It also oversees the College website while the Registrar's office has responsibility for the college catalog. HCC maintains accounts on Facebook, Twitter, Snapchat, LinkedIn, and Instagram. These platforms facilitate an online connection among students, faculty, staff, and the wider community for HCC news, academic information, campus events, and activities. Information about HCC is available for current and prospective students on the HCC website, which averages 265,180 visitors per month. Over the past year, accessing of the HCC website has been via mobile devices (50.2%) desktop (46.5%), and tablet (3.3%).

On the HCC homepage, visitors find these resources:

- **MyHCC**, with links to email, Moodle (HCC learning platform), Online Services (registration, financial aid, transcripts, etc.), Rave (campus alert system), Staff Resources, and Help
- **Library**, with links to databases and resources for students, faculty, staff and community
- **Faculty & Staff**, with links to employment requirements, professional development, academic calendar, etc.
- **Alumni & Friends**, with links to alumni events and the HCC Foundation
- **Courses & Programs**, **Admissions**, **Tuition & Aid, Student Life** and **About HCC**
- Within the About HCC section are links to the College's Mission, Vision, and Values, Facts and History, Offices and Administration, Campus Safety and News, Events, and Media. Within the News, Events, and Media section is the HCC Publications page with links to:
  - Registration booklet
  - Business and community services courses
  - Student Handbook
  - College Catalog
  - Annual security reports

The About HCC page also has links to Diversity, Hispanic Serving Institution, Doing Business with HCC, Space Reservations, and Green Campus. There is a link to Public Records section that was created to aid the public in accessing records in compliance with Massachusetts Public Records Law (Chapter 66, Section 10 of the Massachusetts General Laws). On the landing page it states that it is the policy of HCC to be as open as possible while protecting legitimate policy issues and provides a frequently asked questions (FAQ) for guidance. The vice president of Finance and Administration is the Records Access Officer.

Beneath the Public Records section of the About HCC page is a link to consumer information. This page provides information about the College to current and prospective students in accordance with the U.S. Higher Education Act. Among the comprehensive list of resources are:

- Academic Offerings and Regulations
- Accreditation
- Disability Services
- Emergency Procedures
- Financial Aid
- Financial Statements
- Retention Rates
- Graduation and Transfer Rates
- Licensure and Pass Rates
- Sexual Harassment
- Student complaint policies
- Student diversity
- Student rights and responsibilities (also listed in Student Handbook)

Through our HCC Fast Facts publication, the College provides and regularly updates a student profile, annual enrollment, service area, graduation and transfer rates, graduates and degrees conferred, retention rates, and the number of full-time faculty and staff. Those seeking to visit HCC will learn about the 135-acre main campus, the Center for Health Education, the HCC MGM Culinary Arts Institute, and the Picknelly Adult and Family Education Center located in Holyoke, Massachusetts. They will also see that we serve adult learners who live outside of Holyoke at the Ludlow Area Adult Learning Center and the Education to Employment Center in Ware.

Students and prospective students will find that the College offers a range of Academic Support services to help students succeed. In addition, students benefit from many co-curricular and extra-curricular opportunities through Student Life activities and events. These resources were especially important during the spring 2020 semester when the College shifted to remote learning in light of the coronavirus crisis. Student support services were still accessible via phone, email, Zoom, Webex, and Google chat. In addition, the College continued to provide library services, technology support, emergency assistance, food, mental health resources, and virtual activities offered by Student Engagement.

The College publishes information about the total cost of cost of attendance and a net price calculator including the availability of financial aid and the typical length of study.

The expected amount of student debt upon graduation and the institution's cohort default and loan repayment rates are published to help students and prospective students make informed decisions (see Standard Five). Information about faculty and staff is provided in the back of the College Catalog and is updated annually by the Human Resources department when the new catalog is published. Directory information also is readily available on the HCC website.

The Marketing and Communications Department oversees College publications including those that list all academic programs offered, including schedules, locations, descriptions, and fees. Printed bulletins are mailed out, distributed around the College and the community, and are linked online on HCC's website. Additionally, communications relative to these programs are disseminated through postcards, flyers, constant contact emails, and social media.

Programs and courses are updated annually and the material on the website is a direct reflection of the College catalog. Courses are reviewed annually and those that have not been taught for three years are "mothballed", so they can be restored without having to go through the approval process.

APPRAISAL

In 2017 the College launched a complete overhaul of its website to provide better access to campus information and compare with peer schools' marketing. Instead of having a web steering committee, the College hired a web and social media manager who regularly reviews and updates web guidelines and distributes them to faculty and staff interested in setting up social media accounts. Review of the guidelines is mandatory, as is providing the web and social media manager with administrative access to college-associated accounts.

Recent changes to the website that have benefited students, faculty, and staff as well as the surrounding communities we serve include an updated strategic planning and implementation process, business and community partnerships, online orientation, and HCC Foundation scholarships. The HCC Marketing and Communications Department continually works to optimize the College website to improve access to information. The website back end has been recoded in order to support the range of devices that website visitors use to access the site.

Projections

- By the spring or fall of 2021, the Marketing and Communications Department will engage in a web presence and mobile site audit through a contract with the Educational Advisory Board (EAB), a contractor with the College.

Standard 9: Integrity, Transparency, and Public Disclosure (Integrity)

Notes

Policies	Last Updated	Website location where policy is posted	Responsible Office or Committee
Academic honesty	5/2019	https://www.hcc.edu/Documents	Dean of Students
Intellectual property rights			HR
Conflict of interest			HR
Privacy rights	5/2019	https://www.hcc.edu/about/offic	Registrar
Fairness for students		https://www.hcc.edu/Documents	Dean of Students
Fairness for faculty	2019	https://mccc-union.org/wp-	MCCC
Fairness for staff	2017	https://www.mass.gov/doc/unit-	AFSCME
Academic freedom	2019	https://mccc-union.org/wp-	MCCC
Research		N/A	
Title IX		https://www.hcc.edu/Documents/Publications/SHB/Student_Han	Title IX Officer
Other; specify			

Non-discrimination policies			
Recruitment and admissions		https://www.hcc.edu/Documents	Admissions
Employment	5/2019	https://www.hcc.edu/Documents	Title IX Officer
Evaluation	2015	https://www.hcc.edu/Documents	HR
Disciplinary action	2015	https://www.hcc.edu/Documents	HR
Advancement	2015	https://www.hcc.edu/Documents	HR
Other; specify			

Resolution of grievances			
Students	5/2019	https://www.hcc.edu/Documents	Dean of Students
Faculty	2019	https://mccc-union.org/wp-	MCCC
Staff	2017	https://www.mass.gov/doc/unit-	AFSCME
Other; specify			

Other	Last Updated	Website location or Publication	Responsible Office or Committee

Please enter any explanatory notes in the box below

Standard 9: Integrity, Transparency, and Public Disclosure (Transparency)

Information	Website location and/or Relevant Publication(s)
How can inquiries be made about the institution? Where can questions be addressed?	https://www.hcc.edu/admission
Notice of availability of publications and of audited financial statement or fair summary	https://www.hcc.edu/about/public-records
Processes for admissions	https://www.hcc.edu/admission
Processes for employment	https://www.hcc.edu/about/offices-and-administration/college-offices/human-resources/employment-opportunities
Processes for grading	https://www.hcc.edu/Documents/Publications/SHB/Student_Handbook_2020-2021_m.pdf
Processes for assessment	https://www.hcc.edu/Documents/Publications/SHB/Student_Handbook_2020-2021_m.pdf
Processes for student discipline	https://www.hcc.edu/Documents/Publications/SHB/Student_Handbook_2020-2021_m.pdf
Processes for consideration of complaints and appeals	https://www.hcc.edu/Documents/Publications/SHB/Student_Handbook_2020-2021_m.pdf

List below the statements or promises made regarding program excellence, learning outcomes, success in placement, and achievements of graduates or faculty and indicate where valid documentation can be found.

Statement/Promise	Website location and/or publication where valid documentation can be found
Gainful Employment Info	HCC chose early implementation (Jul 1, 2019) of the Department of Education's decision to rescind the Department's gainful employment (GE) regulations.
Program outcomes	Program outcomes are available on degree and cetificate pages in the College Catalog at http://catalog.hcc.edu/content.php?catoid=7&navoid=243
Faculty achievements	Faculty degrees are listed in the college catalog: https://www.hcc.edu/courses-and-programs/faculty-and-staff while faculty and staff achievements are noted at https://www.hcc.edu/faculty-and-staff/faculty-and-staff-news
Alumni achievements	HCC's Alumni Connection highlights alumni achievements twice annually. Issues are at https://www.hcc.edu/about/news-events-and-media/publications

Date of last review of:	
Print publications	
Digital publications	

Please enter any explanatory notes in the box below

Standard 9: Integrity, Transparency, and Public Disclosure
(Public Disclosure)

Information	Website location	Notes:
Institutional catalog	http://catalog.hcc.edu/index.php?catoid=6	
Obligations and responsibilities of students and the institution	https://www.hcc.edu/Documents/Publications/SHB/Student_Handbook_2020-2021_m.pdf	
Information on admission and attendance	https://www.hcc.edu/admission	
Institutional mission and objectives	http://catalog.hcc.edu/content.php?catoid=6&navoid=207	
Expected educational outcomes	http://catalog.hcc.edu/index.php?catoid=6	listed with each program
Status as public or independent institution; status as not-for-profit or for-profit; religious affiliation	https://www.hcc.edu/about/facts-and-history/fast-facts	
Requirements, procedures and policies re: admissions	https://www.hcc.edu/admission	
Requirements, procedures and policies re: transfer credit	http://catalog.hcc.edu/content.php?catoid=6&navoid=208	
A list of institutions with which the institution has an articulation agreement	https://www.hcc.edu/courses-and-programs/advising-career-and-transfer-center/transfer/transfer-partners/articulation-agreements	
Student fees, charges and refund policies	https://www.hcc.edu/tuition-and-aid/tuition-and-fees/cost-of-attendance	
Rules and regulations for student conduct	https://www.hcc.edu/Documents/Publications/SHB/Student_Handbook_2018-2019_m-3.pdf	page 37
Procedures for student appeals and complaints	https://www.hcc.edu/Documents/Publications/SHB/Student_Handbook_2018-2019_m-3.pdf	page 44
Other information re: attending or withdrawing from the institution		
Academic programs	http://catalog.hcc.edu/content.php?catoid=6&navoid=211	
Courses currently offered	https://www.hcc.edu/courses-and-programs/class-schedule	
Other available educational opportunities		
Other academic policies and procedures		
Requirements for degrees and other forms of academic recognition	https://www.hcc.edu/Documents/Publications/SHB/Student_Handbook_2018-2019_m-3.pdf	and in catalog under "Honors"
List of continuing faculty, indicating department or program affiliation, degrees held, and institutions granting them	http://catalog.hcc.edu/mime/media/view/7/266/CC_2020-21_d3+%281%29.pdf	p. 237
Names and positions of administrative officers	https://www.hcc.edu/about/offices-and-administration/president-and-cabinet	
Names, principal affiliations of governing board members	https://www.hcc.edu/about/offices-and-administration/board-of-trustees	
Locations and programs available at branch campuses, other instructional locations, and overseas operations at which students can enroll for a degree, along with a description of programs and services available at each location	N/A	
Programs, courses, services, and personnel not available in any given academic year.	N/A	
Size and characteristics of the student body	https://www.hcc.edu/about/facts-and-history/fast-facts	
Description of the campus setting	https://www.hcc.edu/about/visit-hcc	
Availability of academic and other support services	https://www.hcc.edu/student-life	
Range of co-curricular and non-academic opportunities available to students	https://www.hcc.edu/student-life	
Institutional learning and physical resources from which a student can reasonably be expected to benefit	https://www.hcc.edu/student-life	
Institutional goals for students' education	https://www.hcc.edu/about/mission-vision-and-values	
Success of students in achieving institutional goals including rates of retention and graduation and other measure of student success appropriate to institutional mission. Passage rates for licensure exams, as appropriate	https://www.hcc.edu/about/facts-and-history/fast-facts	
Total cost of education and net price, including availability of financial aid and typical length of study	https://www.hcc.edu/tuition-and-aid	
Expected amount of student debt upon graduation and loan payment rates	https://www.hcc.edu/tuition-and-aid/financial-aid/financial-literacy	
Statement about accreditation	https://www.hcc.edu/about/facts-and-history	

Appendices

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New England Commission of Higher Education
3 Burlington Woods Drive, Suite 100, Burlington, MA 01803-4514 Tel: 781-425-7785
I Fax: 781-425-1001 I cihe.neasc.org

AFFIRMATION OF COMPLIANCE WITH FEDERAL REGULATIONS RELATING TO TITLE IV

Periodically, member institutions are asked to affirm their compliance with federal requirements relating to Title IV program participation, including relevant requirements of the Higher Education Opportunity Act.

1. **Credit Hour:** Federal regulation defines a credit hour as an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutional established equivalence that reasonably approximates not less than: (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours. (NECHE Policy 111. See also *Standards for Accreditation* 4.34.)

URL	http://catalog.hcc.edu/content.php?catoid=7&navoid=247#c
Print Publications	Publication: 20-21 College Catalog, page 227
Self-study/Fifth-year report Page Reference	Self-study five-Year: Standard Four, page reference 18

2. **Credit Transfer Policies**. The institution's policy on transfer of credit is publicly disclosed through its website and other relevant publications. The institution includes a statement of its criteria for transfer of credit earned at another institution of higher education along with a list of institutions with which it has articulation agreements. (NECHE Policy 95. See also *Standards for Accreditation* 4.38, 4.39 and 9.19.)

URL	http://catalog.hcc.edu/content.php?catoid=7&navoid=247#t
Print Publications	Publication: 20-21 College Catalog, page 2
Self-study/Fifth-year Report Page Reference	Self-study page reference-Standard Four page 18

3. **Student Complaints.** "Policies on student rights and responsibilities, including grievance procedures, are clearly stated, well publicized and readily available, and fairly and consistently administered." (*Standards for Accreditation* 5.18, 9.8, and 9.19.)

URL	https://www.hcc.edu/Documents/Publications/SHB/Student_Handbook_
Print Publications	Publication: 19-20 Student Handbook, page 45
Self-study/Fifth-year Report Page Reference	Self-Study page reference, Standard Six, page 5

4. **Distance and Correspondence Education: Verification of Student Identity:** If the institution offers distance education or correspondence education, it has processes in place to establish that the student who registers in a distance education or correspondence education course or program is the same student who participates in and completes the program and receives the academic credit. . . .The institution protects student privacy and notifies students at the time of registration or enrollment of any projected additional student charges associated with the verification of student identity. (NECHE Policy 95. See also *Standards for Accreditation* 4.48.)

Method(s) used for verification:	The colleges e-Learning system, Moodle, meets these requirements by requiring a secure login and password for each student. All students that register for a course through HCC's Administrative system are assigned a unique student ID Number. Students are informed of the policy in the Student Handbook. https://www.hcc.edu/Documents/Publications/SHB/Student_Handbook_2019-2020_r2.pdf Publication: Student Handbook, Student Code of Conduct page 39
Self-study/Fifth-year Report Page Reference	Self-Study page reference; Standard four, page 18

5. **FOR COMPREHENSIVE EVALUATIONS ONLY: Public Notification of an Evaluation Visit and Opportunity for Public Comment:** The institution has made an appropriate and timely effort to notify the public of an upcoming comprehensive evaluation and to solicit comments. (NECHE Policy 77.)

URL	https://www.hcc.edu/about/neche-evaluation
Print Publications	*The Reminder*, July 16; *Daily Hampshire Gazette*, July 20; *MassLive*, week of Jul 20; *Holyoke Sun* (August 2020)
Self-study Page Reference	N/A

The undersigned affirms that HOLYOKE COMMUNITY COLLEGE (institution name) meets the above federal requirements relating to Title IV program participation, including those enumerated above.

Chief Executive Officer: Christina Royal Date: July 8, 2020

OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
At the institutional level:					
For general education if an undergraduate institution:					
List each degree program:					
1. Accounting Degree: B016 Certificate: B017	Departmental Annual Report, Business & Technology Division Annual Report, Five Year Program Reviews.	Percentage of students receiving specified grades in ACC courses. ACC 112 Cumulative Excel Project. Capstone Course ACC 215 Certified Bookkeeper Preparation.	Full time faculty in accounting review data annually and determine action plans.	The degree program was overhauled in 2018 and 2019 to redistribute learning outcomes and update for 21st century competencies. ACC 111 and 112 were reduced to 3 credits and SLOs redistributed. A new certificate was created and were available for Spring 2018.	AY2015
2. Addiction Studies – H024	http://catalog.hcc.edu/preview_program.php?catoid=7&poid=745&returnto=243	Must complete all certificate requirements.	Instructor, Program Coordinator and/or Chair by semester.		2017
3. Biology – X060 Biotechnology – X012	https://www.hcc.edu/Documents/Courses-Programs/Academic%20Divisions/Health%20Sciences/Biology/Biology-Student_Learning_Outcomes.pdf	Student generated work designed to showcase mastery of the subject matter and illustrate that they have achieved the SLO as developed by the Biology Department.	Department Faculty Members	The department is continually updating/changing/and looking at better options for best practices.	Spring 2016/Fall2016 N/A for X012
4. Business Administration Degrees: B011, B023, B026, B033, B034, B038, B045 Certificates: B010, B090, B078	Departmental Annual Report, Business & Technology Division Annual Report, Five Year Program Reviews.	None other than an annual review of course completion data as related to predetermined benchmarks.	Full time faculty in business (ACC, BUS, LAW, MGT and MKT) review data annually and determine action plans.	All career programs were evaluated and revised to include a standardized general education block and a standardized business core.	AY2019

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
5. Chemistry – N012	No formal list. Successful completion of program courses.	Personal contact and conversations, course level interactions, and post-graduation contact.	Individual faculty.	Adjustment of course requirements for major.	2016
6. Child & Family Studies, LS, A.S. - C012	http://catalog.hcc.edu/preview_program.php?catoid=7&poid=830&returnto=243		Faculty - through grading and review of student submissions.		First offered Fall 2018
7. CMTA Integrated Studies – H043	On the https://www.hcc.edu/courses-and-programs/areas-of-study/arts-and-humanities/communication-media-and-theater-arts College website. They are also published on program curriculum sheets and in our program brochures.	Most faculty use a variety of assessment, include homework assignments, exams/quizzes, papers, presentations and projects. The Theater program assesses students through coursework and performances. In the Electronic Media program, students must complete a portfolio. Communication students are evaluated through individual and group projects, papers, presentations, homework assignments and group activities and speeches.	Faculties interpret the evidence by examining the data related to each area of the Department.	Changes have been made in different ways. Course content has been restructured, content areas have shifted, supplemental instructors have been added to courses.	2015
8. Communications – H012	On the https://www.hcc.edu/courses-and-programs/areas-of-study/arts-and-humanities/communication-media-and-theater-arts College website. They are also published on program curriculum sheets and in our program brochures.	Communication students are evaluated through individual and group projects, papers, presentations, homework assignments and group activities and speeches.	Faculties interpret the evidence by examining the data related to each area of the Department.	Changes have been made in different ways. Course content has been restructured, content areas have shifted, supplemental instructors have been added to courses	2015
9. Computer Science - NO52	• Create computer applications in a variety of modern, high-level programming languages • Work in both independent and group coding environments • Create programs that conform to modern industry standards for computer science • Model mathematic and scientific principles in a computer environment • Adapt to the ever-changing field by mastering core programming concepts.	Final projects in CSI 106, CSI 254, and CSI 258.	Individual faculty members.	Revision each semester to project requirements / expectations.	N/A

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
10. Computer User Support - N067	• Work on the technical aspects of maintaining, troubleshooting, and repairing computer and network systems. • Begin an entry-level career as a network manager, "help desk" technician, microcomputer technician, and/or information support personnel. • Build the technical, managerial, and interpersonal skills to succeed in a variety of business and Information Technology settings.	Final projects in CSI 242, CSI 214.	Individual faculty members.	Revision each semester to project requirements / expectations.	Unknown
11. Cyber Security and Digital Forensics - N042	• Understand the vulnerabilities that exist in the digital world. • Gain hands-on experience by using modern security technologies. • Find solutions to the security flaws that exist in organizations. • Work in an environment that's suitable for both an individual and a group. • Predict upcoming security risks that show themselves on the horizon.	Final projects in CSI 106, CSI 242, CSI 105	Individual faculty members.	Revision each semester to project requirements / expectations.	N/A
12. Deaf Studies - H080	2009-2014 Self-Study Annual Reports https://www.hcc.edu/courses-and-programs/areas-of-study/arts-and-humanities/deaf-studies	None. Future plans: I am continuing to compile information on suitable methods for an ASL exit interview to assess students' level of achievement upon completion of the program and hope to institute the assessment within the next year or so.	As the Deaf Studies Department Head and the sole full-time faculty member, I review and interpret students' GPAs. In the future, however, I would like to be joined by another full-time faculty and/or an ASL adjunct.	A newly published textbook, Deaf Culture: Exploring Deaf Communities in the United States, has replaced an outdated book, Journey into the Deaf World, for DFS101: Introduction to Deaf Studies in Fall 2019.	Summer 2015
13. Developmental Disabilities – S013	http://catalog.hcc.edu/preview_program.php?catoid=7&poid=761&returnto=243	Must complete all certificate requirements.	Instructor, Program Coordinator and/or Chair by semester.		2017

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
14. Early Childhood Transfer, ECE A.S. - M027	http://catalog.hcc.edu/preview_program.php?catoid=7&poid=782&returnto=243	EDU 213 Student Teaching capstone course. Students interested in pursuing preK-3 licensing in the State of Massachusetts must pass one or more licensing examinations. EDU 210 students great a cross curricular thematic portfolio that showcases 5 lesson plans, reflective practices and creation of instructional materials.	Faculty - through grading and review of student submissions.	Advisors have initiated a revived effort to encourage students to take the MTEL Communication & Literacy (MTEL C&L) test prior to transferring to a bachelor's program, specifically just after completing ENG 102.	2017
15. Early Education & Care, ECE A.S. - M021	http://catalog.hcc.edu/preview_program.php?catoid=7&poid=831&returnto=243	EDU 213 Student Teaching capstone course. Students interested in pursuing preK-3 licensing in the State of Massachusetts must pass one or more licensing examinations. EDU 210 students great a cross curricular thematic portfolio that showcases 5 lesson plans, reflective practices and creation of instructional materials.	Faculty - through grading and review of student submissions.		2017
16. Electronic Media – H035 (As of Spring 2020, this program has been deactivated).	On the https://www.hcc.edu/courses-and-programs/areas-of-study/arts-and-humanities/communication-media-and-theater-arts College website. They are also published on program curriculum sheets and in our program brochures.	Students take a series of courses that culminate in a capstone experience and portfolio review.	In most instances, faculty interprets the evidence. Faculty from the depart evaluate student portfolios, along with a faculty member from outside the program.	Changes have been made in different ways. Course content has been restructured, content areas have shifted, supplemental instructors have been added to courses	2015
17. Elementary Education AS, A.A. - M029	http://catalog.hcc.edu/preview_program.php?catoid=7&poid=781&returnto=243 Please note: SLO's on the HCC website are not updated. Most updated version are included in the first section of this report.	Exploratory field experience is required in EDU 100, EDU 104, EDU 208, EDU 202 & EDU 271. An applied capstone experience is required in EDU 260 Principles of Teaching and Learning in Elementary School. Aligned with the Massachusetts Curriculum Frameworks. Students interested in pursuing preK-12 licensing in the State of Massachusetts must pass one or more licensing examinations, MTELs. EDU 175 MTEL- CLS Test Prep is a program requirement beginning summer 2020 to help students move toward transfer and DESE teacher licensure.	Faculty - through grading and review of student submissions.		2018

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
18. Engineering Studies - N079 Engineering Sciences - N082	At the institutional level: The general education outcomes for HCC include: • content knowledge • critical thinking and problem-solving • modeling and technology • communication • collaboration and active learning. From the College Catalog: Upon completion of this program, students will be able to: • apply knowledge of mathematics, science, and engineering • design and conduct experiments, as well as to analyze and interpret data • function on multidisciplinary teams	Each instructor teaching a required course for the degree evaluates the student's work in that course.	The method of evaluation is determined by the particular course instructor and may include exams, skill and competency tests, and special projects.	We are making slight changes to the program requirements to better serve student transfer to four-year institutions.	Spring 2016
19. English – H016 Creative Writing – H015	English: http://catalog.hcc.edu/preview_program.php?catoid=6&poid=666&returnto=211 Creative Writing: http://catalog.hcc.edu/preview_program.php?catoid=6&poid=676&returnto=211	Each of the two English options lists in detail which courses a student must successfully complete to achieve the stated outcomes for the Option and for the Arts and Humanities degree.	At the institutional level: The English Department assesses and makes changes to each Option as needed, but certainly on a yearly basis. Also, the English Department evaluates changes in graduation requirements to make sure that each Option is in line with those changes. For example, the English Option used to require that students take one cultural diversity course within the Department, but as of Fall 2020, the College has enacted a College-wide graduation requirement that students take one course with a Knowledge of Diversity label. Thus, the English Department has eliminated its own requirement and earned Knowledge of Diversity labels for four of its 200-level English courses.	See question 3.	2014 The pandemic of 2020 has interrupted work on the 2020 program review, in particular the Department's ability to participate in onsite visits by outside evaluators. We hope to complete the program review by June 30, 2021.

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
20. Environmental Science, Field Technician Option - M036	http://catalog.hcc.edu/preview_program.php?catoid=6&poid=685&returnto=211	Student generated materials designed to demonstrate their mastery of the subject matter and illustrate that they have achieved the stated outcomes are assessed by department faculty members. Examples are: • Student written reports • GIS generated maps • PowerPoint presentations Excel Spreadsheet use	Department faculty members.	The changes made to address any deficiencies in detail in student reports/presentations included providing the student with rubrics, outlines and examples of exemplary work from student peers.	2017
21. Environmental Science, Natural Resources Studies – X021 Transfer Option	http://catalog.hcc.edu/preview_program.php?catoid=6&poid=729&returnto=211	Student generated materials designed to demonstrate their mastery of the subject matter and illustrate that they have achieved the stated outcomes are assessed by department faculty members. Examples are: • Student written reports • GIS generated maps • PowerPoint presentations Excel Spreadsheet use	Department faculty members.	The changes made to address any deficiencies in detail in student reports/presentations included providing the student with rubrics, outlines and examples of exemplary work from student peers.	2017
22. Environmental Science, Transfer Option – M031	http://catalog.hcc.edu/preview_program.php?catoid=6&poid=654&returnto=211	Student generated materials designed to demonstrate their mastery of the subject matter and illustrate that they have achieved the stated outcomes are assessed by department faculty members. Examples are: • Student written reports • GIS generated maps • PowerPoint presentations Excel Spreadsheet use.	Department faculty members.	The changes made to address any deficiencies in detail in student reports/presentations included providing the student with rubrics, outlines and examples of exemplary work from student peers.	2017
23. FOH Career - M080	On Curriculum sheets: http://catalog.hcc.edu/preview_program.php?catoid=6&poid=664&returnto=211	We are developing a Capstone Course which will be piloted in Spring 2017 and put through curriculum in Fall 2016. We also periodically review student work using leap rubrics to assess primary general education outcomes. FOH graduates complete an exit survey which asks them to self-report general education outcomes.	Department Chair, Faculty with assistance of Office of Planning and assessment	Have updated course objectives for all core courses in program/major; continue to integrate additional assessment methods to capture information literacy and critical thinking in particular that are built into course assignments. Are in process of developing Capstone.	Not due for Program Review Until 2018

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
24. FOH Transfer - M081		We are developing a Capstone Course which will be piloted in Spring 2017 and put through curriculum in Fall 2016. We also periodically review student work using leap rubrics to assess primary general education outcomes. FOH graduates complete an exit survey which asks them to self-report general education outcomes.	Department Chair, Faculty with assistance of Office of Planning and assessment.	Have updated course objectives for all core courses in program/major; continue to integrate additional assessment methods to capture information literacy and critical thinking in particular that are built into course assignments. Are in process of developing Capstone.	Not due for Program Review Until 2018
25. Forensic Science Option – X074	They are in a Google Drive for Program Use.	It will be FRS 200: Forensic Science Capstone Course.	Annually by the Program Coordinator.	This is the first year since adopting new SLO's that FRS 201 was offered. There were only two students enrolled and then COVID-19.	2014
26. Geoscience Transfer Option, Environmental Science – M033	http://catalog.hcc.edu/preview_program.php?catoid=7&poid=842&returnto=243	Apply fundamental knowledge from the physical and historical geosciences and environmental sciences Communicate effectively Comprehend new and emerging issues in the Earth and environmental sciences particularly climate- and climate-change science. Describe how Earth environmental systems and human systems interact Function on multidisciplinary teams identify, formulate, and solve geoscientific/environmental problems Understand the impact of geoscience in a global, economic, environmental, and societal context.	Department faculty members	New Program Option	2017
27. GIS Elementary Education LS, A.S. - C004	http://catalog.hcc.edu/preview_program.php?catoid=7&poid=780&returnto=243 Please note: SLO's on the HCC website are not updated. Most updated version are included in the first section of this report.	Exploratory field experience is required in EDU 100, EDU 104, EDU 208, EDU 202 & EDU 271. An applied capstone experience is required in EDU 260 Principles of Teaching and Learning in Elementary School. Aligned with the Massachusetts Curriculum Frameworks. Students interested in pursuing preK-12 licensing in the State of Massachusetts must pass one or more licensing examinations, MTELs.	Faculty - through grading and review of student submissions.		2018

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
28. Human Services – H049	http://catalog.hcc.edu/preview_program.php?catoid=7&poid=769&returnto=243	Must complete all degree or cert. requirements. AA degree has a practicum course.	Instructor, Program Coordinator and/or Chair by semester.		2017
29. Human Services Cert. – H019	http://catalog.hcc.edu/preview_program.php?catoid=7&poid=819&returnto=243	Must complete all certificate requirements.	Instructor, Program Coordinator and/or Chair by semester.		2017
30. Information Technology Management - N066	• Work with technology from a variety of disciplines, including hardware, software, programming, and networking • Understand the role of technology in business and how it is applied • Work and communicate successfully in a business computing environment • Create, maintain, and interface with relational databases • Create simple programs using modern, high-level languages • Adapt to the ever-changing field by mastering core computing concepts.	Final projects in CSI 242, CSI 106, CSI 254 / 218, CSI 214.	Individual faculty members.	Revision each semester to project requirements / expectations.	Unknown
31. Learning Communities	College website and LC-RFP application form. https://www.hcc.edu/courses-and-programs/integrative-learning/learning-communities	Course completion rates, grade distribution, LC Student Survey, mid-semester SGIFs, faculty reflective interviews, syllabi review, sampling of student work products, e.g. papers, presentations, awards, etc.	LC Program Coordinators, ILC (Integrative Learning Committee), and LC Sub-committee.	Targeted LC course combinations, new scheduling options, and targeted professional development opportunities, e.g., workshops, LC retreat focus.	AY 2019-2020: In-house annual LC Program review via annual report preparation.
32. Liberal Arts and Science - H010	The LAS program goals are aligned with the General Education Outcomes, which are published in HCC Google Sites https://sites.google.com/a/hcc.edu/geac/ HCC Catalog as published on the HCC Website:	Institutional research data (retention, course completion, grade distribution, graduation rates, transfer rates); First Year Out Graduates Report.	Faculty, Department Chairs, Liberal Arts Coordinator, Academic Vice President, Deans.	Targeted Advising, Mandatory Orientation, Career Focus in New Student Orientation, the implementation of DegreeWorks.	2015

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
33. Mathematics Mass Transfer – N015 Mathematics General Transfer – N017	The department goals and outcomes are in accordance with both the broader HCC general education outcomes. They include: a) content knowledge, b) critical thinking and problem-solving, c) modeling and technology, d) communication, and e) collaboration and active learning. The current learning goals and outcomes for the Mathematics Option are published in the following locations: (1) the HCC website at: http://moodle.hcc.edu/course/view.php?id=25310 This site is available to the HCC community and the public; (2) the Mathematics Department Moodle site which is available to the full-time and adjunct faculty and which was developed in Fall 2016. There is also a Moodle Page for Developmental Mathematics Materials. The Mathematics Department also has a portion of a Prezi used to orient new mathematics, engineering, physics and chemistry students to the mathematics program each semester	In Spring 2017 the department completed in-depth curriculum mapping of both department learning outcomes and HCC general education outcomes. Our learning outcomes for graduates in the program are a) content knowledge, b) critical thinking and problem-solving, c) modeling and technology, d) communication, and e) collaboration and active learning. These outcomes are now being mapped at the course level so that graduates of our program will have experience with these goals throughout their coursework. Each instructor teaching a required course for the degree evaluates the student's work in that course. (The required major courses are MTH 113, 114, & 213 – Calculus I, II, and III, and one proof based course to our major. Calculus I and II (MTH 113 and 114) also include mastery content on derivatives and integrals. Currently, while we don't use the term, any of our 200 level courses MTH 213 or Calculus III, MTH 230 or Discrete Mathematics, or MTH 205 or Linear Algebra could be considered our "capstone course".) Method of evaluation is determined by the particular course instructor and may include exams, skill and competency tests, portfolios, and special projects. Other methods of assessment include assessment of our goals of oral and written communication, problem-solving, modeling and collaboration through venues such as the AMATYC and the Student Research League Competition, which our students participate in annually, and through individual research or honors projects students present at the Undergraduate Research Conference.	Evidence is first and foremost interpreted by the appropriate course instructors. Aside this, we are looking at course level outcomes, not only for out math majors, but also for all out students who take mathematics: - There are subcommittees that address various evidence: We have a Calculus subcommittee, and a self-paced subcommittee, and a 0-level committee. - 0-level committee and other departmental committees meet to analyze stats on course completion and discuss course content - Multiple measure initiatives, such as the GPA pilot, and the multiple pathways are constantly revised to help more students succeed in mathematics. This summer the department participated in a retreat to discuss our developmental courses. During the retreat we examined the content of the 0-level courses, and worked on revamping the sequence, to once again shorten DE pathways. We came up with a plan to revise all the DE courses we have, and offer 7 week courses. To fully make changes and create departmental materials that are customized to the needs of our students, the department would probably need some stipends or reassigned time, as this is a massive amount of work. The work will also require us to revise the self-paced sequence, and the Accuplacer tests. The department believes that this will substantially help our DE students so they spend less time and so they are more successful in their DE work.	Individual course instructors are always reviewing the data/evidence to see where improvements might be made. Linear Algebra and Differential Equations have become 4 credit courses to incorporate technology as requested by the program review and our partner transfer schools, so our majors are ready to transfer. Program has been also revised to add one proof based course, again to ensure our majors are competitive. For our general non-major courses, we have changed the entry pathways to allow more students access to college level courses. We also adopted that the GPA pilot permanently. These decisions were made based on recommendations of our O-level committee who interpreted data from IR.	Fall 2016 We have responded to evaluators' comments but the department chair has not yet been invited to discuss findings and the department's response.

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
34. Music – H025	Goals & Objectives (NASM terms) included in the Music Student Handbook, most recently updated in 2019 and available online here: https://www.hcc.edu/Documents/Courses-Programs/Academic%20Divisions/Arts-Humanities/Music/music%20student%20handbookupdated2019.pdf	Pre-graduation summary assessment, associated with MUS 274.	3-person faculty panel—part of jury exam adjudication for students in MUS 274	Initially, just used for information gathering. Now, part of MUS 274 grade. Department Chair has an individual meeting with each student prior, to make sure they have read and understood the requirement and expectations.	2009-10 (NASM self-study). Next one was scheduled for spring 2020. Reschedule date has not yet been determined.
35. Physics – N014 and N016	No formal list. Successful completion of program courses.	Personal contact and conversations, course level interactions, and post-graduation contact.	Individual faculty.		2011
36. Psychology – H060	The current SLOs for the Psychology Option are published in the following locations: (1) the HCC website under Courses and Programs at: http://catalog.hcc.edu/preview_program.php?catoid=7&poid=809&returnto=243 This site is available to the entire HCC community and the public. (2) the Psychology Department page on the HCC website under Courses and Programs, Areas of Study at: https://www.hcc.edu/courses-and-programs/areas-of-study/social-sciences/psychology This site is available to the entire HCC community and the public. (3) the Psychology Program and Advising Moodle site at: https://moodle.hcc.edu/course/view.php?id=19738#section-3 This site is available to all psychology students and advisors.	In addition to grades, the Department closely monitors course completion rates and the informal assessment of faculty members. While there is no capstone course in the Psychology Program, PSY 222 Research Methods in Psychology is typically one of the final courses students complete before graduating from HCC. This course is the only course to address all SLOs of the department. It is frequently used as an informal gauge of student mastery of program SLOs.	At the end of each semester, evidence of student success is reviewed by the psychology department chairperson, the psychology department program coordinator, and all psychology department faculty.	In FY 2020, perquisites changed for PSY 142 and all 200-level PSY courses, such that students are now required to pass PSY 110 with a minimum grade of C-. For PSY 222, students must pass PSY 110, PSY 142, and PSY 200 each with grades of C- or better. This perquisite change was made in effort to ensure students are prepared to succeed at every level as they proceed through the program requirements. Additionally, beginning in FY 2020, all 200-level PSY courses include the following statement in their course descriptions: *Students will be required to do activities using primary research articles.* This change was made to ensure all students had appropriate experience reading and working with primary research articles.	2016

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
37. Secondary Education, AS, A.A - M020	http://catalog.hcc.edu/preview_program.php?catoid=7&poid=779&returnto=243 Please note: SLO's on the HCC website are not updated. Most updated version are included in the first section of this report.	Exploratory field experience is required in EDU 100, EDU 202, EDU 208. EDU 175 MTEL- CLS Test Prep is a program requirement beginning summer 2020 to help students move toward transfer and DESE teacher licensure. Program is being revised in fall 2020 to update course options to align with revised SMKs.	Faculty - through grading and review of student submissions.		2019
38. Sociology/Anthropology - H060	The current learning goals and outcomes for the Sociology/Anthropology Option are published in the following locations: 1. the HCC website under Courses and Programs at: http://catalog.hcc.edu/preview_program.php?catoid=6&poid=701&returnto=211 This site is available to the entire HCC community and the public. 2. the Sociology/Anthropology Department Moodle site, which is currently available to Faculty members 3. Sociology/Anthropology Department presentation – **to be updated used to orient new Sociology/Anthropology students to the Sociology/Anthropology program each semester.	In addition to grades, the Department monitors course completion rates.	At the end of each semester, evidence of student success is reviewed by the Sociology/Anthropology department chairperson.	In FY 2019, A review of the course offerings was completed and needed updates were made to both course content and course offerings.	Spring 2016* *Site visit pending
39. Sport Management - B096	Departmental Annual Report, Business & Technology Division Annual Report, Five Year Program Reviews Program Reviews.	None other than an annual review of course completion data as related to predetermined benchmarks.	Instructor of Sport Management and Sport Law courses reviews data annually and determine action plans.	As a result of recommendation from the most recent program review an event planning course was added to the degree.	AY2015

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
40. Theater – H011	Outcomes are published in several places. They are on College website https://www.hcc.edu/courses-and-programs/areas-of-study/arts-and-humanities/communication-media-and-theater-arts They are also published on program curriculum sheets and in our marketing materials.	The theater program maps program level outcomes by emphasizing theater process. The program is scaffolded with courses in performance and technical theater enabling the student to build from content in other theater courses and to see theater making from a variety of lenses. In addition to the performance aspect of theater, the program incorporates a Theater History and Introduction to Theater to assist students with their understanding of the importance of theater as well as a broad comprehension of the social and political world reflected in the art.	Theater students are required to participate in 2 Theater Practicums Throughout their time at HCC. These Practica require students to Participate in the main stage productions on campus (Actors, Designers, Technicians, Stage Managers). The production assignments are designed to provide practical (and observable) evidence of the content learned throughout the curriculum. This requirement functions like a jury in music or a portfolio for EMS/Art.	Theater faculty at HCC are primarily responsible for interpreting the demonstrated outcomes. Each semester 2 faculty members oversee The practicum assignments and Provide post production feedback and an action plan for future study in theater arts. In addition, the department works with the American College Theater Festival to arrange for an outside respondent to learn about the department, the students, and provide feedback about departmental outcomes in the theater arts.	2015
41. Visual Art – H031 Graphics – H042 Graphic Design Cert – H034 Photography- H041 (retired December 2019)	General Education Outcomes, Program Goals, and Student Learning Outcomes (SLO's) for program options are published in internal HCC documents: 5yr Review + Annual Reports, course syllabi, and HCC online catalog.	• individual course embedded assessments • review/critique of individual student projects • mid-term + final critiques • portfolio development and individual based portfolio review • portfolio review with transfer institutions	• faculty • ongoing group and individual critiques with students	• course revisions • new courses, and curriculum changes	2016

Institutions selecting E1a should also include E1b.

Note: Please see the Statement on Student Achievement and Success Data Forms (available on the NECHE website: www.NECHE.org) for more information about completing these forms.

OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *	(6) Date and nature of next scheduled review.
HCC's Culinary Arts Certificate is Accredited by the American Culinary Federation Education Foundation Accrediting Commission (ACFEFAC)	2013	NONE	Standards and competencies set for faculty, curriculum and student services are met.	Late 2020 or early 2021: Self-Study Report and Site Visit
ASN- Massachusetts Board of Nursing	June 2018	Follow-up report was required by the BORN regarding updated policies 2018. BORN is not requesting any additional information 2019-2020 and the program remains on Full Approval status.	Licensure pass rates, employment and program satisfaction	10 years unless NCLEX pass rates were to drop below 77% for 3 years in a row or 3 times within a 5 year period
ASN ACEN	Accreditation with conditions 6/2018	Lack of documentation in 6.1 and 6.2 regarding evaluation of program outcomes. Follow-up report completed and accepted on Feb 15, 2019	Licensure pass rates, employment rates, program satisfaction, Program completion rates	7 years/ Spring 2026
PN Massachusetts Board of Nursing	March 2019	Full Approval status by BORN in June 2019. Yearly report completed and submitted each October as required, accepted/ approved by BORN	Licensure pass rates, employment and program satisfaction	10 years unless NCLEX pass rates were to drop below 77% for 3 years in a row or 3 times within a 5 year period
PN ACEN	Accreditation March 2019	Full accreditation	Licensure pass rates, employment rates, program satisfaction, Program completion rates	5 years/ Spring 2024
AVMA CVTEA	April 28, 2019		VTNE pass rates Surveys of graduates and employers Evaluations of students after externships Program personnel evaluations	9/10/20: Biennial report to address unmet deficiencies 2024: Next full accreditation site visit
NASM (National Association of Schools of Music)	2010	The following were listed in Visitors' Report and addressed in our Optional Response: • The Mission Statement of the Department, at the time, did not reference community relations • The building and facilities inadequate for music use—specifically, flawed in terms of acoustical treatments and sound isolation. • Condition of practice room pianos • Confusing course numbering system • Wording of NASM accreditation statement in published documents	Academic criteria too numerous to list. Here is a link to the NASM Handbook which lists the Standards: https://nasm.arts-accredit.org/accreditation/standards-guidelines/handbook/	Self-study originally due March 2020; Visiting Evaluators originally April 27-28, 2020. Reschedule date has not been determined.

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *	(6) Date and nature of next scheduled review.
Joint Review Committee on Education of Radiologic Technologists (JRCERT)	August 23, 2016	From the JRCERT: "In the spirit of continuous quality improvement, the program is advised to continue refinement of its assessment plan. Program officials are strongly advised to attend a JRCERT-sponsored Outcomes Assessment Conference."	Program Effectiveness Data Annual reporting of: Five-year average credentialing examination pass rate of not less than 75 percent at first attempt within six months of graduation; Five-year average job placement rate of not less than 75 percent within twelve months of graduation; Program completion rate; Graduate satisfaction; Employer satisfaction	Interim Report completed and submitted for review June 2020-waiting for response from JRCERT.

*Record results of key performance indicators in form 8.3 of the Data First Forms.

Institutions selecting E1b should also include E1a.

HOLYOKE COMMUNITY COLLEGE

(an agency of the Commonwealth of Massachusetts)

FINANCIAL STATEMENTS AND MANAGEMENT'S DISCUSSION AND ANALYSIS

JUNE 30, 2019

HOLYOKE COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Financial Statements and Management's Discussion and Analysis

June 30, 2019 & 2018

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O'Connor & Drew P.C.
Certified Public Accountants

INDEPENDENT AUDITORS' REPORT

To the Board of Trustees of
Holyoke Community College
Holyoke, Massachusetts

Report on the Financial Statements
We have audited the accompanying financial statements of Holyoke Community College (an agency of the Commonwealth of Massachusetts) (the "College"), which comprise the statements of net position as of June 30, 2019 and 2018 and the related statements of revenues and expenses, changes in net position and cash flows for the years then ended, and the related notes to the financial statements, which collectively comprise the College's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements
Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibilities
Our responsibility is to express an opinion on these financial statements based on our audits. We did not audit the financial statements of Holyoke Community College Foundation, Inc. (the "Foundation") as discussed in Note 1. Those statements were audited by other auditors whose report has been furnished to us, and our opinion, insofar as it relates to the amounts included for, is based solely on the report of the other auditors. We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards,* issued by the Comptroller General of the United States. Those standards require that we plan and perform the audits to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditors consider internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

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We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinions
In our opinion, based on our audits and the report of other auditors, the financial statements referred to above present fairly, in all material respects, the respective financial position of the College as of June 30, 2019 and 2018, and the respective changes in financial position and, where applicable, cash flows thereof for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Required Supplementary Information
Accounting principles generally accepted in the United States of America require that management's discussion and analysis and the required supplementary information as listed in the table of contents be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Reporting Required by *Government Auditing Standards*
In accordance with *Government Auditing Standards,* we have also issued our report dated October 8, 2019, on our consideration of the College's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Holyoke Community College's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the College's internal control over financial reporting and compliance.

O'Connor + Drew, P.C.

Certified Public Accountants
Braintree, Massachusetts

October 8, 2019

The following discussion and analysis provides management's view of the financial position of Holyoke Community College (the College) as of June 30, 2019, 2018 and 2017, and the results of operations for the years then ended. This analysis should be read in conjunction with the College's financial statements and notes thereto which are also presented in this document.

GASB Statement No. 68 of the Governmental Accounting Standard Board (GASB), Accounting and Reporting for Pensions establishes new standards for how governmental employers that contribute to pension plans report liabilities and plan details on their financial statements. GASB 68 requires that the Commonwealth report its unfunded pension liability on its statements of net position. As permitted by GASB 68, the Commonwealth will report its net pension liability as of June 30, 2018 on the FY 2019 statements. The pension plan is a cost sharing multiple-employer plan that pools retirement assets to pay benefits to any participating plan members. GASB 68 requires that pension liabilities and costs must be allocated to participating employers including Holyoke Community College. Holyoke Community College's FY 19 statements reflect the implementation of GASB 68. Please see footnote 12, on page 45.

GASB Statement No. 75 of the Governmental Accounting Standard Board (GASB), Accounting and Reporting for Postemployment Benefits Other Than Pensions completes the previously implemented GASB No. 68 (for pensions) standard for reporting the Commonwealth's unfunded postemployment liabilities on its statements of net position. Please see footnote 13, on page 51.

The College is a public institution of higher education serving approximately 10,100 students, with 124 faculty and 277 staff, as well as part-time faculty and employees. The campus is located in Holyoke, Massachusetts. The College offers more than 80 programs of study leading to an associate's degree, certificate programs and noncredit programs.

Financial Highlights

- At June 30, 2019, the College's assets of $93,980,712 and deferred outflows of resources of $7,798,188, totaling $101,778,900 exceeded its liabilities of $46,460,307 and deferred inflows of resources of $6,783,781 by $48,534,812. At June 30, 2018, the College's assets of $81,613,298 and deferred outflows of resources of $4,703,835, totaling $86,317,133 exceeded its liabilities of $45,200,888 and deferred inflows of resources of $4,584,961 by $36,531,284. At June 30, 2017, the College's assets of $72,471,652 and deferred outflows of resources of $3,140,013, totaling $75,611,665 exceeded its liabilities of $47,280,198 and deferred inflows of resources of $4,189,970 by $24,141,497. These resulting net assets are summarized into the following categories:

	2019	2018	2017
Net invested in capital assets	$ 63,800,079	$ 49,533,521	$ 35,120,301
Restricted, expendable	1,051,672	836,839	639,835
Unrestricted	(16,316,939)	(13,839,076)	(11,618,639)
Total net position	$ 48,534,812	$ 36,531,284	$ 24,141,497

- The Restricted, expendable net assets may be expended at the discretion of the Board of Trustees, but only for the purposes for which the donor or grantor intended.
- Total Net Position reflects the impact of the College's portion of the Commonwealth's unfunded pension liability of $10,032,605 in FY19, $8,931,979 in FY18, and $9,496,282 in FY17. Significantly impacting the College's net position in FY 2018 is the recognition of unfunded postemployment benefits other than pensions in the amount of $17,621,918. The College's Beginning Net Position was restated and reduced by $16,458,761 in Fiscal 2018 for the prior year restatement.
- The FY19 increase is attributable to an increase in capital appropriation of $15,559,657. The increase was negatively impacted by unfunded liabilities expenses (net) of $614,988 for pensions and $896,747 for postemployment benefits other than pensions, totaling $1,511,735. The impact of the current year's postemployment benefits was offset by $972,473 of investment gains. These combined impacts delivered an increase in the College's Net Position of $12,003,528. The FY18 increase is attributable to an increase in capital appropriation of $12,525,294. The increase was negatively impacted by unfunded liabilities expenses (net) of $245,156 for pensions and $824,666 for postemployment benefits other than pensions, totaling $1,069,822. The impact of the current year's postemployment benefits was offset by $1,088,178 of investment gains. These combined impacts delivered an increase in the College's Net Position of $12,389,787. The FY17 increase is the result of a $5.3 million increase in capital appropriations due ongoing capital projects – the energy project and the renovation of the Marieb building – as well as the positive impact of net investment income of $1.5 million. More information can be found in the capital assets discussion in this report and footnote 5 on page 38.
- The Holyoke Community College Life Sciences Grant contributed $3.2 million towards the increase in capital as part of the Marieb Building renovations and the "Clean Room" training facility. The total cost of the renovations was $5.8 million and the project was completed for occupancy in January 2019.

- The Holyoke Community College Campus Center underwent a major renovation and the project was completed in the summer of 2019 and ready for occupancy in the July 2019. The entire project was budgeted at $43.5 million dollars with project-to-date expenditures of $14.5 million in fiscal 2019, $12.5 million in fiscal 2018 and $2.8 million in fiscal 2017.
- The Holyoke Community College/MGM Culinary Arts Institute in downtown Holyoke opened in the spring 2018. The Institute is supported by a combination of state, federal and private funding estimated at approximately $6.7 million. The total project cost is supported by $1.55 million construction grant to the Foundation from the U.S. Department of Commerce, a $1.75 million equipment grant from the Massachusetts Executive Office of Housing and Economic Development, $400,000 from the City of Holyoke through the City's surrounding communities agreement with MGM, $100,000 directly from MGM, and $2.9 million from HCC and the HCC Foundation. The College will lease the space, approximately 19,888 square feet in a former industrial building in the Holyoke Innovation District, from the HCC Foundation. During the first two years of occupancy, the rent will include the College's financial contribution of $1.9 million to the construction of the space, paid as supplemental rent. The facility includes a production kitchen, demonstration kitchen, bakery lab, hot lab, dining room, and laundry area, along with classrooms, offices, conference space and various support spaces.

Overview of the Financial Statements

The College's financial statements comprise two primary components: 1) the financial statements and 2) the notes to the financial statements. Additionally, the financial statements focus on the College as a whole, rather than upon individual funds or activities.

In May 2002, GASB issued Statement No. 39 of the Governmental Accounting Standards Board (GASB), *Determining Whether Certain Organizations are Component Units (an amendment of GASB 14)*. GASB 39 establishes new criteria for evaluating the need to include component units of the College. The College adopted GASB 39 as of July 1, 2003.

The Holyoke Community College Foundation (Foundation) is a legally separate tax-exempt component unit of Holyoke Community College. The Foundation acts primarily as a fund-raising organization to supplement the resources that are available to the College in support of its programs. The board of directors of the Foundation is self-perpetuating and primarily consists of graduates and friends of the College. Although the College does not control the timing or the amount of receipts from the Foundation, the majority of resources received or held by the Foundation are restricted to the activities of the College by the donors. Because these resources held by the Foundation can only be used for the benefit of the College, the Foundation is considered a component unit of the College and is discretely presented in the College's financial statements.

Management's Discussion and Analysis is required to focus on the College, not its component unit.

The Financial Statements

The financial statements are designed to provide readers with a broad overview of the College's finances and are comprised of three basic statements.

The Statements of Net Position presents information on all of the College's assets and liabilities, with the difference between the two reported as net assets. Over time, increases or decreases in net assets may serve as a useful indicator of whether the financial position of the College is improving or deteriorating.

The Statements of Revenues and Expenses presents information showing how the College's net assets changed during the most recent fiscal year. All changes in net assets are reported as soon as the underlying event giving rise to the change occurs, regardless of the timing of related cash flows. Thus, revenues and expenses are reported in this statement for some items that will only result in cash flows in future fiscal periods (e.g. the payment for accrued compensated absences, or the receipt of amounts due from students and others for services rendered).

The Statements of Cash Flows is reported on the direct method. The direct method of cash flow reporting portrays net cash flows from operations as major classes of operating receipts (e.g. tuition and fees) and disbursements (e.g. cash paid to employees for services). The Government Accounting Standards Board (GASB) Statements 34 and 35 require this method to be used. In accordance with GASB 39, the Foundation is not required to present the *Statements of Cash Flows*.

The financial statements can be found on pages 19-23 of this report.

Holyoke Community College reports its activity as a business-type activity using the full accrual measurement focus and basis of accounting. The College is a component unit of the Commonwealth of Massachusetts. Therefore, the results of the College's operations, its net assets and cash flows are also summarized in the Commonwealth's Comprehensive Annual Financial Report in its government-wide financial statements.

Notes to the Financial Statements

The notes provide additional information that is essential to a full understanding of the data provided in the financial statements. The notes provide information regarding both the accounting policies and procedures the College has adopted, as well as additional detail of certain amounts contained in the financial statements. The notes to the financial statements can be found on pages 24-59 of this report.

Financial Analysis

As noted earlier, net position may serve over time as a useful indicator of the College's financial position. The College's assets exceeded liabilities by $48,534,812 and $36,531,284 and $24,141,497 at the close of FY19, FY18 and FY17, respectively. There was a restatement of FY17 to reflect the Postemployment Other than Pensions unfunded liability reducing the excess by $16,458,761 to $24,141,497.

In FY19, the increase was negatively impacted by unfunded liabilities expenses (net) of $614,988 for pensions and $896,747 for postemployment benefits other than pensions. These combined impacts delivered an increase in the College's Net Position of $12,003,528. In FY18, the increase was negatively impacted by unfunded liabilities expenses (net) of $245,156 for pensions and $824,666 for postemployment benefits other than pensions. These combined impacts delivered an increase in the College's Net Position of $12,389,787.

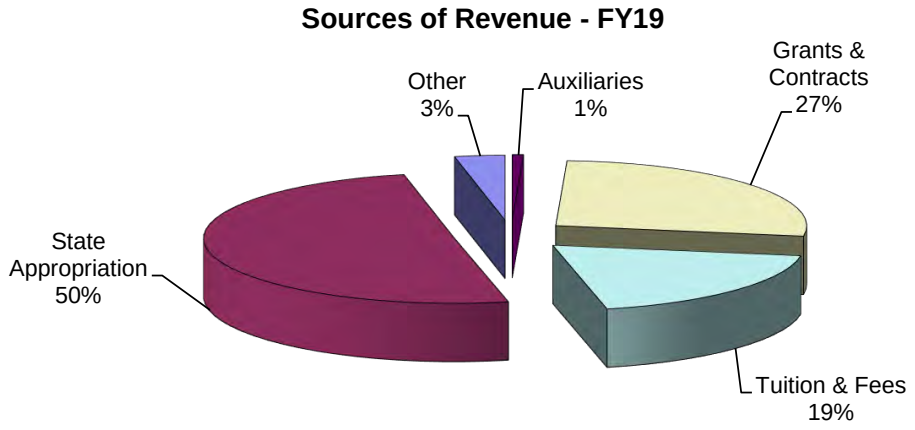
The largest portion of the College's net position reflects its investment in capital assets (e.g., land, buildings, machinery, and equipment); less any related debt used to acquire those assets that is still outstanding. In FY19, investment in capital assets totaled $63,800,079 or 62.39% of total assets. In FY18, investment in capital assets totaled $49,533,521 or 57.22% of total assets. The College uses these capital assets to provide services to students, faculty, administration, and the community. Consequently, these assets are not available for future spending. Although the College's investment in its capital assets is reported net of related debt, it should be noted that the resources needed to repay this debt must be provided from other sources, since the capital assets themselves cannot be used to liquidate these liabilities. Also, in addition to the debt noted above, which is reflected in the College's financial statements, the Commonwealth of Massachusetts regularly provides financing for certain capital projects through the issuance of general obligation bonds. These borrowings by the Commonwealth are not reflected in these financial statements.

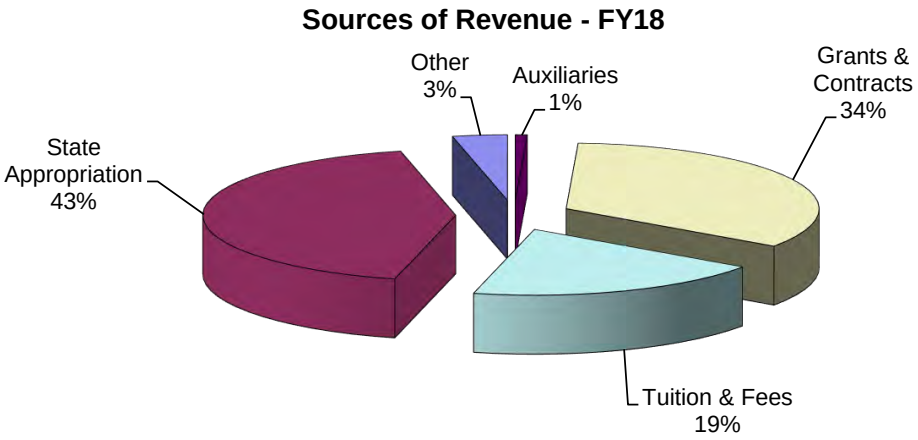
The restricted portion of the College's net position represents resources that are subject to external restrictions on how they must be used. In FY19, restricted net position totaled $1,051,672 or 1.0% of total assets. In FY18, restricted net position totaled $836,839 or 1.0% of total assets. In FY17, restricted net position totaled $639,835 or 0.9% of total assets.

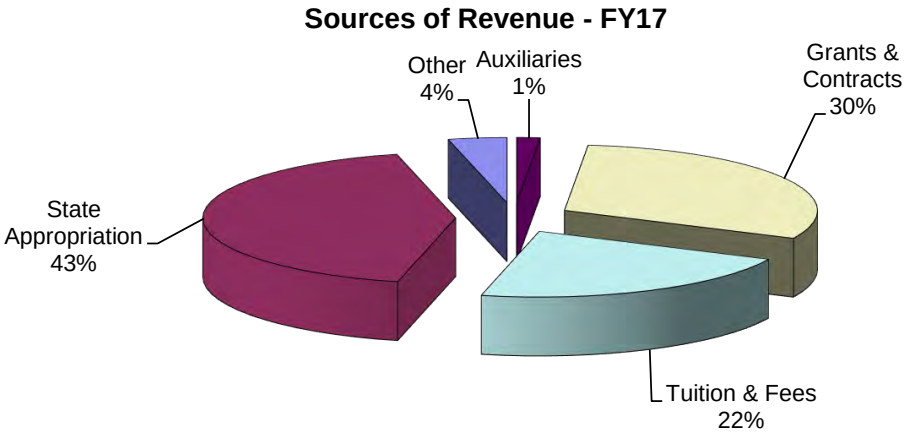
Unrestricted net position reflects the impact of unfunded postemployment benefits totaling $27,654,523. The accumulated impact of the GASB 68 and 75 postemployment benefit accounting on net positon is $10.0 million for pensions and $17.6 million for other postemployment benefits. In FY19, unrestricted net position is a negative $16,316,939, in FY18, unrestricted net position is a negative $13,839,076 and FY17 is restated from $4,840,122 to a negative $11,618,639.

The College's net position increased $12,003,528 in fiscal 2019, $12,389,787 in fiscal 2018 and $6,042,439 in fiscal year 2017 before the implementation of GASB 75. The implementation of GASB 75 resulted in a restatement to decrease net position by $16,458,761 in fiscal 2017 financial statement presentation.

Changes in Net Position	Year ended June 30 2019	2018	2017
Operating revenues:			
Tuition and fees, net of tuition waivers, and remissions	$ 11,395	11,959	13,573
Other operating sources	17,561	22,741	20,895
Total operating revenues	28,956	34,700	34,468
Operating expenses:	63,451	62,289	61,702
Net operating loss	(34,495)	(27,589)	(27,234)
Nonoperating revenues (expenses):			
State appropriation	30,197	26,612	26,694
Other nonoperating income (expenses)	742	842	1,260
Total nonoperating revenues	30,939	27,454	27,954
Income (loss) before other revenues, expenses, gains, or losses	(3,556)	(135)	720
Capital revenues (expenses):			
State capital appropriations	15,560	12,525	5,322
Net capital revenues	15,560	12,525	5,322
Increase (decrease) in net position	12,004	12,390	6,042
Net position:			
Beginning of year	36,531	24,141	18,099
End of year	$ 48,535	36,531	24,141


Sources of Revenue - FY19
Other
3%
Auxiliaries
1%
Grants &
Contracts
27%
State
Appropriation
50%
Tuition & Fees
19%


Sources of Revenue - FY18
Other
3%
Auxiliaries
1%
Grants &
Contracts
34%
State
Appropriation
43%
Tuition & Fees
19%



Revenue from all sources (excluding capital appropriations) totaled $60,125,292, $62,400,471 and $62,684,257 in FY19, FY18 and FY17, respectively.

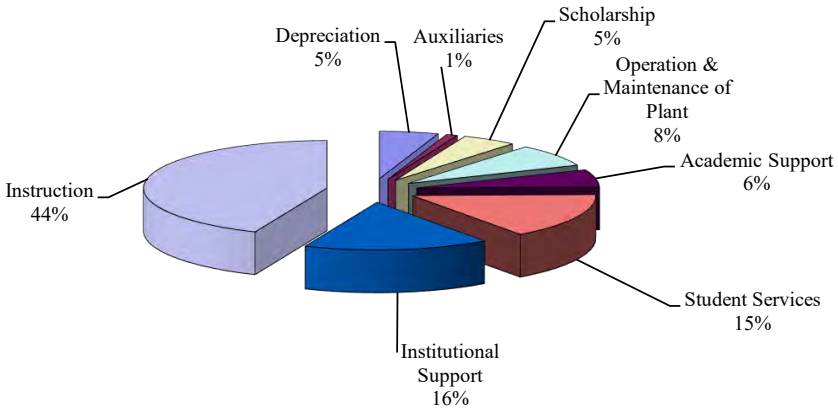
Highlights of revenue include:

- State appropriations, which include the cost of fringe benefits (excluding capital appropriations), totaled $30,197,275, $26,611,846 and $26,693,503 in FY19, FY18 and FY17, respectively, and amount to 50.2%, 42.6%, 42.6% of all revenue in FY19, FY18 and FY17, respectively. In FY19, the State Appropriation increased $3,585,429 or 13.47% from prior year. In FY18, the State Appropriation decreased $81,657 or 0.31% from prior year. In FY17, the appropriation increased $1,933,690 or 7.8% from prior year.
- The category tuition and fees represents approximately 44% of our unrestricted revenue and totaled $22,604,228, $23,328,820 and $23,681,147 in FY19, FY18 and FY17, respectively. Of this amount, $11,209,338, $11,370,193 and $10,108,440 are tuition and fees paid by various financial aid programs including local funds designated by the College. In FY19, tuition and fees per credit hour were increased $10 or 5.5%; this increase was substantially offset by an 7.9% decline in credit hours enrollment, resulting in a net 3% decrease before allowances and discounts. In FY18, tuition and fees per credit hour were increased $5 or 2.8%; this increase was substantially offset by a 5.1% decline in credit hours enrollment, resulting in a net 1.5% decrease before allowances and discounts. In FY17, tuition and fees per credit hour were

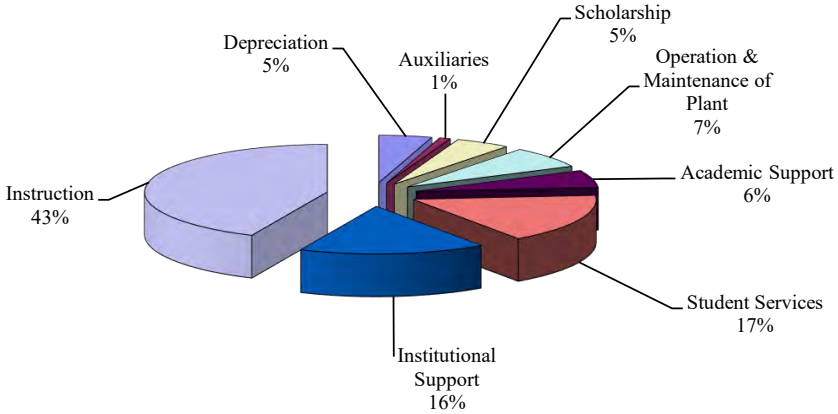
increased $14 or 10.2%; this increase was substantially offset by a 7.1% decline in credit enrollment, resulting in a net 1.5% increase before allowances and discounts.

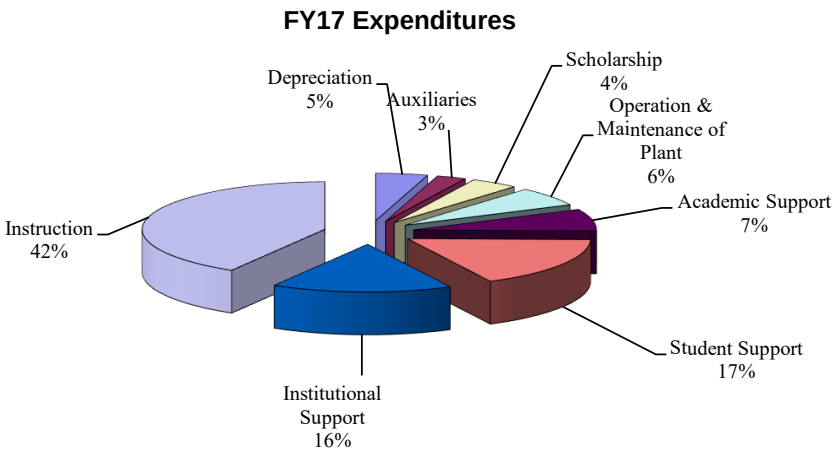
- A 6% decline in enrollment is anticipated for the coming year, FY20, and the decline is expected to be offset by a $8 per credit hour Tuition and Fee increase.
- The category Grants and Contracts totaled $16,155,724, $21,170,284 and $19,132,374 in FY19, FY18 and FY17 respectively, of which $12,771,725, $12,717,168 and $11,492,940 was state and federal student financial aid. Grants and contracts for college programs were $3,384,000 in FY19, $8,453,116 in FY18 and $7,639,434 in FY17. In FY19, the decrease is principally due to state grant funding in FY18 for the Marieb Building renovations and Capital Skills equipment funding. In FY18, the increase is attributable to recognition of $3.2 million in grant income from MA Life Sciences Center for the renovation of Marieb that exceeded the culinary equipment grant in the prior year. The increase in FY17 is due to a state grant for culinary equipment for $1.5 million and an HCC Foundation gift to the college of $1.1 million of which $750K is for the Marieb Building Life Sciences project equipment.
- Auxiliary enterprises revenue is comprised principally of College bookstore operation, and is reported net of sales that are paid by financial aid. Auxiliary revenue totaled $434,997, $476,340, and $938,152 in FY19, FY18, and FY17, respectively. Not included in these amounts are sales paid by financial aid of $169,695 in FY19, $191,124 in FY18 and $718,265 in FY17. Half-way through FY17, the College Store model changed from on-ground book sales to on-line book sales through a bookseller. This was primarily driven by the relocation of the College Store to temporary space while the renovation of the Campus Center takes place through the fall of 2019. The change in model will substantially decrease Auxiliary enterprises revenue, as the revenue received from online book sales will be limited to commissions from those sales, plus the sales of educational supplies, incidentals and convenience items at the on-ground store. Sales decreased by $41,343, $461,812 and $401,509 in FY19, FY18 & FY17, respectively.
- Other sources of revenues in this discussion include the Other Sources reported under Operating Revenues, in the Statement of Revenues and Expenses, and represents Sales and Services of Educational Departments and Commissions. Other operating revenues amounted to $969,933, $1,095,196 and $824,220 in FY19, FY18 and FY17, respectively.

FY19 Expenditures



FY18 Expenditures





Highlights of expenditures include:

In the current year, the College had a net postemployment benefit expense of $1,511,735, resulting from the College's allocation of the Commonwealth's Net Pension and Other Postemployment Benefit Liability impacting all expense categories except Scholarships and Depreciation. The following program expense category results are as follows:

- ***Instruction and Academic Support*** in the current year costs increased $855,975 was due to increased Postemployment Other than Pensions Benefit costs of $478,863 and increased expense of $329,628 for unfunded pension liability. In FY18, costs increased $371,207 was due to increased Postemployment Other than Pensions Benefit costs of $490,178.

- ***Scholarships*** (payments directly to students) in the current year increased $52,848. This is principally due to Pell federal grant decreasing by $565,845 being offset by increased state grant funding. In FY18, scholarships increased $425,527. This is principally due to Pell federal grant increasing $901,119 with approximately half of the increase being applied to tuition and fees. In FY17, the amount decreased by $328,382 primarily due to Pell awards decreasing $1.4 million.

- ***Operation and maintenance of plant*** increased by $330,770 in the current year, primarily due to higher energy and construction costs. In FY18, this category increased by $530,950, primarily due to higher energy and construction costs. In FY17, this category decreased by $162,212, primarily due to open positions.

- ***Institutional support*** increased by $118,171 in the current year principally due to increased expense for unfunded pension liabilities of $138,996 and postemployment benefits other than pension expense or $94,707 that was offset by lower salaries due to open positions. In FY18, this category increased by $415,125, principally due to amortized rent for the new Culinary Arts Institute totaling $235,848 and postemployment benefit costs other than pensions of $125,684. In FY17, this category increased by $755,261 due to workers compensation charges increasing by $303,298, fringe benefit costs increasing by $172,267, Campus Center project expenses, maintenance and public safety overtime, collective bargaining increases, and student account write-offs accounted for the balance of the increase.

Expenditure classifications are defined below:

- ***Instruction***—costs directly related to the classroom, i.e., faculty salaries, instructional supplies, and equipment.

- ***Academic support***—academic computing, library, academic administration.

- ***Student services***—Admissions, Registrar, and Financial Aid offices, as well as counseling, tutoring, interpreters and athletics.

- ***Scholarships***—all student aid including federal, state, and private grants, i.e., Pell, S.E.O.G., Mass State Cash Grants and Mass State Scholarship which was not used to pay tuition and fees.

- ***Public services***—includes funds expended for activities established primarily to provide non-instructional service programs to individuals and groups external to the institution.

- ***Operation and maintenance of plant***—all costs of operating and direct maintenance of the physical plant and grounds.
- ***Institutional support***—President's office, business operations, development office, and all other administrative functions including campus police.
- ***Auxiliary***—Bookstore. Because dining services is operated by a private contractor, any expenses related to this activity are categorized under Institutional Support.

Non-operating Revenues and Expenses

For non-operating revenues and expenses, the Commonwealth's unrestricted appropriation increased $1,772,006, or 6.7% in FY19, decreased $104,892, or 0.4% in FY18, and increased $1,747,245, or 7.1% in FY17. The unrestricted state appropriation is the primary funding provided by the Commonwealth to support the operation of the College.

Investment gains were $972,473, $1,088,178, and $1,523,301 in FY19, FY18 and FY17, respectively.

Loss from Operations

Due to the nature of public higher education, institutions incur a loss from operations. The Commonwealth's Board of Higher Education sets tuition. The College sets fees and other charges. Commonwealth appropriations to the College make up the loss from operations not covered by tuition and fees. The College, with the purpose of balancing educational and operational needs with tuition and fee revenue, approves budgets to adequately manage the operation of the institution taking into consideration such issues as physical plant maintenance, delivery of instruction and student services, long range plans, and enrollment growth.

The following schedule presents the College's incurred losses from operations for the fiscal years ended June 30, 2019, 2018, and 2017 before pension adjustment:

	Year ended June 30		
	2019	**2018**	**2017**
Tuition and fee revenue	$ 11,394,890	11,958,627	13,572,707
Other revenue	17,560,654	22,741,820	20,894,746
Operational expenses	(63,450,864)	(62,289,339)	(61,701,802)
Operating loss	(34,495,320)	(27,588,892)	(27,234,349)
Commonwealth direct appropriations, fringe benefits for employees on the Commonwealth's payroll, net of remitted tuition to the Commonwealth	30,197,275	26,611,846	26,693,503
Other nonoperating revenues, net	741,916	841,539	1,260,579
Net change before capital appropriations	$ (3,556,129)	(135,507)	719,733

Capital Assets and Debts of the College

Capital Assets

The College's investment in capital assets as of June 30, 2019, 2018 and 2017 amounts to $63,800,079, $49,533,521 and $35,120,301, respectively, net of accumulated depreciation. This investment in capital assets includes land, buildings (including improvements), furnishings, and equipment (including the cost of capital leases). Capital assets increased by $14,266,558 or 28.8% in FY19, $14,413,220 or 41.9% in FY18 and by $6,561,964 or 22.9% in FY17.

The College will use operating funds and proceeds from bond financing to invest in capital projects that enhance student services and learning.

The College was awarded a $3,800,000 grant from Massachusetts Center for Life Sciences to renovate 13,000 square feet of space in the Marieb building to create a Center for Life Sciences. The Center for Life Sciences is a $4,550,000 project that includes the only clean room in Western Massachusetts to support training for students, faculty, and

industry partners. The schematic design of the project began during the summer of 2015, construction started in the third calendar quarter of 2017 with occupancy fall 2018.

In August of 2015, Governor Baker announced that the state would fund $2,500,000 for the design phase of improvements to the Campus Center. Additional funds of approximately $8,500,000 were approved in March of 2016 to move the project forward. The construction will include new exterior sheathing, new windows and doors, and new mechanical and electrical systems. Once the campus center is completed it will house the college store, admissions, student activities, testing and advising services, and expanded cafeteria seating and food service area. This overall $43,500,000 project began during summer of 2017, and was substantially completed in July of 2019, with operations beginning fall semester of 2019.

The Massachusetts Department of Capital Maintenance & Management (DCAMM) and Holyoke Community College are collaborating on an Accelerated Energy Program for the campus. The total cost of the project is approximately $6.2 million. Holyoke Community College has pledged to reimburse DCAMM $3.0 million of the total project cost over the next 20 years with the funds realized from energy cost savings. The project includes a new energy management system and new mechanical equipment including digital variable air volume controllers, pump motors, and related controls. The project also includes LED lighting upgrades, and a hybrid solar voltaic/hot water system.

All capital asset purchases are budgeted in the College's annual spending plan, which is approved by the board of trustees. Additional information about the College's capital assets can be found in note 5 on page 38 of this report.

Long-Term Liabilities

In preparation for the acquisition and renovation of the new Center for Health Education, the College borrowed $7 million in October 2012 through the Massachusetts Development Finance Agency (MDFA). The bonds will be paid over a twenty-year period.

The College retired in FY13 the 2003 Series Bond balance of $3,600,000 with the proceeds from the 2012 MDFA Revenue Bonds. The College carries debt balances of $7,210,000 for the 2012 series MDFA Revenue Bond, and $3,954,923 for compensated absences and workers compensation. The accrual for compensated absences consists of the long-term portion of sick and vacation pay relating to employees on the College's payroll.

Finally, the college will be paying off the $3.0 million energy improvements loan from the Commonwealth over the next 20 years at 4.0% interest beginning in FY20.

Economic Factors and Next Year's Tuition and Student Fee Rates

The Governor and Legislature continue to strive to support public higher education in Massachusetts by increasing funding to the College in FY17 by $1.7 million and providing level funding in FY18 increasing by $104 thousand and $1.8 million in FY19. Tuition and Fees were increased $10 per credit hour in FY19, $5 per credit hour in FY18 and $14 per credit hour in FY17 in order to balance the budget. The College continues to be conservative in hiring only personnel essential for student services, purchase only necessary supplies and identify other costs savings. The college continues to investigate new ways to meet capital funding demands. The Board of Trustees, in FY15, approved a $1,000,000 transfer from college reserves to set up a Capital Project Revolving Fund. Funding utilized from the revolving fund will be repaid over a 10-year period. Funds repaid to the revolving fund are utilized for additional capital projects.

For FY20, the Board of increased the Educational Service Fee by $8 to $201 per credit hour maintaining the Colleges positon among Massachusetts Community Colleges. For fiscal year 2019, the Board increased the Education Service Fee by $10 to $193 per credit hour. For FY18, the Board increased the Education Service Fee by $5 to $183. For FY17, the Board of Trustees made a strategic decision to move the college out of the lowest-cost quartile of the Massachusetts Community College system by increasing the Educational Service Fee by $14 to $178 per credit hour. The College will continue to strive to make educational opportunities affordable to all who seek them while simultaneously working to raise sufficient revenues to support the mission of the institution.

Requests for Information

This financial report is designed to provide a general overview of the College's finances for all those with an interest in the College's finances. Questions concerning any of the information provided in this report or requests for additional financial information should be addressed to the Office of the Vice President for Administration and Finance, Holyoke Community College, 303 Homestead Avenue, Holyoke, Massachusetts 01040.

HOLYOKE COMMUNITY COLLEGE

(an agency of the Commonwealth of Massachusetts)

Statements of Net Position

June 30,

Assets and Deferred Outflows of Resources

	2019 College	2018 College	2019 Foundation	2018 Foundation
Assets:				
Current Assets:				
Cash and equivalents	**$ 980,466**	$ 1,541,649	**$ 66,747**	$ 1,183,535
Cash held by State Treasurer	**870,242**	405,450	**-**	-
Cash held by DCAMM	**129,234**	1,369,164	**-**	-
Short-term investments	**185,173**	75,572	**-**	-
Accounts receivable, net	**3,827,979**	4,190,518	**213,023**	179,865
Due from Foundation	**141,382**	859,569	**-**	-
Prepaid expenses and other current assets	**383,301**	191,641	**5,494**	6,582
Total Current Assets	**6,517,777**	8,633,563	**285,264**	1,369,982
Non-Current Assets:				
Long-term investments	**12,201,641**	12,307,217	**13,784,871**	13,381,778
Prepaid rent	**1,255,508**	600,743	**-**	-
Pledges receivable	**-**	-	**41,490**	26,588
Capital assets, net of accumulated depreciation	**74,005,786**	60,071,775	**5,197,217**	5,451,954
Total Non-Current Assets	**87,462,935**	72,979,735	**19,023,578**	18,860,320
Deferred Outflows of Resources:				
Pension related, net	**2,860,619**	2,575,227	**-**	-
OPEB related, net	**4,937,569**	2,128,608	**-**	-
Total Deferred Outflows of Resources	**7,798,188**	4,703,835	**-**	-
Total Assets	**$ 101,778,900**	$ 86,317,133	**$ 19,308,842**	$ 20,230,302

See accompanying notes to the financial statements.

Liabilities, Deferred Inflows of Resources and Net Position

	2019 College	2018 College	**2019 Foundation**	2018 Foundation
Liabilities:				
Current Liabilities:				
Line of credit	**$ -**	$ -	**$ -**	$ 2,500,000
Accounts payable and accrued liabilities	**1,303,823**	923,019	**64,578**	8,260
Accrued payroll	**2,284,388**	2,192,381	**-**	-
Compensated absences and other	**2,361,211**	2,796,194	**-**	-
Accrued interest payable	**37,834**	40,536	**-**	-
Student deposits and unearned revenues	**975,523**	413,070	**-**	-
Due to College	**-**	-	**141,382**	859,569
Funds held for others	**43,586**	66,075	**-**	-
Current portion of note payable	**100,601**	100,601		
Current portion of bonds payable	**515,000**	515,000	**-**	-
Total Current Liabilities	**7,621,966**	7,046,876	**205,960**	3,367,829
Non-Current Liabilities:				
Compensated absences and other	**1,593,712**	1,744,174	**-**	-
Unearned rent revenue	**-**	-	**1,255,508**	600,743
Long-term portion of note payable	**2,895,106**	2,895,106	**-**	-
Long-term portion of bonds payable	**6,695,000**	7,210,000	**-**	-
Net pension liability	**10,032,605**	8,931,979	**-**	-
Net OPEB liability	**17,621,918**	17,372,753	**-**	-
Total Non-Current Liabilities	**38,838,341**	38,154,012	**1,255,508**	600,743
Total Liabilities	**46,460,307**	45,200,888	**1,461,468**	3,968,572
Deferred Inflows of Resources:				
Pension related, net	**1,158,722**	1,358,968	**-**	-
OPEB related, net	**5,495,825**	2,039,282	**-**	-
Governmental voluntary nonexchange transaction	**129,234**	1,186,711	**-**	-
Total Deferred Inflows of Resources	**6,783,781**	4,584,961	**-**	-
Net Position:				
Net investment in capital assets	**63,800,079**	49,533,521	**5,197,217**	5,451,954
Restricted:				
Nonexpendable	**-**	-	**5,805,744**	5,628,743
Expendable	**1,051,672**	836,839	**7,501,259**	5,683,159
Unrestricted	**(16,316,939)**	(13,839,076)	**(656,846)**	(502,126)
Total Net Position	**48,534,812**	36,531,284	**17,847,374**	16,261,730
Total Liabilities, Deferred Inflows of Resources and Net Position	**$ 101,778,900**	$ 86,317,133	**$ 19,308,842**	$ 20,230,302

HOLYOKE COMMUNITY COLLEGE

(an agency of the Commonwealth of Massachusetts)

Statements of Revenues, Expenses and Changes in Net Position

For the Years Ended June 30,

	2019 College	2018 College	**2019 Foundation**	2018 Foundation
Operating Revenues:				
Tuition and fees	**$ 22,604,228**	$ 23,328,820	**$ -**	$ -
Less: scholarship allowances	**(11,209,338)**	(11,370,193)	**-**	-
Net student fees	**11,394,890**	11,958,627		
Federal, state, local and private grants and contracts	**16,155,724**	21,170,284	**4,500**	1,735,879
Auxiliary enterprises, net	**434,997**	476,340	**-**	-
Other operating revenues	**969,933**	1,095,196	**512,812**	66,411
Total Operating Revenues	**28,955,544**	34,700,447	**517,312**	1,802,290
Operating Expenses:				
Instruction	**27,671,933**	26,929,058	**209,953**	229,665
Academic support	**3,774,144**	3,661,044	**-**	-
Student services	**9,757,795**	10,352,829	**-**	-
Scholarships	**3,076,949**	3,024,101	**318,775**	348,683
Operation and maintenance of plant	**4,860,315**	4,529,545	**-**	-
Institutional support	**10,372,471**	10,254,300	**569,434**	626,428
Depreciation and amortization	**3,307,127**	2,928,206	**576,269**	284,616
Auxiliary enterprises	**630,130**	610,256	**-**	-
Total Operating Expenses	**63,450,864**	62,289,339	**1,674,431**	1,489,392
Net Operating Income (Loss)	**(34,495,320)**	(27,588,892)	**(1,157,119)**	312,898
Non-Operating Revenues (Expenses):				
State appropriations - unrestricted	**28,257,165**	26,485,159	**-**	-
State appropriations - restricted	**1,940,110**	126,687	**-**	-
Net investment income	**972,473**	1,088,178	**1,012,875**	1,261,674
Interest expense	**(230,557)**	(246,639)	**-**	-
Gifts and contributions	**-**	-	**1,729,888**	722,088
Net Non-Operating Revenues	**30,939,191**	27,453,385	**2,742,763**	1,983,762
Change in Net Position Before Other Revenues	**(3,556,129)**	(135,507)	**1,585,644**	2,296,660
Capital appropriations	**15,559,657**	12,525,294	**-**	-
Total Change in Net Position	**12,003,528**	12,389,787	**1,585,644**	2,296,660
Net Position, Beginning of Year	**36,531,284**	24,141,497	**16,261,730**	13,965,070
Net Position, End of Year	**$ 48,534,812**	$ 36,531,284	**$ 17,847,374**	$ 16,261,730

See accompanying notes to the financial statements.

HOLYOKE COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Statements of Cash Flows

For the Years Ended June 30,

	2019 College	2018 College
Cash Flows from Operating Activities:		
Tuition and fees	**$ 11,468,500**	$ 12,166,648
Grants and contracts	**15,248,619**	18,961,312
Payments to suppliers	**(9,177,706)**	(10,126,411)
Payments to employees	**(39,390,643)**	(38,837,987)
Payments to students	**(3,076,949)**	(3,024,101)
Other cash receipts	**2,146,873**	719,425
Net Cash Applied to Operating Activities	**(22,781,306)**	(20,141,114)
Cash Flows from Non-Capital Financing Activities:		
State appropriations	**23,372,682**	20,335,596
Tuition remitted to the State	**(466,405)**	(630,413)
Net Cash Provided by Non-Capital Financing Activities	**22,906,277**	19,705,183
Cash Flows from Capital and Related Financing Activities:		
Purchases of capital assets	**(1,681,481)**	(4,889,102)
Principal paid on debt	**(515,000)**	(515,000)
Interest on debt	**(233,259)**	(249,342)
Net Cash Applied to Capital and Related Financing Activities	**(2,429,740)**	(5,653,444)
Cash Flows from Investing Activities:		
Proceeds from sales and maturities of investments	**1,059,601**	2,571,320
Purchases of investments	**(345,441)**	(305,967)
Interest on investments	**254,288**	232,217
Net Cash Provided by Investing Activities	**968,448**	2,497,570
Net Decrease in Cash and Equivalents	**(1,336,321)**	(3,591,805)
Cash and Equivalents, Beginning of Year	**3,316,263**	6,908,068
Cash and Equivalents, End of Year	**$ 1,979,942**	$ 3,316,263

HOLYOKE COMMUNITY COLLEGE

(an agency of the Commonwealth of Massachusetts)

Statements of Cash Flows - Continued

For the Years Ended June 30,

	2019 College	2018 College
Reconciliation of Net Operating Loss to Net Cash Applied to Operating Activities:		
Net operating loss	**$ (34,495,320)**	$ (27,588,892)
Adjustments to reconcile net operating loss to net cash applied to operating activities:		
Depreciation	**3,307,127**	2,928,206
Fringe benefits provided by the State	**7,290,998**	6,906,662
Net pension activity	**614,988**	245,156
Net OPEB activity	**896,747**	824,666
Governmental voluntary nonexchange transaction	**(1,057,478)**	(2,326,297)
Bad debts	**(45,039)**	275,925
Changes in assets and liabilities:		
Accounts receivable, net	**407,578**	5,364
Due from Foundation	**718,187**	296,237
Prepaid expenses and other current assets	**(191,660)**	366,564
Prepaid rent	**(654,765)**	(600,743)
Accounts payable and accrued liabilities	**380,805**	(365,493)
Accrued payroll	**(493,438)**	(4,177)
Funds held for others	**(22,489)**	1,346
Students' deposits and unearned revenues	**562,453**	(1,105,638)
Net Cash Applied to Operating Activities	**$ (22,781,306)**	$ (20,141,114)
Reconciliation Cash and Equivalents to the Statement of Net Position, End of Year		
Cash and equivalents	**$ 980,466**	$ 1,541,649
Cash held by State Treasurer	**870,242**	405,450
Cash held by DCAMM	**129,234**	1,369,164
Total Cash and Equivalents	**$ 1,979,942**	$ 3,316,263
Non-Cash Transactions:		
Fringe benefits provided by the State	**$ 7,290,998**	$ 6,906,662
Capital appropriation	**$ 15,559,657**	$ 12,525,294

See accompanying notes to the financial statements.

Note 1 - **Summary of Significant Accounting Policies**

Organization

Holyoke Community College (the "College") is a state-supported comprehensive community college that offers a quality education leading to associate degrees in the arts and sciences as well as one-year certificate programs. With its main campus located in Holyoke, Massachusetts, along with other satellite campuses, the College provides instruction and training in a variety of liberal arts, allied health, engineering technologies and business fields of study. The College also offers evening, weekend and web-based credit and noncredit courses, as well as community service programs. The College is accredited by the New England Commission of Higher Education.

The College is an agency of the Commonwealth of Massachusetts (the "State" or the "Commonwealth"). The accompanying financial statements reflect only the transactions of the College and its discretely presented component unit. Accordingly, the accompanying financial statements may not necessarily be indicative of the conditions that would have existed if the College had been operated independently of the State.

Basis of Presentation

The accompanying financial statements have been prepared using the economic resources measurement focus and the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America, as prescribed by the Governmental Accounting Standards Board ("GASB").

Revenues are recorded when earned, and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows. Grants and similar items are recognized as revenue as soon as all eligibility requirements have been met. The accompanying statements of revenues and expenses demonstrates the degree to which the direct expenses of a given function are offset by program revenues. Direct expenses are those that are clearly identifiable within a specific function. Program revenues primarily include charges to students or others who enroll or directly benefit from services that are provided by a particular function. Items not meeting the definition of program revenues are instead reported as general revenue.

The College has determined that it functions as a business-type activity, as defined by GASB. The effect of interfund activity has been eliminated from these financial statements. The basic financial statements and required supplementary information for general-purpose governments consist of management's discussion and analysis, basic financial statements including the College's discretely presented component unit, and the Foundation. The College presents statements of net position, revenues and expenses, and changes in net position, and cash flows on a combined College-wide basis.

Note 1 - **Summary of Significant Accounting Policies - Continued**

Basis of Presentation - continued
The College's policy is to define operating activities in the statements of revenues and expenses as those that generally result from exchange transactions such as the payment received for services and payment made for the purchase of goods and services. Certain other transactions are reported as non-operating activities including the College's operating and capital appropriations from the Commonwealth of Massachusetts, net investment income, gifts, and interest expense.

The College's financial statements are prepared in accordance with generally accepted accounting principles ("GAAP"). The Governmental Accounting Standards Board is responsible for establishing GAAP for state and local governments through its pronouncements (Statements and Interpretations).

The Holyoke Community College Foundation, Inc. (the "Foundation") is a legally separate tax-exempt organization. The Foundation was formed in 1972 to render financial assistance and support to the educational programs and development of the College. Although the College does not control the timing or the amount of receipts from the Foundation, the majority of resources received or held by the Foundation are restricted to the activities of the College by the donors. The Foundation is considered a component unit of the College because of the nature and significance of its relationship with the College as of June 30, 2019 and 2018 and is therefore discretely presented in the College's financial statements. Complete financial statements can be obtained from the Foundation's administrative offices in Holyoke, Massachusetts.

Net Position
Resources are classified for accounting purposes into the following four net position categories:

Net investment in capital assets: Capital assets, net of accumulated depreciation, and outstanding principal balances of debt attributable to the acquisition, construction, repair, or improvement of those assets.

Restricted - nonexpendable: Net position subject to externally imposed conditions such that the College must maintain them in perpetuity.

Restricted - expendable: Net position whose use is subject to externally imposed conditions that can be fulfilled by the actions of the College or by the passage of time.

Unrestricted: All other categories of net position. Unrestricted net position may be designated by actions of the College's Board of Trustees.

The College has adopted a policy of generally utilizing restricted – expendable funds, when available, prior to unrestricted funds.

Note 1 - **Summary of Significant Accounting Policies - Continued**

Trust Funds
In accordance with the requirements of the Commonwealth of Massachusetts, the College's operations are accounted for in several trust funds. All of these trust funds have been consolidated and are included in these financial statements.

Cash and Equivalents
The College has defined cash and equivalents to include cash on hand, demand deposits, and cash and deposits held by State agencies on behalf of the College.

Cash Held by State Treasurer
Deposits held represent funds accessible by the College held by the Commonwealth of Massachusetts (the "Commonwealth") for payments on payroll.

Cash held by DCAMM
Cash held by the Massachusetts Division of Capital Asset Management and Maintenance ("DCAMM") for specific projects.

Investments
Investments in marketable securities are stated at fair value.

Dividends, interest and net gains or losses on investments of endowments and similar funds are reported in the Statements of Revenues and Expenses. Any net earnings not expended are included in net position categories as follows:

(i) as increases in restricted – nonexpendable net position if the terms of the gift require that they be added to the principal of a permanent endowment fund;

(ii) as increases in restricted – expendable net position if the terms of the gift or the College's interpretation of relevant State law impose restrictions on the current use of the income or net gains. The College has relied upon the Massachusetts Attorney General's interpretation of State law that unappropriated endowment gains should generally be classified as restricted – expendable; and

(iii) as increases in unrestricted net position in all other cases.

Note 1 - **Summary of Significant Accounting Policies - Continued**

Prepaid Expenses and Other Current Assets
Other current assets primarily consists of inventories of books, publications, and supplies which are stated at the lower of cost or market.

Allowance for Doubtful Accounts
Accounts receivable are periodically evaluated for collectability based on past history with students. Provisions for losses on receivables are determined on the basis of loss experience, known and inherent risks, and current economic conditions.

Capital Assets
Real estate assets, including improvements, are generally stated at cost. Furnishings, equipment, and collection items are stated at cost at date of acquisition or, in the case of gifts, at fair value at date of donation. In accordance with the State's capitalization policy, only those items with a unit cost of more than $50,000 are capitalized. Library materials are generally capitalized and amortized over a five-year period. Interest costs on debt related to capital assets are capitalized during the construction period. College capital assets, with the exception of land and construction in progress, are depreciated on a straight-line basis over their estimated useful lives, which range from 3 to 40 years. The costs of normal maintenance and repairs that do not add to the value of the asset or materially extend assets' lives are not capitalized.

The College does not hold collections of historical treasures, works of art, or other items that are not inexhaustible by their nature and are of immeasurable intrinsic value, thus not requiring capitalization or depreciation in accordance with GASB guidelines.

Fringe Benefits
The College participates in the Commonwealth's fringe benefit programs, including health insurance, unemployment, pension, and workers' compensation benefits. Health insurance, unemployment, and pension costs are billed through a fringe benefit rate charged to the College.

Compensated Absences
Employees earn the right to be compensated during absences for vacation leave and sick leave, along with compensatory time. Accrued vacation is the amount earned by all eligible employees through June 30, 2019 and 2018. The accrued sick leave balance represents 20% of amounts earned by those employees with ten or more years of State service at June 30, 2019 and 2018. Upon retirement, these employees are entitled to receive payment for this accrued balance.

Note 1 - **Summary of Significant Accounting Policies - Continued**

Student Deposits and Unearned Revenue
Deposits and advance payments received for tuition and fees related to certain summer programs and tuition received for the following academic year are unearned and recorded as revenues when earned. Funds received in advance from various grants and contracts are unearned.

Workers' Compensation
The Commonwealth provides workers' compensation coverage to its independent agencies on a self-insured basis. The Commonwealth requires the College to record its portion of the workers' compensation in its records. Workers' compensation costs are actuarially determined based on the College's actual experience.

Pensions
For purposes of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, and pension expense, information about the fiduciary net position of the Massachusetts State Employees' Retirement System plan ("SERS") and the additions to/deductions from SERS' fiduciary net position have been determined on the same basis as they are reported by SERS. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value.

Postemployment Benefits Other Than Pensions ("OPEB")
For purposes of measuring the College's net OPEB liability, deferred outflows of resources and deferred inflows of resources related to OPEB, and OPEB expense, information about the fiduciary net position of the State Retirees' Benefit Trust ("SRBT") and additions to/deductions from SRBT's fiduciary net position have been determined on the same basis as they are reported by SRBT. For this purpose, SRBT recognizes benefit payments when due and payable in accordance with the benefit terms. Investments are reported at fair value, except for money market investments and participating interest-earning investment contracts that have a maturity at the time of purchase of one year or less, which are reported at cost.

Student Tuition and Fees
Student tuition and fees are presented net of scholarships and fellowships applied to students' accounts. Certain other scholarship amounts are paid directly to, or refunded to, the student and are generally reflected as operating expenses.

Note 1 - **Summary of Significant Accounting Policies - Continued**

Tax Status
The College is an agency of the Commonwealth of Massachusetts and is therefore generally exempt from income taxes under Section 115 of the Internal Revenue Code.

Use of Estimates
The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions about future events. These estimates and assumptions affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements, as well as reported amounts of revenues and expenses during the reporting period. Management evaluates the estimates and assumptions on an ongoing basis using historical experience and other factors that management believes to be reasonable under the circumstances. Adjustments to estimates and assumptions are made as facts and circumstances require. As future events and their effects cannot be determined with certainty, actual results may differ from the estimates used in preparing the accompanying financial statements. Significant estimates and assumptions are required as part of estimating an allowance for doubtful accounts, depreciation, and determining the net pension and OPEB liabilities.

New Governmental Accounting Pronouncements
GASB Statement 84 – *Fiduciary Activities* is effective for periods beginning after December 15, 2018. The objective of this Statement is to establish criteria for identifying fiduciary activities. Activity meeting the established criteria would then be presented in a statement of fiduciary net position and a statement of changes in fiduciary net position. Pension and other employee benefit trust funds, investment trust funds, private-purpose trust funds and custodial funds would be reported, as applicable, according to this Statement. Information of component units of a primary government would be combined and shown in the aggregate with the fiduciary funds of the primary government. Under this Statement, a liability could be recognized to the beneficiaries in a fiduciary fund if the government has been compelled to disburse fiduciary resources. Management is in the process of evaluating this standard and has not yet determined its impact, if any, on the financial statements.

Note 1 - **Summary of Significant Accounting Policies - Continued**

New Governmental Accounting Pronouncements - continued

GASB Statement 87 – *Leases* is effective for periods beginning after December 15, 2019. Implementation of this standard will require lessees to recognize on their statement of net position the rights and obligations resulting from leases categorized as operating leases as assets, liabilities, or deferred inflows / outflows of resources. It provides for an election on leases with terms of less than twelve months to be excluded from this Standard. Management is in the process of evaluating this standard and has not yet determined its impact, if any, on the financial statements.

GASB Statement 89 – *Accounting for Interest Costs Incurred before the End of a Construction Period* is effective for reporting periods beginning after December 15, 2019. The objectives of this Statement are (1) to enhance the relevance and comparability of information about capital assets and the cost of borrowing for a reporting period and (2) to simplify accounting for interest cost incurred before the end of a construction period. Management is in the process of evaluating this standard and has not yet determined its impact, if any, on the financial statements.

GASB Statement 90 – *Majority Equity Interests, an amendment of GASB Statements 14 and 61* is effective for reporting periods beginning after December 15, 2018. The objective of this Statement is to improve the consistency of reporting a government's majority equity interest in a legally separate organization. A majority equity interest should be recognized using the equity method if the government's holding of the equity interest represents an investment. Management has not completed its review of the requirements of this standard and its applicability.

GASB Statement 91 – *Conduit Debt Obligations* is effective for reporting periods beginning after December 15, 2020. The objective of this Statement is to improve the consistency of reporting conduit debt. This Statement requires government entities that issue conduit debt, but are not the obligors, not to recognize the liability unless it is more likely than not that the government issuer will service the debt. Management has not completed its review of the requirements of this standard and its applicability.

Reclassification

Certain amounts in the 2018 financial statements have been reclassified to conform to the 2019 presentation, however, there was no change to the net position.

Note 2 - **Cash and Investments**

Deposits and investments consist of the following at June 30,:

Deposits and investments	**2019**	2018
Cash on deposit	**$ 937,985**	$ 1,516,568
Money market funds	**42,481**	25,081
Total deposits	**980,466**	1,541,649
Debt securities	**4,720,559**	4,412,739
Equity investments	**7,666,255**	7,970,050
Total investments	**12,386,814**	12,382,789
Total deposits and investments	**$ 13,367,280**	$ 13,924,438

Custodial Credit Risk

Custodial credit risk is risk associated with the failure of a depository financial institution. In the event of a depository financial institution's failure, the College would not be able to recover its deposits that are in the possession of the outside parties. The College's policy is to mitigate as much custodial credit risk associated with its cash assets as possible. The College deposits funds with a banking institution that obtained specific depository insurance to mitigate the College's credit risk associated with funds deposited in excess of federally insured levels.

Deposits in the bank in excess of the insured amount are uninsured and uncollateralized. At June 30, 2019 and 2018, the carrying amount of the College's deposits were $980,466 and $1,541,649, respectively, and the bank balances of the College's deposits were $1,905,922 and $1,782,924, respectively, none of which was exposed to custodial credit risk as uninsured and uncollateralized.

Note 2 - **Cash and Investments - Continued**

Concentration of Credit Risk

The College places no limit on the amount it may invest in any one issuer. The following investments represent more than 5 percent of the College's investments as of June 30,:

	2019	2018
Common Fund:		
Multi-Strategy Bond Fund	**34.5%**	32.7%
Multi-Strategy Equity Fund	**25.4%**	22.6%
Core Equity Fund	**25.1%**	30.7%
Eaton Vance		
Equities	**9.6%**	8.4%

Interest Rate Risk

Interest rate risk is the risk that changes in interest rates will adversely affect the fair value of an investment. As a means of limiting the College's exposure to interest rate risk, the College diversifies its investments by security type and limits holdings in any one type of investment with any one issuer. The College coordinates its investment maturities to closely match cash flow needs.

Investment Policy

In accordance with Chapter 15A of the Massachusetts General Laws, the College's Board of Trustees has adopted an investment policy that applies to locally held funds that are not appropriated by the state legislature or derived from federal allocations. The principal objectives of the investment policy are: (1) preservation of capital and safety of principal, (2) minimizing price volatility, (3) liquidity, (4) return on investment, and (5) diversification. The Board of Trustees will support the investment of trust funds in a variety of domestic and international vehicles, including bank instruments, equities, bonds, government and commercial paper of high quality, and mutual funds holding any or all of the above. The Board will, from time to time, establish investment fund ceilings and broad asset allocation guidelines, and delegates to the President of the College or his designee the authority to determine the exact dollar amounts to be invested within those established limits and guidelines.

Note 2 - **Cash and Investments - Continued**

The following are the quality ratings for the College's debt investments as of June 30,:

2019

Debt investments	Fair Value	Quality ratings AAA	AA/AA-	A/A-	BBB-+&-	Unrated
U.S. Treasury Notes and Government securities 1.0% to 2.38%	$ 263,124	$ 263,124	$ -	$ -	$ -	$ -
Corporate Debt securities 2.25% to 6.75%	117,452	4,998	35,654	61,589	15,211	-
Fixed Income Mutual Funds	62,527	-	-	62,527	-	-
Common Fund: Multi-Strategy Bond Fund	4,277,456	-	4,277,456	-	-	-
	$ 4,720,559	$ 268,122	$ 4,313,110	$ 124,116	$ 15,211	$ -

2018

Debt investments	Fair Value	Quality ratings AAA	AA/AA-	A/A-	BBB-+&-	Unrated
U.S. Treasury Notes and Government securities 1.0% to 2.38%	$ 195,393	$ 195,393	$ -	$ -	$ -	$ -
Corporate Debt securities 2.25% to 6.75%	114,182	4,921	54,552	49,819	4,890	-
Fixed Income Mutual Funds	60,528	-	-	60,528	-	-
Common Fund: Multi-Strategy Bond Fund	4,042,636	-	4,042,636	-	-	-
	$ 4,412,739	$ 200,314	$ 4,097,188	$ 110,347	$ 4,890	$ -

Note 2 - **Cash and Investments - Continued**

Maturities of Debt Securities

The following are the investment maturities for the College's fixed income investments as of June 30,:

	2019			
		Investment maturities (in years)		
Investment type	Fair value	Less than 1	1 to 5	6 to 10
Debt securities				
U.S. Treasury Notes and Government Securities 1.0% to 2.375%	$ 263,124	$ 117,664	$ 145,460	$ -
Corporate Debt Securities 1.0% to 6.75%	117,452	4,982	112,470	-
Fixed Income Mutual Funds	62,527	62,527	-	-
Common Fund:				
Multi-Strategy Bond Fund	4,277,456	-	-	4,277,456
	4,720,559	185,173	257,930	4,277,456
Other Investments				
Equity Investments				
Common Fund:				
Multi-Strategy Equity Fund	3,141,250			
Core Equity Fund	3,111,661			
Equities	1,250,423			
Foreign Mutual Funds	162,921			
	7,666,255			
Total	$ 12,386,814			

Note 2 - **Cash and Investments - Continued**

Maturities of Debt Securities - continued

2018				
		Investment maturities (in years)		
Investment type	Fair value	Less than 1	1 to 5	6 to 10
Debt securities				
U.S. Treasury Notes and	$ 195,393	$ -	$ 195,393	$ -
Corporate Debt Securities 1.0%	114,182	15,044	79,423	19,715
Fixed Income Mutual Funds	60,528	60,528	-	-
Common Fund:				
Multi-Strategy Bond Fund	4,042,636	-	-	4,042,636
	4,412,739	75,572	274,816	4,062,351
Other Investments				
Equity Investments				
Common Fund:				
Multi-Strategy Equity Fund	2,799,844			
Core Equity Fund	3,803,488			
Equities	1,114,253			
Foreign Mutual Funds	252,465			
	7,970,050			
Total	$ 12,382,789			

Fair Value Hierarchy

The fair value hierarchy categorizes inputs to valuation techniques used to measure fair value into three levels. Level 1 inputs are quoted market prices for identical assets or liabilities in active markets that a government can access at the measurement date. Level 2 inputs are inputs, other than quoted prices included within Level 1, that are observable for an asset or liability, directly or indirectly. Level 3 inputs are unobservable inputs. The highest priority is assigned to Level 1 inputs and the lowest to Level 3 inputs.

If the fair value is measured using inputs from more than one level of the hierarchy, the measurement is considered to be based on the lowest priority input level that is significant to the entire measurement. Valuation techniques used should maximize the use of the observable inputs and minimize the use of unobservable inputs.

Note 2 - **Cash and Investments - Continued**

Fair Value Hierarchy - continued

The asset's fair value measurement level within the fair value hierarchy is based on the lowest level of any input that is significant to the fair value measurement. The following is a description of the valuation methodologies used for assets at fair value on a recurring basis.

Equity securities: Consist primarily of stocks traded on U.S. and non-U.S. security exchanges valued by the pricing method determined by investment managers at closing market prices on the valuation date. Stocks traded on active exchanges and valued at quoted market prices and documented trade history for identical assets are categorized within Level 1 of the fair value hierarchy.

U.S. Treasury and agency securities: Securities issued by the U.S. Government, its agencies, authorities, and instrumentalities are valued using quoted prices, documented trade history in the security, and pricing models maximizing the use of observable inputs determined by investment managers.

Corporate debt instruments: Valued either by using pricing models maximizing the use of observable inputs for similar securities or valued by the investment manager.

Mutual funds: Valued at the daily closing price as reported by the fund. Mutual funds held by the College are open-end funds that are registered with the Securities and Exchange Commission. Mutual funds held in foreign countries are traded in similar markets as the U.S. Mutual funds held by the College and classified as Level 1 are deemed to be actively traded.

The preceding methods described may produce a fair value calculation that may not be indicative of net realizable value or reflective of future fair values. Furthermore, although the College believes its valuation methods are appropriate and consistent with other market participants, the use of different methodologies or assumptions to determine the fair value of certain financial instruments could result in a different fair value measurement at the reporting date.

At June 30, 2019 and 2018, all investments are categorized in Level 1 of the fair value hierarchy except corporate debt securities which are valued at Level 2.

Note 2 - **Cash and Investments - Continued**

Investments of the Foundation

	Fair Value at June 30, 2019	Fair Value at June 30, 2018
Community Foundation of Western Massachusetts - Global Growth Profile	**$ -**	$ 20,887
Eaton Vance Trust Company:		
Money Market Fund	**1,146,781**	178,376
Fixed Income	**2,580,787**	3,067,890
Equities	**8,403,762**	7,593,982
Foreign Assets		
Equities	**457,625**	612,801
Mutual Funds	**1,195,916**	1,907,842
Total	**$ 13,784,871**	$ 13,381,778

Promulgations of the Financial Accounting Standards Board have established a framework for measuring fair value of the investments, which provides a hierarchy that prioritizes the inputs to valuation techniques used to measure fair value. Please refer to the financial statements of the respective component unit for more information.

Note 3 - **Cash Held by State Treasurer**

Accounts payable and accrued salaries to be funded from state-appropriated funds totaled $870,242 and $405,450 at June 30, 2019 and 2018, respectively. The College has recorded a comparable dollar amount of cash held by the State Treasurer for the benefit of the College, which was subsequently utilized to pay for such liabilities.

Note 4 - **Accounts Receivable**

Accounts receivable include the following at June 30,:

	2019	2018
Student accounts receivable	**$ 4,393,250**	$ 4,511,899
Grants receivable	**699,389**	287,308
State receivables	**331,202**	1,077,170
Other receivables	**626,621**	581,663
Less allowance for doubtful accounts	**(2,222,483)**	(2,267,522)
	$ 3,827,979	$ 4,190,518

Note 5 - **Capital Assets**

Capital assets of the College consist of the following at June 30, 2019:

	Estimated lives (in years)	Beginning Balance	Additions	Reclassification	Ending Balance
Capital assets not depreciated:					
Land		**$ 264,421**	**$ -**	**$ -**	**$ 264,421**
Construction in progress		**27,059,640**	**17,010,604**	**(5,773,249)**	**38,296,995**
Total not depreciated		**27,324,061**	**17,010,604**	**(5,773,249)**	**38,561,416**
Capital assets depreciated:					
Buildings, including improvements	**20-40**	**86,370,390**	**-**	**5,773,249**	**92,143,639**
Furnishings and equipment (including cost of capital leases)	**3-10**	**12,852,664**	**230,534**	**-**	**13,083,198**
Books	**5**	**1,216,331**	**-**	**-**	**1,216,331**
Total depreciated		**100,439,385**	**230,534**	**5,773,249**	**106,443,168**
Less: accumulated depreciation					
Building, including improvements		**(57,286,667)**	**(2,259,043)**	**-**	**(59,545,710)**
Furnishings and equipment		**(9,188,673)**	**(1,048,084)**	**-**	**(10,236,757)**
Books		**(1,216,331)**	**-**	**-**	**(1,216,331)**
Total accumulated depreciation		**(67,691,671)**	**(3,307,127)**	**-**	**(70,998,798)**
Capital assets, net		**$ 60,071,775**	**$ 13,934,011**	**$ -**	**$ 74,005,786**

Note 5 - **Capital Assets - Continued**

Capital assets of the College consist of the following at June 30, 2018:

	Estimated lives (in years)	Beginning Balance	Additions	Reclassification	Ending Balance
Capital assets not depreciated:					
Land		$ 264,421	$ -		$ 264,421
Construction in progress		13,368,195	15,971,751	(2,280,306)	27,059,640
Total not depreciated		13,632,616	15,971,751	(2,280,306)	27,324,061
Capital assets depreciated:					
Buildings, including improvements	20-40	85,008,305	341,034	1,021,051	86,370,390
Furnishings and equipment (including cost of capital leases)	3-10	10,491,798	1,101,611	1,259,255	12,852,664
Books	5	1,216,331	-	-	1,216,331
Total depreciated		96,716,434	1,442,645	2,280,306	100,439,385
Less: accumulated depreciation					
Building, including improvements		(55,165,045)	(2,121,622)	-	(57,286,667)
Furnishings and equipment		(8,382,089)	(806,584)	-	(9,188,673)
Books		(1,216,331)	-	-	(1,216,331)
Total accumulated depreciation		(64,763,465)	(2,928,206)	-	(67,691,671)
Capital assets, net		$ 45,585,585	$ 14,486,190	$ -	$ 60,071,775

Note 6 - **Long-Term Liabilities**

Long-term liabilities at June 30, 2019 consist of the following:

	Beginning Balance	Additions	Reductions	Ending Balance	Current portion	Long-term portion
Bonds and Notes Payable:						
Notes payable	**$ 2,995,707**	**$ -**	**$ -**	**$ 2,995,707**	**$ 100,601**	**$ 2,895,106**
Bonds payable	**7,725,000**	**-**	**(515,000)**	**7,210,000**	**515,000**	**6,695,000**
Total notes payable	**10,720,707**	**-**	**(515,000)**	**10,205,707**	**615,601**	**9,590,106**
Liabilities for compensated absenses and other:						
Accrued sick and vacation	**4,174,605**	**92,620**	**(727,876)**	**3,539,349**	**2,271,031**	**1,268,318**
Workers' compensation	**365,763**	**49,811**	**-**	**415,574**	**90,180**	**325,394**
Net pension liability	**8,931,979**	**1,100,626**	**-**	**10,032,605**	**-**	**10,032,605**
Net OPEB liability	**17,372,753**	**249,165**	**-**	**17,621,918**	**-**	**17,621,918**
Total liabilities	**30,845,100**	**1,492,222**	**(727,876)**	**31,609,446**	**2,361,211**	**29,248,235**
Total long-term liabilities	**$ 41,565,807**	**$ 1,492,222**	**$ (1,242,876)**	**$ 41,815,153**	**$ 2,976,812**	**$ 38,838,341**

Long-term liabilities at June 30, 2018 consist of the following:

	Beginning Balance	Additions	Reductions	Ending Balance	Current portion	Long-term portion
Bonds and Notes Payable:						
Notes payable	$ 2,995,707	$ -	$ -	$ 2,995,707	$ 100,601	$ 2,895,106
Bonds payable	8,240,000	-	(515,000)	7,725,000	515,000	7,210,000
Total notes payable	11,235,707	-	(515,000)	10,720,707	615,601	10,105,106
Liabilities for compensated absenses and other:						
Accrued sick and vacation	4,234,923	58,060	(118,378)	4,174,605	2,718,652	1,455,953
Workers' compensation	376,652	9,368	(20,257)	365,763	77,542	288,221
Net pension liability	9,496,282	-	(564,303)	8,931,979	-	8,931,979
Net OPEB liability	16,896,096	476,657	-	17,372,753	-	17,372,753
Total liabilities	31,003,953	544,085	(702,938)	30,845,100	2,796,194	28,048,906
Total long-term liabilities	$ 42,239,660	$ 544,085	$ (1,217,938)	$ 41,565,807	$ 3,411,795	$ 38,154,012

Note 6 - **Long-Term Liabilities - Continued**

Operating Leases

The College leases classrooms and office space for its Ludlow and Intermodal campuses and also leases office equipment under operating leases. Rental expense for operating leases was $471,697 and $370,776 for the years ended June 30, 2019 and 2018, respectively. The following schedule summarizes future minimum payments under non-cancelable leases as of June 30, 2019:

Years Ending June 30,	Operating Leases
2020	$ 864,120
2021	314,758
2022	303,652
2023	294,583
2024	4,060
2025-2028	1,369,947
	$ 3,151,120

The College has a ten-year lease agreement with the Foundation to lease classroom space in downtown Holyoke. The agreement calls for monthly rental payments of approximately $100,000 for the first two years of the agreement before reducing to $22,000 per month with incremental increases at 3% each year thereafter. The College and Foundation recognize rental income and expense, respectively, on the straight-line basis over the lease term regardless of the actual cash payments. As a result, the individual statements of net position for each entity could include prepaid rent, for payments less than the straight-line amortization, or accrued rent expense for payment less than the straight-line amortization.

Bonds Payable

In October 2012, the College borrowed $10,300,000 in a bond issue (Series 2012) through the Massachusetts Development Finance Agency ("MDFA"). The bonds are payable annually commencing on November 1, 2013 through 2032 in principal repayment amounts of $515,000. Interest is payable semi-annually (November 1 and May 1) at a predetermined fixed rate of 3.08% through 2022, at which time a recalculation, based on the Federal Home Loan Bank Rate, will fix the rate for the remainder of the term of the bond.

Note 6 - **Long-Term Liabilities - Continued**

Note Payable

In January 2016, the College executed a Memorandum of Understanding with Massachusetts Division of Capital Asset Management and Maintenance ("DCAMM") to undertake an Energy Equipment Design-Build Project at the College with the goal of making the facility more energy efficient, thus reducing utility expenses. The project was partially financed by Commonwealth General Obligation bond funds and utility incentives, with the balance being loaned to the College from the Clean Energy Investment Program ("CEIP") Fund. The total value of the project was $6,100,208, with the CEIP loan to the College totaling $2,995,707, at a fixed interest rate of 4%, to be repaid over 20 years after DCAMM closes the project. The project was originally to be finalized during 2019, with payments commencing in 2019. However, the project was delayed one year and is now expected to be finalized during 2020, with payments commencing in 2020.

As of June 30, 2019, principal and interest payments on the bond and loan payable for the next five years and in subsequent five-year periods are as follows:

	Principal	Interest*
Fiscal year ending June 30:		
2020	$ 615,601	$ 337,578
2021	619,625	316,899
2022	623,810	296,631
2023	628,163	276,197
2024	632,689	255,985
2025-2029	3,237,939	962,433
2030-2034	2,866,567	424,546
2035-2039	981,313	120,834
	$ 10,205,707	$ 2,991,103

*Based on current 3.08% interest rate for Bond and 4.0% fixed interest rate for the note payable.

Note 7 - **Deferred Inflows of Resources**

The College received grants of $3,800,000 from the Massachusetts Life Science Center, a state-funded investment agency, to assist with the construction costs of the College's new Center for Health Sciences. At June 30, 2019, approximately $3,700,000 has been recognized for construction costs paid on the project.

Note 8 - **Restricted Net Position**

The College is the recipient of funds that are subject to various external constraints upon their use, either as to purpose or time and are restricted for instructional, department and scholarship purposes.

The Foundation's restricted – nonexpendable net position consists of endowment funds to be held in perpetuity, whose income is mainly used for various scholarships and

Note 9 - **Contingencies**

Various lawsuits are pending or threatened against the College, which arose from the ordinary course of operations. In the opinion of management, no litigation is now pending or threatened that would materially affect the College's financial position.

The College receives significant financial assistance from federal and State agencies in the form of grants. Expenditures of funds under these programs require compliance with the grant agreements and are subject to audit. Any disallowed expenditures resulting from such audits become a liability of the College. In the opinion of management such adjustments, if any, are not expected to materially affect the financial condition of the College.

The College participates in the Massachusetts College Savings Prepaid Tuition Program (the "Program"). The Program allows individuals to pay in advance for future tuition at the cost of tuition at the time of election to participate, increased by changes in the Consumer Price Index plus 2%. The College is obligated to accept from the Program as payment of tuition the amount determined by the Program without regard to the standard tuition rate in effect at the time of the individual's enrollment at the College. The effect of this Program cannot be determined as it is contingent on future tuition increases and the Program participants who attend the College.

The College participates in the various programs administered by the Commonwealth for property, general liability, automobile liability, and workers' compensation. The Commonwealth is self-insured for employees' workers' compensation, casualty, theft, tort claims, and other losses. Such losses, including estimates of amounts incurred but not reported, are obligations of the Commonwealth. For workers' compensation, the Commonwealth assumes the full risk of claims filed under a program managed by the Human Resources Division. For personal injury or property damages, Massachusetts General Laws limit the risk assumed by the Commonwealth to $100,000 per occurrence, in most circumstances.

Note 10 - **Operating Expenses**

The College's operating expenses, on a natural classification basis, are composed of the following for the years ended June 30,:

	2019	2018
Compensation and benefits	**$ 47,699,938**	$ 47,732,484
Supplies and services	**9,366,850**	8,604,548
Depreciation and amortization	**3,307,127**	2,928,206
Scholarships	**3,076,949**	3,024,101
	$ 63,450,864	$ 62,289,339

Note 11 - **State Appropriation**

The College's State appropriations are composed of the following for the years ended June 30,:

	2019	2018
Direct unrestricted appropriations:	**$ 21,432,572**	$ 20,208,910
Add: fringe benefits for benefited employees on the state payroll	**7,290,998**	6,906,662
Less: day school tuition remitted to the state and include in tuition and fee revenue	**(466,405)**	(630,413)
Total unrestricted appropriations	**28,257,165**	26,485,159
Restricted appropriations:	**1,940,110**	126,687
Capital appropriations		
Department of Capital Asset Management Allocation	**$ 15,559,657**	$ 12,525,294
Total appropriations	**$ 45,756,932**	$ 39,137,140

Note 12 - **Pensions**

Defined Benefit Plan Description
Certain employees of the College participate in a cost-sharing multiple-employer defined benefit pension plan - the Massachusetts State Employees' Retirement System - administered by the Massachusetts State Board of Retirement (the "Board"), which is a public employee retirement system ("PERS"). Under a cost-sharing plan, pension obligations for employees of all employers are pooled and plan assets are available to pay the benefits through the plan, regardless of the status of the employers' payment of its pension obligations to the plan. The plan provides retirement and disability benefits and death benefits to plan members and beneficiaries.

The Massachusetts State Employees' Retirement System does not issue stand-alone financial statements. Additional information regarding the plan is contained in the Commonwealth's financial statements, which is available online from the Office of State Comptroller's website.

Benefit Provisions
SERS provides retirement, disability, survivor and death benefits to members and their beneficiaries. Massachusetts General Laws ("MGL") establishes uniform benefit and contribution requirements for all contributory PERS. These requirements provide for superannuation retirement allowance benefits up to a maximum of 80% of a member's highest three-year average annual rate of regular compensation. For employees hired after April 1, 2012, retirement allowances are calculated based on the last five years or any five consecutive years, whichever is greater in terms of compensation. Benefit payments are based upon a member's age, length of creditable service, group creditable service, and group classification. The authority for amending these provisions rests with the Massachusetts State Legislature (the "Legislature").

Members become vested after ten years of creditable service. A superannuation retirement allowance may be received upon the completion of twenty years of service or upon reaching the age of 55 with ten years of service. Normal retirement for most employees occurs at age 65; for certain hazardous duty and public safety positions, normal retirement is at age 55. Most employees who joined the system after April 1, 2012 are not eligible for retirement until they have reached age 60.

Contributions
The SERS' funding policies have been established by Chapter 32 of the MGL. The Legislature has the authority to amend these policies. The annuity portion of the SERS retirement allowance is funded by employees, who contribute a percentage of their regular compensation. Costs of administering the plan are funded out of plan assets.

Member contributions for SERS vary depending on the most recent date of membership:

Note 12 - **Pensions - Continued**

Contributions - continued

Hire Date	Percent of Compensation
Prior to 1975	5% of regular compensation
1975 - 1983	7% of regular compensation
1984 to 6/30/1996	8% of regular compensation
7/1/1996 to present	9% of regular compensation except for State Police which is 12% of regular compensation
1979 to present	An additional 2% of regular compensation in excess of $30,000

The Commonwealth does not require the College to contribute funding from its local trust funds for employees paid by State appropriations. Pension funding for employees paid from State appropriations are made through a benefit charge assessed by the Commonwealth. Such pension contributions amounted to $2,520,190, $2,333,921, and $1,945,199, for the years ended June 30, 2019, 2018 and 2017, respectively.

For employees covered by SERS but not paid from State appropriations, the College is required to contribute at an actuarially determined rate. The rate was 12.06%, 11.78% and 9.95% of annual covered payroll for the fiscal years ended June 30, 2019, 2018, and 2017, respectively. The College contributed $571,187, $693,458, and $544,504 for the fiscal years ended June 30, 2019, 2018, and 2017, respectively, equal to 100% of the required contributions for each year. Annual covered payroll was approximately 47%, 44%, and 473 of total related payroll for fiscal years end 2019, 2018 and 2017, respectively.

Pension Liabilities, Pension Expense and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

At June 30, 2019 and 2018, the College reported a liability of $10,032,605 and $8,931,979, respectively, for its proportionate share of the net pension liability related to its participation in SERS. The net pension liability as of June 30, 2019, the reporting date, was measured as of June 30, 2018, the measurement date, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of January 1, 2018 rolled forward to June 30, 2018. The net pension liability as of June 30, 2018, the reporting date, was measured as of June 30, 2017, the measurement date, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of January 1, 2017 rolled forward to June 30, 2017.

Note 12 - **Pensions - Continued**

Pension Liabilities, Pension Expense and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions - continued

The College's proportion of the net pension liability was based on its share of the Commonwealth of Massachusetts' collective pension amounts allocated on the basis of actual fringe benefit charges assessed to the College for the fiscal years 2019 and 2018. The Commonwealth's proportionate share was based on actual employer contributions to the SERS for fiscal years 2019 and 2018 relative to total contributions of all participating employers for the fiscal year. At June 30, 2019 and 2018, the College's proportion was 0.076% and 0.070%, respectively.

For the years ended June 30, 2019 and 2018, the College recognized pension expense of $1,186,164 and $938,613, respectively. The College reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources at June 30,:

Deferred Outflows of Resources	**2019**	2018
Contributions subsequent to the measurement date	**$ 571,187**	$ 693,458
Difference between expected experience	**318,149**	345,347
Changes in proportion due to internal allocation	**927,483**	576,320
Changes in proportion from the Commonwealth of Massachusetts	**27,058**	30,592
Change in plan assumptions	**1,016,742**	929,510
Total	**$ 2,860,619**	$ 2,575,227

Deferred Inflows of Resources	**2019**	2018
Net difference between projected and actual earnings on pension plan investments	**$ 348,723**	$ 106,425
Difference between expected experience	**204,465**	243,017
Change in proportion from the Commonwealth of Massachusetts	**1,907**	3,184
Change in proportion due to internal allocation	**603,627**	1,006,342
Total	**$ 1,158,722**	$ 1,358,968

Note 12 - **Pensions - Continued**

Pension Liabilities, Pension Expense and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions - continued

The College's contributions of $571,187 and $693,458 made during the fiscal years ending 2019 and 2018, respectively, subsequent to the measurement date will be recognized as a reduction of the net pension liability in each of the succeeding years.

Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized as increases (decreases) in pension expense as follows:

Years Ending June 30,	
2020	$ 700,243
2021	358,976
2022	(74,171)
2023	90,234
2024	55,428
Total	$ 1,130,710

Actuarial Assumptions

The total pension liability was determined using the following actuarial assumptions, applied to all periods included in the measurement:

	2019	2018
Measurement date	June 30, 2018	June 30, 2017
Inflation	3.00%	3.00%
Salary increases	4.00% to 9.00%	4.00% to 9.00%
Investment rate of return	7.35%	7.50%
Interest rate credited to annuity savings fund	3.50%	3.50%

For measurement dates June 30, 2018 and 2017, mortality rates were based on:

- Pre-retirement - reflects RP-2014 Blue Collar Employees table projected generationally with Scale MP-2016 set forward 1 year for females.
- Post-retirement - reflects RP-2014 Blue Collar Healthy Annuitant table projected generationally with Scale MP-2016 set forward 1 year for females
- Disability - reflects RP-2000 Healthy Annuitant Table projected generationally with Scale BB and a base year of 2015 (gender distinct)

Note 12 - **Pensions - Continued**

Actuarial Assumptions - continued

The 2019 pension liability for the June 30, 2018 measurement date was determined by an actuarial valuation as of January 2018 and rolled forward to June 30, 2018. The 2018 pension liability for the June 30, 2017 measurement date was determined by an actuarial valuation as of January 2017 and rolled forward to June 30, 2017.

Investment assets of SERS are with the Pension Reserves Investment Trust ("PRIT") Fund. The long-term expected rate of return on pension plan investments was determined using a building-block method in which best-estimate ranges of expected future rates of return are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future rates of return by the target asset allocation percentage. Best estimates of geometric rates of return for each major asset class included in the PRIT Fund's target asset allocation as of June 30, are summarized in the following table:

	2019	
Asset Class	Target Allocation	Long-Term Expected Real Rate of Return
Global Equity	39.0%	5.0%
Portfolio Completion Strategies	13.0%	3.7%
Core Fixed Income	12.0%	0.9%
Private Equity	12.0%	6.6%
Real Estate	10.0%	3.8%
Value Added Fixed Income	10.0%	3.8%
Timberland/Natural Resources	4.0%	3.4%
	100.0%	

Note 12 - **Pensions - Continued**

Actuarial Assumptions - continued

2018

Asset Class	Target Allocation	Long-Term Expected Real Rate of Return
Global Equity	40.0%	5.0%
Portfolio Completion Strategies	13.0%	3.6%
Core Fixed Income	12.0%	1.1%
Private Equity	11.0%	6.6%
Real Estate	10.0%	3.6%
Value Added Fixed Income	10.0%	3.8%
Timberland/Natural Resources	4.0%	3.2%
Hedge Funds	0.0%	3.6%
	100.0%	

Discount Rate

The discount rate used to measure the total pension liability was 7.35% and 7.50% at June 30, 2019 and 2018, respectively. The projection of cash flows used to determine the discount rate assumed that plan member contributions will be made at the current contribution rates and the Commonwealth's contributions will be made at rates equal to the difference between actuarially determined contributions rates and the member rates. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

Sensitivity of the Net Pension Liability to Changes in the Discount Rate

The following table illustrates the sensitivity of the net pension liability calculated using the discount rate as well as what the net pension liability would be if it were calculated using a discount rate that is one-percentage-point lower or one-percentage-point higher than the current rate at June 30,:

Note 12- **Pensions - Continued**

Sensitivity of the Net Pension Liability to Changes in the Discount Rate

	2019	
	Current	
1.00% Decrease	**Discount Rate**	**1.00% Increase**
(6.35%)	**(7.35%)**	**(8.35%)**
$ 13,522,274	**$ 10,032,605**	**$ 7,050,817**

	2018	
	Current	
1.00% Decrease	Discount Rate	1.00% Increase
(6.50%)	(7.50%)	(8.50%)
$ 12,164,997	$ 8,931,979	$ 6,327,724

Note 13 - **Other Post-Employment Benefits ("OPEB")**

Plan Description
As an agency of the Commonwealth, certain employees of the College participate in the Commonwealth's single-employer defined benefit-OPEB plan – the State Retirees' Benefit Trust ("SRBT"). Benefits are managed by the Group Insurance Commission ("GIC") and investments are managed by the Pension Reserves Investment Management ("PRIM") Board. The GIC has representation on the Board of Trustees of the State Retirees' Benefits Trust ("Trustees").

The SRBT is set up solely to pay for OPEB benefits and the cost to administer those benefits. It can only be revoked when all such health care and other non-pension benefits, current and future, have been paid or defeased. The GIC administers benefit payments, while the Trustees are responsible for investment decisions.

Management of the SRBT is vested with the board of trustees, which consists of seven members including the Secretary of Administration and Finance (or their designee), the Executive Director of the GIC (or their designee), the Executive Director of PERAC (or their designee), the State Treasurer (or their designee), the Comptroller (or a designee), one person appointed by the Governor and one person appointed by the State Treasurer. These members elect one person to serve as chair of the board.

The SRBT does not issue stand-alone audited financial statements but is reflected as a fiduciary fund in the Commonwealth's audited financial statements.

Note 13- **Other Post-Employment Benefits ("OPEB") - Continued**

Benefits Provided
Under Chapter 32A of the Massachusetts General Laws, the Commonwealth is required to provide certain health care and life insurance benefits for retired employees of the Commonwealth, housing authorities, redevelopment authorities and certain other governmental agencies. Substantially all of the Commonwealth's employees may become eligible for these benefits if they reach retirement age while working for the Commonwealth. Eligible retirees are required to contribute a specified percentage of the health care / benefit costs, which are comparable to contributions required from employees. Dental and vision coverage may be purchased by these groups with no subsidy from the Commonwealth.

Contributions
Employer and employee contribution rates are set by MGL. The Commonwealth recognizes its share of the costs on an actuarial basis. As of June 30, 2019 and 2018, and as of the valuation date (January 1, 2018 and 2017), participants contributed 0% to 20%, respectively, of premium costs, depending on the date of hire and whether the participant's status is active, retired, or survivor. As part of the fiscal year 2010 General Appropriation Act, all active employees pay an additional 5% of premium costs.

Effective beginning in fiscal year 2014, by statute, the Commonwealth is required to allocate, to the SRBT, a portion of revenue received under the Master Settlement Agreement with tobacco companies, increasing from 10% in fiscal year 2014 to 100% by fiscal year 2023. In fiscal years 2018 and 2017, 30% and 10%, respectively, of tobacco settlement proceeds or approximately $73 million and $25 million was allocated to the SRBT. The percentage of proceeds to be transferred to the SRBT in fiscal years 2018 and 2017 was set at 30% and 10%, respectively, overriding existing statute.

The Massachusetts General Laws governing employer contributions to SRBT determine whether entities are billed for OPEB costs. Consequently, SRBT developed an effective contribution methodology which allocates total actual contributions amongst the employers in a consistent manner (based on an employer's share of total covered payroll). The College is required to contribute based on Massachusetts General Laws; the rate was 8.79% and 8.92% of annual covered payroll for the fiscal years ended June 30, 2019 and 2018, respectively. The College contributed $416,506 and $525,030 for the fiscal years ended June 30, 2019 and 2018, respectively, equal to 100% of the required contribution for the year.

Note 13 - **Other Post-Employment Benefits ("OPEB") - Continued**

OPEB Liabilities, OPEB Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEB

At June 30, 2019 and 2018, the College reported a liability of $17,621,918 and $17,372,753, respectively, for its proportionate share of the net OPEB liability related to its participation in SRBT. The net OPEB liability was measured as of June 30, 2018 and 2017, respectively, and the total OPEB liability used to calculate the net OPEB liability was determined by an actuarial valuation as of January 1, 2018 and 2017, respectively. The College's proportion of the net OPEB liability was based on its share of the Commonwealth's collective OPEB amounts allocated on the basis of an effective contribution methodology which allocates total actual contributions amongst the employers in a consistent manner based on the College's share of total covered payroll for the fiscal years 2018 and 2017. The College's proportionate share was based on the actual employer contributions to the SRBT for fiscal years 2018 and 2017 relative to total contributions of all participating employers for the fiscal year. At June 30, 2019 and 2018, the College's proportion was 0.118% and 0.099%, respectively.

For the years ended June 30, 2019 and 2018, the College recognized OPEB expense of $1,428,579 and $1,376,937, respectively. The College reported deferred outflows of resources and deferred inflows of resources related to OPEB from the following sources at June 30,:

Deferred Outflows of Resources

	2019	2018
Contributions subsequent to the measurement date	**$ 416,506**	$ 525,030
Difference between expected experience	**214,034**	-
Changes in proportion due to internal allocation	**4,250,397**	1,567,219
Changes in proportion from the Commonwealth of Massachusetts	**56,632**	36,359
Total	**$ 4,937,569**	$ 2,128,608

Deferred Inflows of Resources

	2019	2018
Net difference between projected and actual earnings on pension plan investments	**$ 44,002**	$ 31,696
Difference between expected experience	**37,613**	39,943
Changes in proportion due to internal allocation	**-**	-
Change in plan assumptions	**5,414,210**	1,967,643
Total	**$ 5,495,825**	$ 2,039,282

Note 13 - **Other Post-Employment Benefits ("OPEB") - Continued**

OPEB Liabilities, OPEB Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEB - continued

The College's contributions of $416,506 and $525,030 made during the fiscal year 2019 and 2018, respectively, subsequent to the measurement date will be recognized as a reduction of the net OPEB liability in each of the succeeding years.

Other amounts reported as deferred outflows of resources and deferred inflows of resources related to OPEB will be recognized as increases (decreases) in OPEB expense as follows:

Years Ending June 30,	
2018	$ (209,300)
2019	(209,300)
2020	(209,300)
2021	(95,145)
2022	(251,717)
Total	$ (974,762)

Actuarial Assumptions

The total OPEB liability for 2019 and 2018 was determined using the following actuarial assumptions, applied to all periods included in the measurement, unless otherwise specified:

	2019	2018
Measurement date	June 30, 2018	June 30, 2017
Inflation	3.0%	3.0%
Salary increases	4.0% per year	4.5% per year
Investment rate of return	7.35% net of OPEB investment expense, including inflation	7.5% net of OPEB investment expense, including inflation
Health care cost trend rates	8.0%, decreasing by 0.5% each year to an ultimate rate of 5.5% in 2023 then decreasing 0.25% each year to an ultimate rate of 5.0% in 2025 for medical; 5.0% for EGWP	8.5% decreasing by 0.5% each year to an ultimate rate of 5.0% in 2024 for medical; 5.0% for EGWP; 5.0% for administrative costs

Note 13 - **Other Post-Employment Benefits ("OPEB") - Continued**

Actuarial Assumptions - continued
The mortality rate was in accordance with RP 2014 Blue Collar Mortality Table projected with scale MP-2016 from the central year, with females set forward one year.

The participation rates are actuarially assumed as below:

- 100% of all retirees who currently have health care coverage will continue with the same coverage, except that retirees under age 65 with POS/PPO coverage switch to Indemnity at age 65 and those over 65 with POS/PPO coverage switch to HMO.

- All current retirees, other than those indicated on the census data as not being eligible by Medicare, have Medicare coverage upon attainment of age 65, as do their spouses. All future retirees are assumed to have Medicare coverage upon attainment of age 65.

- 80% of current and future contingent eligible participants will elect health care benefits at age 55, or current age if later.

- Actives, upon retirement, take coverage, and are assumed to have the following coverage:

	Retirement Age	
	Under 65	Age 65+
Indemnity	40.0%	85.0%
POS/PPO	50.0%	0.0%
HMO	10.0%	15.0%

The actuarial assumptions used in the January 1, 2018 and 2017 valuations were based on the results of an actuarial experience study for the periods ranging July 1, 2016 and 2015 through December 31, 2017 and 2016, depending upon the criteria being evaluated.

Note 13 - **Other Post-Employment Benefits ("OPEB") - Continued**

Actuarial Assumptions - continued
As a result of this actuarial experience study, the mortality assumption was adjusted in the January 1, 2017 and 2016 actuarial valuations to more closely reflect actual experience as a result of the recent experience study completed by the Public Employee Retirement Administration Commission ("PERAC").

The long-term expected rate of return on OPEB plan investments was determined using a building-block method in which best-estimate ranges of expected future rates of return are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future rates of return by the target asset allocation percentage.

The SRBT is required to invest in the PRIT Fund. Consequently, information about SRBT's target asset allocation and long-term expected real rate of return as of June 30, 2019 and 2018, are the same as discussed in the pension footnote.

Discount Rate
The discount rate used to measure the total OPEB liability for 2019 and 2018 was 3.95% and 3.63%, respectively. These rates were based on a blend of the Bond Buyer Index rate (3.87% and 3.58%) as of the measurement date and the expected rate of return. The OPEB plan's fiduciary net position was not projected to be available to make all projected future benefit payments for current plan members. The projected "depletion date" when projected benefits are not covered by projected assets is 2025 and 2023 for the fiscal years 2019 and 2018, respectively. Therefore, the long-term expected rate of return on OPEB plan investments is 7.35% and 7.50%, respectively per annum was not applied to all periods of projected benefit payments to determine the total OPEB liability.

Note 13 - **Other Post-Employment Benefits ("OPEB") - Continued**

Sensitivity of the College's proportionate share of the net OPEB liability to changes in the discount rate

The following presents the College's proportionate share of the net OPEB liability, as well as what the College's proportionate share of the net OPEB liability would be if it were calculated using a discount rate that is 1-percentage-point lower or 1-percentage-point higher than the current discount rate:

	2019	
	Current	
1.00% Decrease	**Discount Rate**	**1.00% Increase**
(2.95%)	**(3.95%)**	**(4.95%)**
$ 20,808,462	**$ 17,621,918**	**$ 15,074,324**

	2018	
	Current	
1.00% Decrease	Discount Rate	1.00% Increase
(2.63%)	(3.63%)	(4.63%)
$ 20,622,847	$ 17,372,753	$ 14,788,675

Sensitivity of the College's proportionate share of the net OPEB liability to changes in the healthcare cost trend rates

The following presents the College's proportionate share of the net OPEB liability, as well as what the College's proportionate share of the net OPEB liability would be if it were calculated using healthcare cost trend rates that are 1-percentage-point lower or 1-percentage-point higher than the current healthcare cost trend rates:

	2019	
	Current Healthcare	
1.00% Decrease	**Cost Trend Rate**	**1.00% Increase**
(B)	**(A)**	**(C)**
$ 14,640,772	**$ 17,621,918**	**$ 21,513,669**

	2018	
	Current Healthcare	
1.00% Decrease	Cost Trend Rate	1.00% Increase
(B)	(A)	(C)
$ 14,373,744	$ 17,372,753	$ 21,319,268

Note 13 - **Other Post-Employment Benefits ("OPEB") - Continued**

Sensitivity of the College's proportionate share of the net OPEB liability to changes in the healthcare cost trend rates - continued

(A) - Current healthcare cost trend rate, as disclosed on page 54.
(B) - 1-percentage decrease in current healthcare cost trend rate, as disclosed on page 54.
(C) - 1-percentage increase in current healthcare cost trend rate, as disclosed on page 54.

Note 14 - **Fringe Benefits Provided by State**

The College participates in the Commonwealth's Fringe Benefit programs, including active employee and postemployment health insurance, unemployment, pension, and workers' compensation benefits. Health insurance for active employees and retirees is paid through a fringe benefit rate charged to the College by the Commonwealth.

Group Insurance Commission
The Commonwealth's Group Insurance Commission ("GIC") was established by the Legislature in 1955 to provide and administer health insurance and other benefits to the Commonwealth's employees and retirees, and their dependents and survivors. The GIC also covers housing and redevelopment authorities' personnel, certain authorities and other offline agencies, retired municipal teachers from certain cities and towns and a small number of municipalities as an agent multiple-employer program, accounted for as an agency fund activity of the Commonwealth, not the College.

The GIC is a quasi-independent state agency governed by a seventeen-member body (the "Commission") appointed by the Governor. The GIC is located administratively within the Executive Office of Administration and Finance, and it is responsible for providing health insurance and other benefits to the Commonwealth's employees and retirees and their survivors and dependents. During the fiscal year ended June 30, 2018, the GIC provided health insurance for its members through indemnity, PPO, and HMO plans. The GIC also administers carve-outs for pharmacy, mental health, and substance abuse benefits for certain health plans. In addition to health insurance, the GIC sponsors life insurance, long-term disability insurance (for active employees only), dental and vision coverage (for employees not covered by collective bargaining), retiree discount vision and dental plans, and a pretax health care spending account and dependent care assistance program (for active employees only).

Note 14 - **Fringe Benefits Provided by State - Continued**

Other Retirement Plans
The employees of the College can elect to participate in two defined contribution plans offered and administered by the Massachusetts Department of Higher Education – an IRC 403(b) Tax-Deferred Annuity Plan and an IRC 457 Deferred Compensation SMART Plan. Employees can contribute by payroll deduction a portion of before-tax salary into these plans up to certain limits. The College has no obligation to contribute to these plans and no obligation for any future pay-out.

Note 15 - **Massachusetts Management Accounting and Reporting System**

Section 15C of Chapter 15A of the Massachusetts General Laws requires Commonwealth Colleges and Universities to report activity of campus-based funds to the Comptroller of the Commonwealth on the Commonwealth's Statewide Accounting System, Massachusetts Management Accounting and Reporting System ("MMARS") on the statutory basis of accounting. The statutory basis of accounting is a modified accrual basis of accounting and differs from the information included in these financial statements. Management believes the amounts reported on MMARS meet the guidelines of the Comptroller's *Guide for Higher Education Audited Financial Statements.*

A reconciliation between the College and MMARS as of June 30, is as follows (unaudited):

	2019	2018
Revenue per MMARS	**$ 39,466,531**	$ 42,869,381
Revenue per College	**$ 39,466,531**	$ 42,869,381

Note 16 - **Pass-Through Grants**

The College distributed $5,331,646 and $5,818,793 for the years ended June 30, 2019 and 2018, respectively, for student loans through the U.S. Department of Education Federal Direct Lending Program. These distributions and related funding sources are not included as expenses and revenues or as cash disbursements and cash receipts in the accompanying financial statements.

Required Supplementary Information

HOLYOKE COMMUNTY COLLEGE

(an agency of the Commonwealth of Massachusetts)

Schedules of the Proportionate Share of the Net Pension Liability (Unaudited)

Massachusetts State Employees' Retirement System

Report date	June 30, 2019	June 30, 2018	June 30, 2017	June 30, 2016	June 30, 2015
Measurement date	June 30, 2018	June 30, 2017	June 30, 2016	June 30, 2015	June 30, 2014
Valuation date	January 1, 2018	January 1, 2017	January 1, 2016	January 1, 2015	January 1, 2014
Proportion of the collective net pension liability	0.076%	0.070%	0.069%	0.081%	0.068%
Proportionate share of the collective net pension liability	$ 10,032,605	$ 8,931,989	$ 9,496,282	$ 9,174,886	$ 5,028,761
Covered payroll	$ 5,886,740	$ 5,472,402	$ 5,233,111	$ 4,856,747	$ 5,024,426
Proportionate share of the net pension liability as a percentage of its covered-employee payroll	170.43%	163.22%	181.47%	188.91%	100.09%
Plan fiduciary net position as a percentage of the total pension liability	67.91%	67.21%	63.48%	67.87%	76.32%

Notes:

The GASB pronouncement requiring the presentation of the information on this schedule became effective for years beginning after June 15, 2015 and is intended to provide data for the most recent ten years.

See accompanying notes to the required supplementary information.

HOLYOKE COMMUNTY COLLEGE

(an agency of the Commonwealth of Massachusetts)

Schedules of Contributions - Pension (Unaudited)

Massachusetts State Employees' Retirement System

For the Year Ended June 30,

	2019	2018	2017	2016	2015
Contractually required contribution	$ 571,187	$ 693,458	$ 544,504	$ 494,529	$ 504,616
Contributions in relation to the contractually required contribution	(571,187)	(693,458)	(544,504)	(494,529)	(504,616)
Contribution excess	$ -	$ -	$ -	$ -	$ -
Covered payroll	$ 4,736,211	$ 5,886,740	$ 5,472,402	$ 5,233,111	$ 4,856,747
Contribution as a percentage of covered payroll	12.06%	11.78%	9.95%	9.45%	10.39%

Notes:

Employers participating in the Massachusetts State Employees' Retirement System are required by MA General Laws, Section 32, to contribute an actually determined contribution rate each year.

The Schedule is intended to show ten years. Information is only available for three years.

See accompanying notes to the required supplementary information.

Note 1 - **Change in Plan Actuarial and Assumptions**

Measurement date – June 30, 2018
The investment rate of return changed from 7.50% to 7.35%. In conjunction with the investment rate of return changing, the discount rate was also changed to mirror the new investment rate of return.

The mortality rate assumptions were changed as follows:

- Disabled members – the amount reflects the same assumptions as for superannuation retirees, but with an age set forward of one year

Measurement date – June 30, 2017
The mortality rates were changed as follows:

- Pre-retirement – was changed from RP-2000 Employees table projected generationally with Scale BB and a base year of 2009 (gender distinct) to RP-2014 Blue Collar Employees Table projected generationally with Scale MP-2016 and set forward 1 year for females

- Post-retirement – was changed from RP-2000 Healthy Annuitant table projected generationally with Scale BB and a base year of 2009 (gender distinct) to RP-2014 Blue Collar Healthy Annuitant Table projected generationally with Scale MP-2016 and set forward 1 year for females

- Disability – did not change

Measurement date – June 30, 2016
The assumption for salary increases changed from a range of 3.5% to 9.0% depending on group and length of service to a range of 4.0% to 9.0% depending on group and length of service.

Chapter 176 of the Acts of 2011 created a one-time election for eligible members of the Optional Retirement Plan ("ORP") to transfer to the SERS and purchase service for the period while members of the ORP. As a result, the total pension liability of SERS increased by approximately 400 million as of June 30, 2016.

Note 1 - **Change in Plan Actuarial and Assumptions - Continued**

Measurement date – June 30, 2015
The discount rate to calculate the pension liability decreased from 8.0% to 7.5%

In May 2015, Chapter 19 of the Acts of 2015 created an Early Retirement Incentive ("ERI") for certain members of SERS who upon election of the ERI retired effective June 30, 2015. As a result, the total pension liability of SERS increased by approximately $230 million as of June 30, 2015.

The mortality rates were changed as follows:

- Pre-retirement – was changed from RP-2000 Employees table projected 20 years with Scale AA (gender distinct) to RP-2000 Employees table projected generationally with Scale BB and a base year of 2009 (gender distinct)

- Post-retirement – was changed from RP-2000 Healthy Annuitant table projected 15 years with Scale AA (gender distinct) to RP-2000 Healthy Annuitant table projected generationally with Scale BB and a base year of 2009 (gender distinct)

- Disability – was changed from RP-2000 table projected 5 years with Scale AA (gender distinct) set forward three years for males to RP-2000 Healthy Annuitant table projected generationally with Scale BB and a base year of 2015 (gender distinct)

HOLYOKE COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Schedules of Proportionate Share of Net OPEB Liability (Unaudited)

Massachusetts State Retirees' Benefit Trust

Year ended	June 30, 2019	June 30, 2018
Measurement date	June 30, 2018	June 30, 2017
Valuation date	January 1, 2018	January 1, 2017
Proportion of the collective net OPEB liability	0.118%	0.099%
Proportionate share of the collective net OPEB liability	$ 17,621,918	$ 17,372,753
College's covered payroll	$ 5,886,740	$ 5,472,402
College's proportionate share of the net OPEB liability as a percentage of its covered payroll	299.35%	317.46%
Plan fiduciary net position as a percentage of the total OPEB liability	7.38%	5.39%

Notes:

The GASB pronouncement requiring the presentation of the information on this schedule became effective for years beginning after June 15, 2017 and is intended to provide data for the most recent ten years.

See accompanying notes to the required supplementary information.

HOLYOKE COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Schedules of Contributions - OPEB (Unaudited)

State Retirees' Benefit Trust

For the Years Ended June 30,

	2019	2018
Statutorily required contribution	$ 416,506	$ 525,030
Contributions in relation to the statutorily required contribution	(416,506)	(525,030)
Contribution (excess)/deficit	$ -	$ -
College's covered payroll	$ 4,736,211	$ 5,886,740
Contribution as a percentage of covered payroll	8.79%	8.92%

Notes:

Employers participating in the State Retirees' Benefit Trust are required by MA General Laws, Section 32, to contribute an actuarially determined contribution rate each year.

The GASB pronouncement requiring the presentation of the information on this schedule became effective for years beginning after June 15, 2017 and is intended to provide data for the most recent ten years.

See accompanying notes to the required supplementary information.

HOLYOKE COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Required Supplementary Information – OPEB (Unaudited)

June 30, 2019 and 2018

Note 1 - **Change in Plan Assumptions**

Fiscal year June 30, 2019

Assumptions:

Change in Trend on Future Costs

The healthcare trend rate decreased from 8.5% to 8.0%, which impact the high cost excise tax.

Change in Mortality Rates

The following mortality assumption changes were made in the January 1, 2018 Actuarial Valuation:

- Disabled members – would reflect the same assumptions as for superannuation retirees, but with an age set forward of one year

Change in Discount Rate

The discount rate was increased to 3.95% (based upon a blend of the Bond Buyer Index rate (3.87%) as of the measurement date as required by GASB Statement 74.

Fiscal year June 30, 2018

Assumptions:

Change in Discount Rate

The discount rate was increased to 3.63% (based upon a blend of the Bond Buyer Index rate (3.58%) as of the measurement date as required by GASB Statement 74. The June 30, 2016 discount rate was calculated to be 2.80%.

Independent Auditors' Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards*

O'Connor & Drew P.C.
Certified Public Accountants

Independent Auditors' Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards*

To the Board of Trustees of
Holyoke Community College
Holyoke, Massachusetts

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Holyoke Community College (the "College"), which comprise the statements of net position as of June 30, 2019 and 2018 and the related statements of revenues and expenses, and changes in net position, and cash flows for the years then ended, and the related notes to the financial statements, which collectively comprise the College's basic financial statements and have issued our report thereon dated October 8, 2019. Our report includes a reference to other auditors who audited the financial statements of the Holyoke Community College Foundation. This report includes our consideration of the results of the other auditors' testing of internal control over financial reporting and compliance and other matters that are reported on separately by those other auditors. However, this report, insofar as it relates to the results of the other auditors, is based solely on the reports of the other auditors.

Internal Control Over Financial Reporting
In planning and performing our audits of the financial statements, we considered the College's internal control over financial reporting ("internal control") to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the College's internal control. Accordingly, we do not express an opinion on the effectiveness of the College's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

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Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audits we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the College's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards.*

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Certified Public Accountants
Braintree, Massachusetts

October 8, 2019

NECHE Document Room

INTRODUCTION AND OVERVIEW

COVID Student Survey results
Developmental Education Placement Rates, Fall 2015-Fall 2019
Guidelines and Protocols for a Safe Return to Campus
HCC Strategic Plan
Marketing materials: Photo 1 and Photo 2

STANDARD ONE

Fall 2019 Enrollment Update
HCC Strategic Plan
Transfer Rates, April 2019
Transfer Rates, February 2020

STANDARD TWO

Academic Program Review Guidelines
Analysis of the Economic Impact and Return on Investment of Education: the Economic Value of HCC, December 2017
Capital Improvement Plan
Capital Improvement Plan Budget
Deferred Maintenance Plan and Budget
Emergency Operations Plan, 2019
External Environmental Scan, 2017
Gray Associates Report
Strategic Plan Guideline

STANDARD THREE

Administrative Policy and Procedures Manual
Board of Trustees Bylaws
Constitution of the HCC Professional Association
HCC Application Inventory 2020
HCC Strategic Plan
Organizational Charts
MCCC Day Contract
MCCC DCE Contract

STANDARD FOUR

Academic Program Review Guidelines
College Catalog
CUBIT Substantive Change forms
Degrees Conferred, FY 2019
Distance Education data
General Education Assessment Committee (GEAC) Summary Report
Sample Program Reviews
Sample Syllabi
Service Learning Annual Report
Transfer Rates, February 2020

STANDARD FIVE

CCSSE 2017 Survey Review
Data for Non-Academic Programs and Support Services
Developmental Education Placement Rates, Fall 2015-Fall 2019
Fall to Spring Retention Rates, Fall 2018 Cohort
Fall to Spring Retention Rates, Fall 2019 Cohort
HCC Strategic Plan
Hope Lab Survey Results
Knocking at the College Door: Projections of High School Graduates, December 2016
Student Handbook 2020-2021
Reimagining Mental Health Resources at HCC
Team-Based Case Management Concept Paper

STANDARD SIX

HCC Hiring Guidelines
MCCC Day Contract
New Employee Orientation Agenda
New Faculty Orientation Agenda
Team Based Case Management Concept Paper

STANDARD SEVEN

Classroom Technology Standard and Model Classroom
Enterprise Application Inventory, 2020
ITD Gap Analysis, 2011-2018
MCCC Day Contract
Non-Unit Professionals Handbook
Technology Replacement Plan

STANDARD EIGHT

Alumni Survey
CCSSE Survey
Center for Academic Program Support (CAPS) Report
GEAC Assessment Timeline
HCC Strategic Plan
Hope Lab Survey

STANDARD NINE

Administrative Policies and Procedures Manual
Affirmative Action and Title IX Plan
Constitution of the HCC Professional Association
Internal Control Policy Manual
Student Handbook, 2020-2021

ACADEMIC AFFAIRS

College Credit Exams, 2015-2019
Integrating Higher Education Planning and Assessment: A Practical Guide
Library Database Usage
Library Seat Census, 2017
New Placement Test Placement Rules
Online Course Design Rubric
Placement Test Scoring Guidelines, February 2020

DATA

Developmental Course Placement and Completion, 2018-2019
Distance Education Course Credits, 2010-2019
Distance Education Data
Fall to Fall Retention Rates by SSS Eligibility, 2016-2019
Fall to Fall Retention Rates, Fall 2018 Cohort
Fall to Fall Retention Data, FTDS by New Student Orientation Attendance, 2014-2018
Fall to Spring Retention, Undecided Students, 2015-2018
Grade Distribution and Course Completion Rates, Fall 2018
IPEDS Human Resources Data 2018-2019
Predictive Analytics: HCC Model for Retention, October 2019
PSY 142 Completion Rates, 2012-2016
Retention and Graduation by Race/Ethnicity, 2014-2019
Selected Admissions, Enrollment, and Retention Statistics Massachusetts and Western Massachusetts Community College Transfer Students, Cohorts Entering Fall 2014-Spring 2019

Spring 2020 Enrollment Update
Student Loan Default Rates, 2010-2016
Voluntary Framework of Accountability Data, 2017

DEVELOPMENT/GRANTS

FAFSA vs. Annual Headcount vs. Staff, 2005-2018
First Year Out Graduate Survey, Class of 2017
Grants, FY 2010-FY 2019
HCC Alumni Survey, 2018
Office of Institutional Advancement Goals and Objectives
Title III Grant External Evaluator's Report, 2014

FACILITIES

Campus Store Floor Plan, 2016
Classroom Technology Standard
Deferred Maintenance Plan and Budget

FINANCE

Financial Outlook
Independent Auditor's Report, June 2019

HUMAN RESOURCES

Adjunct Data 2010-2018
Alcohol and Drug Biennial Review, 2017
DCE Hiring Process, June 2014
Grievance and Arbitration Procedure
Higher Ed Administrative Salaries, 2017-2018
HR-CUPA Salary Survey

INFORMATION TECHNOLOGY

Acceptable Use Policy
Application Inventory and Road Map, October 2011
Data Usage Survey, 2018
IT Department Disaster Plan Overview
IT Security Blueprint
Mobile App Presentation
Software Applications Project Road Map, 2016

STRATEGIC PLANNING

Pioneer Valley Labor Market Blueprint
Process Improvement Rubric
Sample Strategic Plan Update
Summary of Annual Priorities, 2013
SWOT Survey Results

STUDENT AFFAIRS

Basic Needs Insecurity Report
Behavioral Intervention and Threat Assessment Team Report, 2013
Clubs and Organizations Manual, Fall 2018
Equity in Athletics Survey Results, 2018
Health Center Visits, 2013-2018
Health Services Report, AY2016-2017
Elaine Marieb New Pathways Center Report
New Directions Data, Fall 3013-Fall 2018
NJCAA Third Year of Eligibility Proposal
Proposal for Veterans Resource and Wellness Promotion Center
Strategic Enrollment Management Goals and Strategies, 2017-2020
Student Basic Needs Survey Analysis, Fall 2019
Student Support and Addressing Student Concerns Presentation, Fall 2018
Thrive Center Report, 2018
Veterans Services Mission Statement
WellConnect Utilization Report, 2017
WellConnect Utilization Report, 2018

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