

**HOLYOKE COMMUNITY COLLEGE  
BOARD OF TRUSTEES**

Minutes of August 28, 2018

The 369<sup>th</sup> meeting of the Holyoke Community College Board of Trustees was held on Tuesday, August 28, 2018, in the John T. Hickey Conference Room, Chair Robert W. Gilbert, Jr. presiding.

<b>MEMBERS PRESENT</b>	Charles Epstein Robert Gilbert Yolanda Johnson Suzanne Parker Lucy Perez Evan Plotkin Julie Pokela Ivonne Vidal Haley Woods
<b>NOT PRESENT</b>	Ted Hebert
<b>ALSO PRESENT</b>	Olugbemiga Adekunle, Mark Antsel, Michele Cabral, Dan Campbell, Nick D'Agostino, Chester DeGray, Karen Desjeans, Veena, Dhankher, Amy Dopp, Bill Fogarty, Curt Foster, Jeff Hayden, Kim Hicks, Olivia Kynard, Clare Lamontagne, Johanna Lebron, Nelson Lopez, Moira Maguire, Keith McKittrick, Marcia Mitchell, Karin Moyano Camihort, Ed Murch, Monica Perez, Kristine Ricker Choleva, JoAnne Rome, Christina Royal, Tony Sbalbi, Amanda Sbriscia, Idelia Smith, Michele Snizek, Linda Szalankiewicz, Renee Tastad, Bonnie Zima Dowd
<b>CALL TO ORDER</b>	Chair Gilbert called the meeting to order at 8:04 a.m.
<b>APPROVAL OF THE MINUTES</b>	On a motion by Trustee Parker and seconded by Trustee Epstein, it was <b>VOTED</b> to approve the minutes of the June 2018 meeting as presented.
<b>APPROVAL OF PERSONNEL ACTIONS</b>	<p>On a motion by Vice-Chair Pokela and seconded by Trustee Epstein, it was <b>VOTED</b> to approve the appointments, reappointments, and non-reappointment for Non-Unit Professional Staff, MCCC Unit Professional Staff and Faculty as presented.</p> <p>On a motion by Trustee Parker and seconded by Trustee Epstein, it was <b>VOTED</b> to approve the Reappointments of Department Chairs, Curriculum Coordinators, and Program Coordinators as presented.</p> <p>On a motion by Trustee Johnson and seconded by Trustee Vidal, it was <b>VOTED</b> to empower the President of the College to approve all personnel actions prior to the next meeting.</p>
<b>SABBATICAL PROPOSALS</b>	<p>Two sabbatical proposals were presented to the Board of Trustees by Vice President for Academic Affairs Monica Perez:</p> <p><u>Professors Nicole Hendricks &amp; Mary Orisich</u> – the focus of this sabbatical is to develop an HCC Correctional Education Program.</p>

	<p><u>Professor Alexandra Wagman</u> – the focus of this sabbatical is to produce a series of 2-5 minute community partner video spotlights. Each video will feature a major non-profit organization in Holyoke and vicinity.</p> <p>On a motion by Trustee Vidal and seconded by Trustee Johnson, it was <b>VOTED</b> to approve the sabbatical proposals as presented.</p>
<b>DHE DEGREE APPLICATION</b>	<p>An application to the Department of Higher Education for an Associate in Applied Science Degree in Culinary Arts (A.A.S.) was presented for Board approval by Professor of Hospitality &amp; Culinary Arts, Mark Antsel.</p> <p>On a motion by Trustee Plotkin and seconded by Trustee Epstein, it was <b>VOTED</b> to approve the degree application as presented.</p>
<b>AUDIT COMMITTEE &amp; FINANCE COMMITTEE</b>	<p>For scheduling purposes as well as a need for efficiency, Chair Gilbert proposed that the Audit Committee and Finance Committee be dissolved and replaced with an Audit &amp; Finance Committee.</p> <p>On a motion by Trustee Plotkin and seconded by Trustee Epstein, it was <b>VOTED</b> to approve that the current Audit Committee and Finance Committee be dissolved, and replaced with a single committee, Audit &amp; Finance, retaining the current members of the two dissolved committees.</p>
<b>PRESIDENTIAL EVALUATION COMMITTEE REPORT</b>	<p>The Presidential Evaluation was presented by the Vice-Chair, Dr. Julie Pokela:</p> <p>Methodology of evaluation included a survey of Board members, President Royal’s direct reports, a sample from other staff &amp; faculty, external community members; prior benchmark data from DHE and internal data; and President Royal’s self-evaluation. The results of the evaluation are very positive. The Board asked President Royal to get to know the college and local community, and develop strong relationships both internal and external. The strongest relationships from the evaluation are with the Board, her work with the external community, and with students. Perception of relationships with staff and faculty are positive. The Strategic Planning process showed campus-wide participation and inclusion. The Board is impressed with the Strategic Plan. President Royal has done an excellent job of establishing herself as a leader in the local community.</p> <p>On a motion by Trustee Plotkin and seconded by Trustee Vidal, it was <b>VOTED</b> to accept the report of the evaluation committee, including recommending a raise of 3% for Dr. Royal to the Commissioner of Higher Education.</p>
<b>REPORT OF THE CHAIR</b>	<p>Aside from several phone calls with President Royal, Chair Gilbert also participated with the Nominating Committee via phone calls throughout the summer.</p>
<b>PRESIDENT’S REPORT</b>	<p><u>Emergency Operations Plan Update</u>: presented by Interim Chief of Police, Chester DeGray.</p> <p>The Public Safety working group has been meeting monthly to update the college’s safety plans. They are currently in the final stages of approving the evacuation plans for each of the campus buildings, as well as the entire campus. Once that is done, they will put up signage around the campus indicating rallying points for each building during an evacuation. They will also update all</p>

of the college maps. Next up will be finalizing the college's Active Shooter plan for the campus. The Active Shooter Plan should be finalized over the fall semester. The college has an agreement in place with Westfield State University to share an Emergency Management Director. The search for that position is underway.

Chair Gilbert asked Chief DeGray for a status update on the college's armory. A discussion thus ensued.

Forward Further: Embracing our Mission, Vision, Values and Strategic Plan:

**Mission** – Educate. Inspire. Connect.

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

**Values** – Innovation, Collaboration, Kindness, Inclusion, Trust

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

**Student Experience** – 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 success 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 **engaging** 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.

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

1. Develop culturally responsive pedagogies with special emphasis on the College's status as a Hispanic Serving Institution.
2. Increase the rate of college completion by providing targeted placement and support measures, flexible pathways and multiple scheduling options, and through the creative use of technology.
3. Promote faculty and staff professional development by providing meaningful opportunities for training and exposure to innovative practices.

**EQUITY, INCLUSION & STUDENT SUCCESS    Strategy #2: Work with the communities we serve to increase equity**

1. Increase student success through a holistic approach addressing underrepresented student's academic and life challenges.
2. Improve college readiness by collaborating with new and existing community-based organizations, local school districts and adult education programs.

**WORKFORCE DEVELOPMENT & TRANSFER    Strategy #3: Align programs with workforce demands, student needs for transfer and employment opportunities.**

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

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

1. Utilize technology and data to advance operational effectiveness and business process improvement.
2. Develop and launch new revenue streams that address strategic priorities and provide new net revenue.

Strategic Planning FY19-FY22: Strategies, Objectives, and Draft Metrics							
TEACHING & LEARNING							
Strategy #1: Enhance and expand innovative teaching and learning practices that support quality education for all.	Baseline Data	Target Metric (by 2022)	Ambitious Metric (by 2022)	Boost College Completion Rates	Close the Achievement Gap	Attract and Graduate More Students from Underserved Population	
1.1 Develop culturally responsive pedagogies with special emphasis on the College's status as a Hispanic Serving Institution.	11	7	4		Y	Y	
1.2 Increase the rate of college completion by providing targeted placement and support measures, flexible pathways and multiple scheduling options, and through the creative use of technology.	15%	19%	22%	Y			
	76%	80%	83%	Y			
1.3 Promote faculty and staff professional development by providing meaningful opportunities for training and exposure to innovative practices.	Not available	operational	optimal	Y	Y		
EQUITY, INCLUSION & STUDENT SUCCESS							
Strategy #2: Work with the communities we serve to increase equity.	Baseline Data	2022 Goal (Target Metric)	Ambitious Metric	Boost College Completion Rates	Close the Achievement Gap	Attract and Graduate More Students from Underserved Population	
2.1 Increase student success through a holistic approach addressing underrepresented student's academic and life challenges.	2.1.1 Increase the Fall-to-Fall retention rate for all first-time degree seeking students.	51%	55%	58%	Y		
	2.1.2 Increase the Fall-to-Fall retention rate for FTD5 adult students.	43%	47%	50%	Y	Y	
	2.1.3 Increase the Fall-to-Fall retention rate for FTD5 minority students.	44%	48%	51%	Y	Y	
	2.1.4 Reduce the retention rate gap (achievement gap) between first-time degree seeking White and minority students.	12	8	5		Y	Y
	2.1.5 Increase underrepresented minority proportion among all employees.	22%	26%	27%			Y

Prepared by the Office of Institutional Research

8/27/2018

Strategic Planning FY19-FY22: Strategies, Objectives, and Draft Metrics							
2.2 Improve college readiness by collaborating with new and existing community-based organizations, local school districts and adult education programs.	2.2.1 Decrease the percentage of first-time degree seeking students requiring developmental math.	78%	74%	71%	Y		
	2.2.2 Decrease the percentage of first-time degree seeking students requiring developmental English.	43%	39%	36%	Y		
WORKFORCE DEVELOPMENT & TRANSFER							
Strategy #3: Align programs with workforce demands, student needs for transfer and employment opportunities.	Baseline Data	2022 Goal (Target Metric)	Ambitious Metric	Boost College Completion Rates	Close the Achievement Gap	Attract and Graduate More Students from Underserved Population	
3.1 Take a college-wide, systemic approach to developing and implementing training, certificate and degree programs to address existing and emerging industries and expand enrollment by non-traditional students.	3.1.1 Increase the number of credentials awarded in high-need/priority fields (STEM and Health).	260	335	360	Y		
	3.1.2 Increase the transfer rate of all first-time degree seeking students within 150% of normal time.	26%	30%	33%	Y		
3.2 Increase the number of underrepresented students who achieve job placement and academic transfer by building and strengthening programs and partnerships.	3.2.1 Increase the transfer rate of first-time degree seeking minority students within 150% of normal time.	23%	27%	30%	Y		
	3.2.3 Increase the (number or percentage) of minority graduates from career programs who are employed.				Y		
SUSTAINABILITY							
Strategy #4: Create a sustainable model for long-term growth.	Metrics	Baseline Data	2022 Goal (Target Metric)	Ambitious Metric	Boost College Completion Rates	Close the Achievement Gap	Attract and Graduate More Students from Underserved Population
4.1 Utilize technology and data to advance operational effectiveness and business process improvement.	4.1.1 Reduce the number of paper transactions completed by the Business Office each year through process improvement and automation.	24,000	18,000	12,000			
	4.1.2 Reengineer mobile application to enhance student engagement and support.	Not available	operational	optimal	Y		

Prepared by the Office of Institutional Research

8/27/2018

	<p style="text-align: right;">Strategies, Objectives, and Draft Metrics</p> <table border="1"> <thead> <tr> <th colspan="7">Strategic Planning FY19-FY22: Strategies, Objectives, and Draft Metrics</th> </tr> </thead> <tbody> <tr> <td data-bbox="613 153 800 212">4.2.1 Enhance financial support for the College through increased funds and strategic, diversified revenue streams, raising over \$5 million annually by 2022.</td> <td data-bbox="800 153 995 212">\$1.7 million</td> <td data-bbox="995 153 1117 212">\$3 million</td> <td data-bbox="1117 153 1170 212">\$5 million</td> <td data-bbox="1170 153 1224 212">Y</td> <td data-bbox="1224 153 1300 212"></td> <td data-bbox="1300 153 1365 212">Y</td> </tr> <tr> <td data-bbox="613 212 800 247">4.2.2 Increase the percent of the operating budget that is not dependent on student fee revenue.</td> <td data-bbox="800 212 995 247">51%</td> <td data-bbox="995 212 1117 247">60%</td> <td data-bbox="1117 212 1170 247">63%</td> <td data-bbox="1170 212 1224 247"></td> <td data-bbox="1224 212 1300 247"></td> <td data-bbox="1300 212 1365 247"></td> </tr> <tr> <td data-bbox="613 247 800 283">4.2.3 Increase the percent of overall cost that is devoted to instruction, academic support and student support.</td> <td data-bbox="800 247 995 283">63%</td> <td data-bbox="995 247 1117 283">75%</td> <td data-bbox="1117 247 1170 283">78%</td> <td data-bbox="1170 247 1224 283">Y</td> <td data-bbox="1224 247 1300 283">Y</td> <td data-bbox="1300 247 1365 283">Y</td> </tr> <tr> <td data-bbox="613 283 800 319">4.2.4 An increase in Contract Training through the Training and Workforce Options (TWO) program.</td> <td data-bbox="800 283 995 319">\$ 103,000</td> <td data-bbox="995 283 1117 319">\$ 294,178</td> <td data-bbox="1117 283 1170 319">\$ 441,267</td> <td data-bbox="1170 283 1224 319"></td> <td data-bbox="1224 283 1300 319"></td> <td data-bbox="1300 283 1365 319">Y</td> </tr> </tbody> </table> <p>FTDS = First-time degree seeking students</p> <p style="text-align: center;"><i>Prepared by the Office of Institutional Research</i></p> <p style="text-align: right;">8/27/2018</p>	Strategic Planning FY19-FY22: Strategies, Objectives, and Draft Metrics							4.2.1 Enhance financial support for the College through increased funds and strategic, diversified revenue streams, raising over \$5 million annually by 2022.	\$1.7 million	\$3 million	\$5 million	Y		Y	4.2.2 Increase the percent of the operating budget that is not dependent on student fee revenue.	51%	60%	63%				4.2.3 Increase the percent of overall cost that is devoted to instruction, academic support and student support.	63%	75%	78%	Y	Y	Y	4.2.4 An increase in Contract Training through the Training and Workforce Options (TWO) program.	\$ 103,000	\$ 294,178	\$ 441,267			Y
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<b>ADJOURNMENT</b>	The meeting was adjourned at 9:33 a.m.																																			

Respectfully submitted,

Haley Woods, Secretary  
Board of Trustees

Approved: Robert W. Gilbert, Jr., Chair, October 23, 2018

**HOLYOKE COMMUNITY COLLEGE  
OFFICE OF THE PRESIDENT**

**MEMORANDUM**

**TO:** Board of Trustees  
**FROM:** Dr. Christina Royal, President  
**DATE:** September 25, 2018  
**SUBJECT:** Appointments for Non-Unit Professional Staff, Unit Professional Staff, and Faculty

**NON-UNIT PROFESSIONAL APPOINTMENTS (trust funded)**

Salomon Mateo – System Administrator – 09/04/18

Madeline Torres – Executive Assistant to the President – 09/23/18

**MCCC UNIT PROFESSIONAL APPOINTMENT (state funded)**

Megan Pereira – Grants Development Specialist – 09/30/18

**FACULTY APPOINTMENT (2018-2019 Academic Year) (one-year temporary)**

Natalie Alexander – Instructor of Nursing (Practical Nursing Certificate Program)

**SUGGESTED MOTION:** To approve the appointments for Non-Unit Professional Staff, Unit Professional Staff, and Faculty

**HOLYOKE COMMUNITY COLLEGE  
BOARD OF TRUSTEES**

Minutes of September 25, 2018

The 370<sup>th</sup> meeting of the Holyoke Community College Board of Trustees was held on Tuesday, September 25, 2018, in the John T. Hickey Conference Room, Chair Robert W. Gilbert, Jr. presiding.

<b>MEMBERS PRESENT</b>	Robert Gilbert Ted Hebert Suzanne Parker Julie Pokela Haley Woods
<b>NOT PRESENT</b>	Charles Epstein, Yolanda Johnson, Lucy Perez, Evan Plotkin, Ivonne Vidal
<b>ALSO PRESENT</b>	Olugbemiga Adekunle, Michele Cabral, Nick D’Agostino, Chester DeGray, Veena Dhankher, Mary Dixey, Amy Dopp, Steve Duffany, Bill Fogarty, Curt Foster, Jeff Hayden, Kim Hicks, Mark Hudgik, Clare Lamontagne, Nelson Lopez, Moira Maguire, Keith McKittrick, Karin Moyano Camihort, Ed Murch, Kristine Ricker Choleva, Michelle Robak, JoAnne Rome, Christina Royal, Tony Sbalbi, Amanda Sbriscia, Idelia Smith, Michele Snizek, Linda Szalankiewicz, Renee Tastad, Madeline Torres, Chris Yurko
<b>CALL TO ORDER</b>	Chair Gilbert called the meeting to order at 8:07 a.m.  Chair Gilbert acknowledged that a quorum was not established.
<b>APPROVAL OF THE AUGUST MINUTES</b>	Without a quorum established, the minutes were not approved.  Chair Gilbert asked that the August minutes be amended to reflect his inquiry regarding the College’s armory.  The minutes will be approved at the October 2018 meeting.
<b>APPROVAL OF PERSONNEL ACTIONS</b>	Without a quorum established, the personnel actions were not approved.  The personnel actions will be approved at the October 2018 meeting.
<b>REPORT OF THE CHAIR</b>	Aside from several phone calls with President Royal to discuss issues and the Board agenda, Chair Gilbert spent time fund-raising for the HCC Foundation’s Golf Committee.
<b>PRESIDENT’S REPORT</b>	<u>Personnel Updates:</u>  President Royal introduced Madeline Torres as her new Executive Assistant. President Royal acknowledged this would be the last time that Nelson Lopez would serve as the Board’s Recording Secretary. President Royal thanked Nelson for his service as her former Executive Assistant, and wished him well in his new position as her Special Projects Assistant.  Chairman Gilbert thanked Nelson for his service as the Board’s Recording Secretary, and wished him well on his new position.



Center for Life Sciences Update: presented by Vice President for Administration & Finance Bill Fogarty.

Phase One of a proposed five-phase, total-building project has been completed and includes a Clean Room training lab, a Biotechnology Lab, and a Microbiology Lab, as well as classroom and related support space. Funding proposals for phases 2-5 were not approved by the Department of Capitol Asset Management & Maintenance (DCAMM). However, the college will receive \$10 million from the Marieb Foundation for phase 2 of the project. The grand opening will take place during the state's STEM week in October.

Campus Center Update:

- The project is scheduled for substantial completion at the end of March 2019, and we plan to be fully moved in and operating for Fall 2019 semester. Admissions, Advising and Testing will move to the first floor; Student Engagement, the College Store and Dining Services will move to the second floor, and Media Arts and Photography will return to the third floor.
- Over the summer, members of the college traveled to Boston to look at potential furnishings for the center. Another trip to Boston is planned for Thursday, 9/27.
- The college is looking into a new business model for the Campus Store. There is discussion of adding, or working, with different vendors in regards to new merchandise for the store to offer. An RFP will likely go out.
- Strategies to minimize campus dining staffing costs during off-peak periods are being discussed. High-end vending machine are already being used on campus, as well as the Center for Higher Education.
- PVRTA bus pick-up/drop-off will be moved to the front of the Campus Center. The center will become the face of the college. New roadways will be built to accommodate the flow of traffic.
- With several offices moving in to the center, other campus offices may be moved to different locations on campus as well.

General Updates:

On 9/6/18 Lt. Governor Karen Polito visited Holyoke High School (HHS) for a discussion regarding two early college programs (Holyoke Community College's early college program and Westfield State University's Promise program). HHS was 1 of 5 schools to receive the early college program designation by the Department of Early & Secondary Education (DESE) and the Department of Higher Education (DHE). Students take college-level courses taught by high school or college faculty. The students must complete core requirements, including two technical courses. The Westfield State program offers students insight into college life. Juniors in the WSU program take two college-level courses at the high school co-taught by a Westfield State and Holyoke High faculty member. Seniors take one class a semester at Westfield State. In the early college program, Holyoke sophomores will enroll in 1 of 4 courses taught by HCC faculty. Currently, there are 100 seats available in the program for sophomores. The early college program is aligned with the HS's 4 academies. Students can earn a minimum of 12 credits before they graduate. In 5yrs 500 students will have gone through the program. Juniors and Seniors in

the program take classes at the college. Dual Enrollment Coordinator Jenna Cochran and Dean of Enrollment Management Renee Tastad, joined by four students, participated in the discussion.

VFA Presentation: presented by Director of Institutional Research Veena Dhankher.

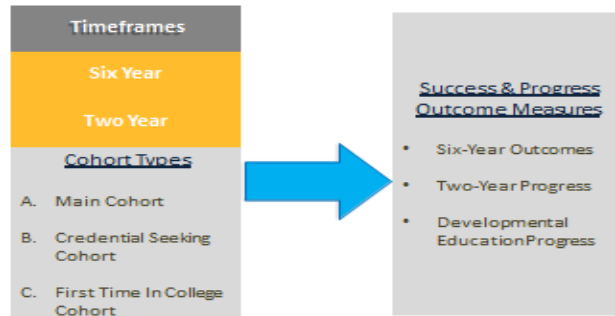
The Voluntary Framework of Accountability (VFA) is the first, national system of accountability specifically *for community colleges, by community colleges*

- Existing accountability measures exclude part-time and non-degree seeking students
- IPEDS –Graduation rate (150%) of first-time full-time degree seeking students - not the right tool for measuring community college success
- IPEDS Outcome Measure: Started in 2015
- DHE’s Vision project focuses on first-time degree seeking students

National Trend:

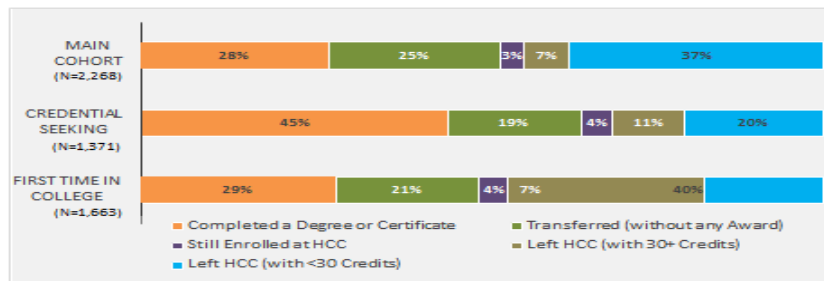
Six year outcome		Developmental Need
59%	Part-time 63%	60%

Reporting VFA



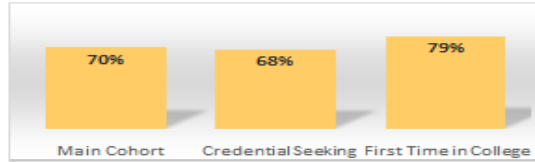
<b>Main Cohort:</b> New, first-time degree seeking; new, transfer degree seeking; and new, non-degree seeking students (excludes students who are taking only ESL course/s, and dual students)	<b>Credential Seeking Sub-group of Main Cohort:</b> includes only main cohort students who completed/earned 12 credits within 2 years	<b>First-time in College (FTIC) Sub-group of Main Cohort:</b> includes only main cohort students who are first-time degree seeking
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Six Year Cohort (Fall 2011)  
Outcomes by the End of Six Years by Cohort Type

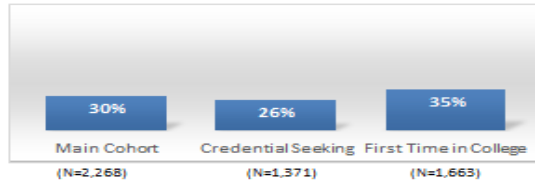


### Six Year Cohort (Fall 2011)

Developmental Need in Math By Cohort Type

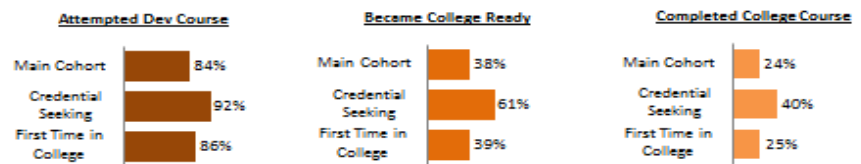


Developmental Need in English/Writing By Cohort Type

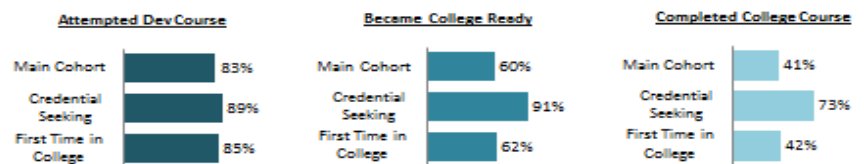


### Six Year Cohort (Fall 2011)

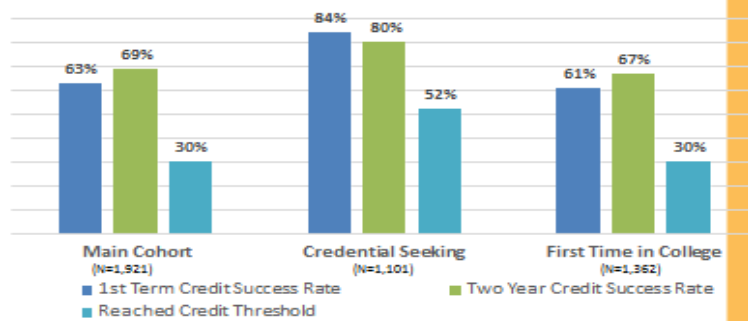
Developmental Outcomes for Students Referred to Developmental Math



Developmental Outcomes for Students Referred to Developmental English



### Two Year Cohort (Fall 2015) Progress by End of Year Two by Cohort Type



**1st Term Credit Success Rate:**

Percent of attempted credits that were successfully completed during 1st term

**Two Year Credit Success Rate:**

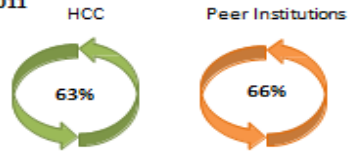
Percent of attempted credits that were successfully completed during first two years

**Reached Credit Threshold:**

Percent of students who earned 24 credits (part-time) and 42 credits (full-time) within 2 years

### Main Cohort: Six-Year Outcome and Two-Year Progress

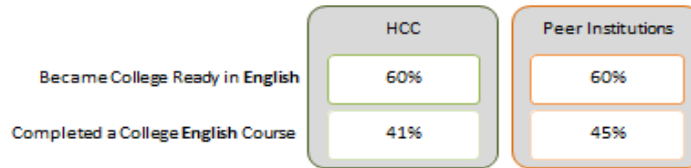
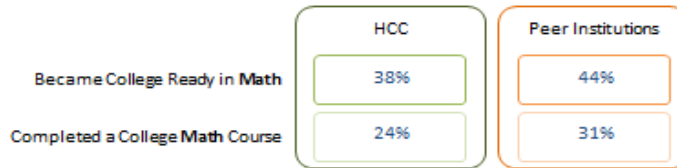
#### Six-Year Outcome Measures: Fall 2011



#### Two-Year Outcome Measures: Fall 2015



### Main Cohort (Fall 2011) Six-Year Progress in Developmental Courses



#### Strategic Planning Update:

#### **Strategic Framework: Teaching & Learning**

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

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

#### **Measurable Outcomes:**

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

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

**Action Items**

1. Define and develop common understanding of the concept of culturally responsive pedagogy, with special consideration for the college’s identity as a Hispanic Serving Institution.
  - a) Year Zero: form a committee driven by faculty; gain an understanding of the diverse needs of the student body as it relates to pedagogy; research best practices and inventory existing practices (e.g. Bridging Cultures)
  - b) Years 1-3: communicate and educate the campus community about the common definition of culturally responsive pedagogy; provide ample opportunity for peer-to-peer development around this common understanding; Create an online campus portal to centrally locate all materials, initiatives and ideas regarding culturally responsive pedagogies at HCC.

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

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

**Measurable Outcomes:**

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

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

DHE Alignment: Boost College Completion Rates

**Action Items**

1. Align course offerings to meet student needs.
  - a) Year Zero: analyze existing schedule; explore enhanced summer term and consider incentives for summer enrollment; develop recruitment and marketing plan specific to evening/weekend/online classes as well as late start (8-week & 10-week) courses; explore block scheduling for specific programs. Develop a one-year out schedule of course offerings
  - b) Years 1-3: Increase flexible schedule options, including the number of courses offered evening/weekend/online/accelerated and in the summer; develop pilot 10-week course schedule and integrate into existing semester term; implement block scheduling where recommended.

*Success looks like:* HCC offers a full year course schedule including a full array of course offerings (e.g., evening/weekend/online classes as well as late start (8-week & 10-week) courses); as a result, we see an increase in the average number of credits taken by each student resulting in stronger college

	<p>completion rates.</p> <p>2. Develop and market options for students to earn credit for prior learning</p> <p>a) Year Zero: develop a standardized approach for evaluating and assessing prior learning; inventory existing options (e.g. CLEP, DSST, HCC Challenge exams, portfolio review, articulation agreements and non-credit course completion) and create an intentional strategy for advising every student of the relevance and benefit. Develop and publish crosswalk of HCC courses to existing exam options; examine support service model for non-traditional students (e.g. service hours and practices, modes of communication)</p> <p>b) Years 1-3: scale up support services for adult students; position the college to become known and recognized as a leading Adult Learner Focused Institution (ALFI) in the region; develop and launch marketing strategy.</p> <p><b>Success looks like:</b> 100% increase in the number of students receiving credit for prior learning by year 3; decrease in time to completion; HCC is recognized as a leading Adult Learner Focused Institution (ALFI) in the region.</p> <p>Objective 1.3: Promote faculty and staff professional development by providing meaningful opportunities for training and exposure to innovative practices.</p> <p><b>Measurable Outcomes:</b> By 2022, learning spaces will be created for innovative ideas to be researched, tested, and incubated.</p> <p>DHE Alignment: Boost College Completion Rates, Close the Achievement Gap</p> <p><b>Action Items</b></p> <p>1. Design and establish a Center for Excellence</p> <p>a) Year Zero: With active engagement from faculty and staff, establish Center for Excellence mission based on the foundation of scholarship for teaching, learning, and innovation; define space and staffing needs</p> <p>b) Years 1-3: Center for Excellence provides input and assists with the development of programming necessary for professional development, with emphasis on the College’s status as an HSI.</p> <p><b>Success looks like:</b> The Center for Excellence is established, promoting the development of faculty and staff; is fulfilling its mission, and is providing meaningful opportunities for training and exposure to innovative practices.</p> <p>2. Develop a comprehensive professional development training program for all faculty and staff offered through multiple modalities, including intensive workshops, trainings, and online modules.</p> <p>a) Year Zero: examine best practices that are tied to the concept of cultural humility, to view diversity as an asset to curriculum, and to build on the concepts of universal design and family engagement; Identify internal and external consultants/experts to deliver training designed to develop employee skills in understanding cultural humility, universal design and other related topics (e.g., meeting the needs of Latinx students).</p> <p>b) Years 1-3: implement professional development training program, with emphasis on the College’s status as an HSI.</p> <p><b>Success looks like:</b> relevant professional development is provided on a regular</p>
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basis and through multiple modalities for all faculty and staff; students report on CCSSE survey that they feel valued and included based on culture.

**Strategic Framework: Inclusion & Student Success**

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

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

**Measurable Outcomes:**

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

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

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

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

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

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

**Action Items**

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

a) Year Zero: develop new and enhance existing public-private partnerships to address housing needs of HCC students

b) Years 1-3: develop new and enhance existing public-private partnerships to address food, addiction, childcare and transportation needs of HCC students; develop and implement effective method to refer students to resources throughout the community; with the support of the HCC foundation, the City of Holyoke, and Holyoke Housing Authority, provide HCC students an option for affordable housing in Holyoke; through the EDU department, develop a program that serves the educational needs of early childhood education students AND also provides real, low cost, quality childcare for HCC students at the times and under the conditions that they need it.

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

2. Building from the strongest threads of successful programs such as MAS, STRIVE, OSDDS, TCC, FOH, and Undecided Major, implement a team-based case management approach to onboarding new students that responds to learner needs throughout the enrollment lifecycle.

a) Year Zero: develop student learning outcomes; define team members and roles; develop team training and define expectations; identify needs for student tracking method; develop standardized communications to students;

	<p>develop non-cognitive assessment to identify resource needs; explore “meta-major” (i.e Big Button major selection (select from grouping of majors)) at point of application for admission</p> <p>b) Years 1-3: implement “Big Button” major selection; implement non-cognitive assessment to inform student support needs; implement team-based case management approach; implement method to track students through the enrollment process; implement method to document communication with student across team</p> <p><b>Success looks like:</b> students new to HCC are assigned a support team at the point of admission. This team is responsible for assisting assigned students through the enrollment process, including major and course selection, financial aid, and referral to appropriate support services. Students receive a personalized approach, feel connected and supported. Admit to enroll yield increases and fall-to fall retention increases.</p> <p>3. Establish intervention protocol for struggling students (e.g., midterm grades of C or lower, withdraw, not attending class).</p> <p>a) Year Zero: develop protocol and reports.</p> <p>b) Years 1-3: pilot intervention for all students with grades of “D,”“F,”“W,”“I” by midterm and measure for effectiveness; roll out training for campus wide engagement.</p> <p><b>Success looks like:</b> Intervention protocol implemented throughout academic advising with increased student persistence.</p> <p>4. Develop a Universal Design plan that incorporates facilities, services, classroom and online learning environments.</p> <p>a) Year Zero: utilizing the ADA committee, deliver college-wide training on the benefits of Universal Design; evaluate physical plant for modifications; establish a process for reviewing and updating physical plant</p> <p>b) Years 1-3: provide ongoing professional development on Universal Design; implement UD principles within each of the areas of facilities, services, classroom and online learning environments; include UD in program review</p> <p><b>Success looks like:</b> DCAMM recommendations are implemented, future audits result in fewer to no recommendations.</p> <p>5. Establish a welcoming culture that embraces diversity, inclusion, and belonging.</p> <p>a) Year Zero: identify training resources around cultural humility, cultural responsiveness and our status as an HSI; utilize the Healing Racism Institute as a resource for HCC faculty and staff; establish campus affinity groups; develop strategies that will create space for cross cultural, ideological, and social differences to be shared and valued.</p> <p>b) Years 1-3: Establish an Equity Collaborative or Institute with an emphasis on social justice on the HCC campus that includes HCC faculty and staff as well as leaders in the broader community; enhance cultural programming and forums; develop and launch opportunities for HCC campus community to have difficult conversations (e.g., race, intersectionality).</p> <p><b>Success looks like:</b> HCC becomes a centralized resource, think tank, and change agent for Western Massachusetts regarding equity, inclusion, pluralism, social justice and cultural humility. Through survey methodology, students</p>
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express positive views on inclusiveness at HCC.

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

**Measurable Outcomes:**

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

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

DHE Alignment: Boost College Completion Rates

**Action Items**

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

a) Year Zero: review and develop standard cut scores for SAT, ACT, AP, IB, CLEP, GED and other GPA and course grade options (e.g. h.s. algebra II and h.s. english IV); explore curriculum alignment with area high schools with the goal or articulation of high school courses into HCC developmental courses (e.g. high school english III = HCC ENG 095); examine co-requisite remediation and educate the campus community on the benefits; identify faculty, programs, and/or departments who are willing to participate in co-requisite remediation; identify support structures necessary for faculty and students to be successful in this model

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

**Success looks like:** Multiple measures for placement are fully utilized; decrease in developmental course enrollment; increase in retention and degree completion rates.

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

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

b) Years 1-3: Develop plan to grow successful program enrollment; scale up dual enrollment and fund appropriately; scale up Gateway to College; implement retention (matriculation) plan for each program; implement college-preparation programming with partner districts

**Success looks like:** 50% increase in dual enrollment; financial alignment with designated \$ per student; increase in retention (matriculation) rates after high school graduation.

**Strategic Framework: Workforce Development & Transfer**

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

**Objective 3.1: Take a college-wide, systemic approach to developing and**

**implementing training, certificate and degree programs to address existing and emerging industries and expand enrollment by non-traditional students.**

**Measurable Outcomes:**

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

DHE Alignment: Boost College Completion Rates

**Action Items**

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

a) Year Zero: Establish a marketing campaign with a singular brand which breaks down the silos between credit and non-credit. Develop strategies that engage alumni in opportunities for re-entry into non-credit courses.

b) Years 1-3: Provide training to college community on options for both non-credit and credit with emphasis on meeting students where they are and encouraging lifelong learning

**Success looks like:** By launching and promoting more programs that “get you jobs,” HCC yields a larger and broader demographic of students who are then prepared to be successful in these job markets.

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

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

b) Years 1-3: create tailored instruction to meet needs of emerging industries; strengthen or utilize liberal arts programming to address employer soft-skill needs; develop and deliver instruction that is tied to specific employer needs above and beyond degree or certificate requirements (e.g., internships, apprenticeships, tailored instruction to meet specific employer needs); engage students in career-readiness activities (e.g., online moodle course) to assist in their development of necessary skills for gainful employment.

**Success looks like:** New programs aligned with emerging fields (e.g., cannabis, green technology, cyber security); increase number of graduates reporting degree related job attainment; career readiness programming is being delivered across disciplines; employers seek out our students.

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

**Measurable Outcomes:**

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

By 2022, the transfer rate of first-time degree seeking students of color within

150% of normal time will increase by 4 percentage points.  
By 2022, the employment rate for students of color who graduated from career focused programs will increase by 4 percentage points.

DHE Alignment: Boost College Completion Rates

**Action Items**

1. Assess and align programs and resources for underprepared students to expedite students' progress towards degree attainment and transfer.
  - a) Year Zero: review existing data on underprepared student outcomes; identify best practices around the country; identify language pitfalls/biases /accessibility across all programs; Assess and align ESL/ESOL/developmental courses to meet the needs of students.
  - b) Years 1-3: Implement approved recommendations; streamline programs for underprepared students to expedite degree/certificate attainment and transfer.

*Success looks like:* decreased time to degree; data informed program designed to increase number of students transitioning to college level courses and job readiness; contextualized ESL and developmental courses aligned to specific degrees and certificates are offered.

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

- a) Year Zero: develop the method for reviewing academic and workforce programs; identify a comprehensive data set for each program (e.g., number of students, student demographics; graduation rates, job placement in field, transfer rates, etc.) with an emphasis on underrepresented students (e.g., Latinx students, African American students, women in STEM, males in nursing).
- b) Years 1-3: utilize the data to inform alignment of programs with job placement and transfer.

*Success looks like:* Elimination of achievement gap for certificate and degree attainment, transfer and job placement. Streamlined course structures lead to increased persistence through programs.

**Strategic Framework: Sustainability**

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

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

**Measurable Outcomes:**

By 2022, the number of paper transactions completed by the Business Office each year through process improvement and automation will decrease by 6,000.  
By 2022, the mobile applications to enhance student engagement and support will be re-engineered and implemented.

DHE Alignment: Boost College Completion Rates

**Action Items**

1. Develop and conduct training on process improvement for campus

leadership.

- a) Year Zero: provide EAB Process improvement training for all NUPs; identify all programs to be assessed for process improvement
- b) Years 1-3: implement process improvement into the budget development process; align technology needs and invest appropriately; conduct departmental evaluation of efficiencies

**Success looks like:** resources have been freed up to apply towards actualizing the goals of strategic plan; there is an elimination of redundant and outdated processes; the new budget process will be operationalized.

2. Use mobile apps to enhance student experience

- a) Year Zero: Explore mobile applications models and select model for implementation; identify impact areas (recruitment, retention, attendance, course completion) to use in selection process
  - b) Years 1-3: Implement mobile applications and evaluate for effectiveness and improvement; determine how users are interacting with the app; measure active users vs. new users; analyze behavior metrics; assess traffic
- Success looks like: Through survey methodology students express a high level of satisfaction with their connection to HCC via mobile application technology.

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

**Measurable Outcomes:**

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

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

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

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

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

**Action Items**

- 1. Develop a comprehensive revenue strategy in support of strategic plan
  - a) Year Zero: work with HCC Foundation Board to develop a strategic plan for the HCC Foundation with an emphasis on aligning with the college strategic plan; inventory all facility charges, explore other revenue sources.
  - b) Years 1-3: grow funds within the HCC Foundation with emphasis on funds that support strategic planning initiatives (e.g. Center for Excellence and Equity Institute); implement relevant and competitive pricing structure for facility charges; develop innovative programs / event series to connect the community to HCC and generate new net revenue.

**Success looks like:** increased net revenue from fundraising, federal, state and foundation grants, workforce development, facility fees and rentals; diversification of revenue base and decreasing reliance on student fees.

2. Align non-credit offerings to future market needs

- a) Year Zero: evaluate enrollments in all non-credit courses; establish

	<p>process for course prioritization; develop a system to identify emerging fields and topics of interest</p> <p>b) Years 1-3: Implement enhanced non-credit online course selection, registration and payment process (i.e. shopping cart); develop and launch recruitment plan for non-credit courses; measure / evaluate success; expand footprint by offering courses within the surrounding community and with corporate partners.</p> <p><i>Success looks like:</i> non-credit course offerings reflect market demand; increase in enrollment (and revenue); measures are implemented to make non-credit programming financially self-sustaining; new courses launched (e.g. cannabis-related programming)</p>
<b>ADJOURNMENT</b>	The meeting was adjourned at 9:17 a.m.

Respectfully submitted,

Haley Woods, Secretary  
Board of Trustees

Approved: Robert W. Gilbert, Jr., Chair, October 23, 2018

**HOLYOKE COMMUNITY COLLEGE  
OFFICE OF THE PRESIDENT**

**MEMORANDUM**

**TO:** Board of Trustees  
**FROM:** Dr. Christina Royal, President  
**DATE:** October 23, 2018  
**SUBJECT:** Personnel Updates

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Non-Unit Professional Appointment (trust funded)

Kathryn Senie – Chief of Staff – 11/01/18

Non-Unit Professional Retrenchments (effective January 3, 2019)

Bonnie Zima Dowd – Director of Alumni Relations

Keith McKittrick – Director of Development

MCCC Unit Professional Appointment (grant funded)

Ashley Aliengena – Literacy Specialist (ESOL) (10-month) – 10/09/18 – 08/31/19

**SUGGESTED MOTION:** To approve the appointments for the above Non-Unit Professional Staff and Unit Professional Staff and retrenchments.

**Mission** – Educate. Inspire. Connect.

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

**Values** – Innovation | Collaboration | Kindness | Inclusion | Trust

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

**Student Experience** – 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 success 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 **engaging** 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.

## Holyoke Community College Strategic Plan FY19 – FY22

### TEACHING & LEARNING

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

1. Develop culturally responsive pedagogies with special emphasis on the College's status as a Hispanic Serving Institution.
2. Increase the rate of college completion by providing targeted placement and support measures, flexible pathways and multiple scheduling options, and through the creative use of technology.
3. Promote faculty and staff professional development by providing meaningful opportunities for training and exposure to innovative practices.

### EQUITY, INCLUSION & STUDENT SUCCESS

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

1. Increase student success through a holistic approach addressing underrepresented student's academic and life challenges.
2. Improve college readiness by collaborating with new and existing community-based organizations, local school districts and adult education programs.

### WORKFORCE DEVELOPMENT & TRANSFER

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

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

### SUSTAINABILITY

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

1. Utilize technology and data to advance operational effectiveness and business process improvement.
2. Develop and launch new revenue streams that address strategic priorities and provide new net revenue.



**Strategic Planning FY19-FY22: Strategies, Objectives, and Measureable Outcomes**

<b>TEACHING &amp; LEARNING</b>								
<i>Strategy #1: Enhance and expand innovative teaching and learning practices that support quality education for all.</i>		Baseline Data	Target Metric (by 2022)	Ambitious Metric (by 2022)	Boost College Completion Rates	Close the Achievement Gap	Attract and Graduate More Students from Underserved Populations	
1.1 Develop culturally responsive pedagogies with special emphasis on the College’s status as a Hispanic Serving Institution.	1.1.1 Decrease the graduation rate gap (achievement gap) between first-time degree seeking <b>White students and students of color.</b>	11	7	4		Y	Y	
1.2 Increase the rate of college completion by providing targeted placement and support measures, flexible pathways and multiple scheduling options, and through the creative use of technology.	1.2.1 Increase the overall graduation rate for first-time degree seeking students.	15%	19%	22%	Y			
	1.2.2 Increase the overall Fall course completion rate.	76%	80%	83%	Y			
1.3 Promote faculty and staff professional development by providing meaningful opportunities for training and exposure to innovative practices.	1.3.1 Create learning spaces for innovative ideas to be researched, tested, and incubated.	Not available	operational	optimal	Y	Y		
<b>EQUITY, INCLUSION &amp; STUDENT SUCCESS</b>								
<i>Strategy #2: Work with the communities we serve to increase equity.</i>		Baseline Data	Target Metric (by 2022)	Ambitious Metric (by 2022)	Boost College Completion Rates	Close the Achievement Gap	Attract and Graduate More Students from Underserved Populations	
2.1 Increase student success through a holistic approach addressing underrepresented student’s academic and life challenges.	2.1.1 Increase the Fall-to-Fall retention rate for <b>all</b> first-time degree seeking students.	51%	55%	58%	Y			
	2.1.2 Increase the Fall-to-Fall retention rate for first-time degree seeking ....	adult students	43%	47%	50%	Y		Y
		students of color	44%	48%	51%	Y		Y
		first generation students	50%	54%	57%	Y		Y
2.1.3 Decrease the retention rate gap (achievement gap) between first-time degree seeking <b>White students and students of color.</b>		12	8	5		Y	Y	

**Strategic Planning FY19-FY22: Strategies, Objectives, and Measureable Outcomes**

2.2 Improve college readiness by collaborating with new and existing community-based organizations, local school districts and adult education programs.	2.2.1 Decrease the percentage of first-time degree seeking students requiring developmental math.	78%	74%	71%	Y		
	2.2.2 Decrease the percentage of first-time degree seeking students requiring developmental English.	43%	39%	36%	Y		
<b>WORKFORCE DEVELOPMENT &amp; TRANSFER</b>							
<b>Strategy #3: Align programs with workforce demands, student needs for transfer and employment opportunities.</b>		Baseline Data	Target Metric (by 2022)	Ambitious Metric (by 2022)	Boost College Completion Rates	Close the Achievement Gap	Attract and Graduate More Students from Underserved Populations
3.1 Take a college-wide, systemic approach to developing and implementing training, certificate and degree programs to address existing and emerging industries and expand enrollment by non-traditional students.	3.1.1 Increase the number of credentials awarded in high-need/priority fields (STEM and Health).	260	335	378	Y		
	3.1.2 Increase the number of workplace credentials awarded in high-need/priority fields (Health, Manufacturing, IT, Education and Hospitality) to 3,000.	1,892	2,081	3,000	Y		
3.2 Increase the number of underrepresented students who achieve job placement and academic transfer by building and strengthening programs and partnerships.	3.2.1 Increase the transfer rate of <b>all</b> first-time degree seeking students within 150% of normal time.	26%	30%	33%	Y		
	3.2.2 Increase the transfer rate of first-time degree seeking <b>students of color</b> within 150% of normal time.	23%	27%	30%	Y		Y
	3.2.3 Increase the employment rate for <b>students of color</b> who graduated from career focused programs.	59%	63%	66%	Y		
	3.2.4 Increase the number of job placements from workforce programs.	379	436	500	Y		

**Strategic Planning FY19-FY22: Strategies, Objectives, and Measureable Outcomes**

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

## Holyoke Community College Strategic Plan Action Items

### Strategic Framework: Teaching & Learning

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

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

**Measurable Outcomes:**

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

**DHE Alignment:**

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

**Action Items**

1. Define and develop common understanding of the concept of culturally responsive pedagogy, with special consideration for the college's identity as a Hispanic Serving Institution.
  - a) **Year Zero:** form a committee driven by faculty; gain an understanding of the diverse needs of the student body as it relates to pedagogy; research best practices and inventory existing practices (e.g. Bridging Cultures); develop a rubric to identify the existing courses taught using culturally responsive pedagogies; review course completion rates for all demographics taught in courses using culturally responsive pedagogies.
  - b) **Years 1-3:** communicate and educate the campus community about the common definition of culturally responsive pedagogy; provide ample opportunity for peer-to-peer development around this common understanding; measure the increase in the number of courses taught using culturally responsive pedagogies; measure the impact on student course completion rates in those courses; complete labeling of courses for general education knowledge of diversity outcomes; create an online campus portal to centrally locate all materials, initiatives and ideas regarding culturally responsive pedagogies at HCC.

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

# Holyoke Community College

## Strategic Plan Action Items

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

**Measurable Outcomes:**

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

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

**DHE Alignment:** Boost College Completion Rates

**Action Items**

1. Align course offerings to meet student needs.
  - a) **Year Zero:** form a committee driven by academic affairs (e.g. deans and faculty), analyze existing schedule; begin the work to enhance summer term options and consider incentives for summer enrollment; informed by market research, develop proposal to increase the number of courses offered in evening/weekend/online as well as late-start (8-week & 10-week) courses, and block scheduling for specific programs. Develop schedule of course offerings one year in advance.
  - b) **Years 1-3:** Increase flexible schedule options, including the number of courses offered evening/weekend/online/accelerated and in the summer; develop recruitment and marketing plan specific to evening/weekend/online classes as well as late start (8-week & 10-week) courses; develop pilot 10-week course schedule and integrate into existing semester term; implement block scheduling where recommended.

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

2. Develop and market options for students to earn credit for prior learning
  - a) **Year Zero:** support faculty in the development of a standardized approach for evaluating and assessing prior learning; inventory existing options (e.g. CLEP, HCC Challenge exams, portfolio review, articulation agreements and non-credit course completion). Map exam options to HCC courses and publish accordingly.
  - b) **Years 1-3:** scale up support services for adult students; create an intentional strategy for advising every student of the relevance and benefit of credit for prior learning. Position the college to become known and recognized as a leading Adult Learner Focused Institution

## Holyoke Community College Strategic Plan Action Items

(ALFI); develop and launch marketing strategy targeted towards adult learners earning credit for prior learning.

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

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

#### **Measurable Outcomes:**

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

#### **DHE Alignment:**

Boost College Completion Rates, Close the Achievement Gap

#### **Action Items**

1. Design and establish a Center for Excellence<sup>1</sup>
  - a) **Year Zero:** With active engagement from faculty and staff, establish Center for Excellence mission based on the foundation of scholarship for teaching, learning, and innovation; define space and staffing needs.
  - b) **Years 1-3:** Center for Excellence provides input and assists with the development of programming necessary for professional development, with emphasis on the College's status as an HSI.

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

2. Develop a comprehensive professional development training program offered through multiple modalities for all faculty and staff, including intensive workshops, trainings, and online modules.
  - a) **Year Zero:** examine best practices that are tied to the concept of cultural humility<sup>2</sup>, build on the concepts of universal design and family engagement; Identify internal and external consultants/experts to deliver training designed to develop employee skills in understanding cultural humility, universal design and other related topics (e.g., meeting the needs of Latinx<sup>3</sup> students).
  - b) **Years 1-3:** implement professional development training program, with emphasis on the College's status as an HSI.

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<sup>1</sup> Center for Excellence: Utilized in the implementation of all four strategies and underlying objectives.

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

<sup>3</sup> A person of Latin American origin or descent (used as a gender-neutral or non-binary alternative to Latino or Latina)

# Holyoke Community College

## Strategic Plan Action Items

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

### Strategic Framework: Inclusion & Student Success

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

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

###### Measurable Outcomes:

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

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

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

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

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

###### DHE Alignment:

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

###### Action Items

1. Connect to community based organizations to help students remove barriers to educational and career opportunities (e.g., homelessness, food insecurity, mental health, addiction, childcare, transportation etc.) as informed by the Student Experience Workshop and non-cognitive assessments.
  - a) **Year Zero:** with the support of the HCC Foundation, the City of Holyoke, Holyoke Housing Authority and others, identify new and enhance existing public-private partnerships to address housing needs of HCC students.
  - b) **Years 1-3:** with the support of the Western Mass Food Bank, the Gandara Center, the PVTA the City of Holyoke and others, develop new and enhance existing public-private partnerships to address food, addiction, and transportation needs of HCC students. Develop and implement effective methods to refer students to resources throughout the community. Assess childcare needs for HCC students and explore programming that serves the educational needs of early childhood education students, provides low cost, quality childcare for HCC students at the times and under the conditions that they need it.

## Holyoke Community College Strategic Plan Action Items

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

2. Implement a team-based case management approach to onboarding new students that responds to learner needs throughout the student lifecycle.
  - a) **Year Zero:** Building on best practices of successful programs and services such as Multicultural Academic Services (MAS), STRIVE<sup>4</sup>, THRIVE<sup>5</sup>, Office for Students with Disabilities and Deaf Services (OSDDS), Transition to College and Careers (TCC), Foundations of Health (FOH), Undecided option, and workforce training, develop student learning outcomes related to the enrollment process; define team members and roles; develop team training and define expectations; identify technology needs for student tracking method; develop standardized communications to students; develop and implement non-cognitive assessment to identify resource needs; develop “meta-major” (i.e., Big Button major selection (select from grouping of majors)) at point of application for admission
  - b) **Years 1-3:** implement “Big Button”<sup>6</sup> major selection; implement team-based case management approach; implement method to track students through the enrollment process; implement method to document communication with students across team.

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

3. Establish intervention protocol for struggling students (e.g., midterm grades of C or lower, withdraw, not attending class; debt after withdrawal).
  - a) **Year Zero:** develop protocol for reporting and responding to struggling students; develop training on the protocol for campus-wide engagement; identify partner to provide train-the-trainer training on trauma-informed response<sup>7</sup>.

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

<sup>5</sup> THRIVE is a one-stop financial success center that offers an array of free services for students and community members who need help managing their finances.

<sup>6</sup> Based on the concept of Meta-Majors, Big Button major selection allows students to select a grouping of majors at the point of application. With academic program and career guidance through the enrollment process, the student will make an informed major selection prior to registering for first semester courses.

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



## Holyoke Community College Strategic Plan Action Items

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

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

- 4. Develop a Universal Design (UD) plan that incorporates facilities, services, classroom and online learning environments.
  - a) **Year Zero:** utilizing the ADA committee, deliver college-wide training on the benefits of Universal Design; evaluate campus buildings for modifications; establish a process for reviewing and updating campus buildings; explore UD's impact on services, classrooms and online learning environments.
  - b) **Years 1-3:** provide ongoing professional development on Universal Design; implement UD principles within each of the areas of facilities, services, classroom and online learning environments; include UD in academic program reviews.

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

- 5. Establish a welcoming culture that embraces diversity, inclusion, and belonging.
  - a) **Year Zero:** identify training resources around cultural humility, cultural responsiveness and our status as an HSI; utilize the Healing Racism Institute as a resource for HCC faculty and staff; establish campus affinity groups; develop strategies that will create space for cross cultural, ideological, and social differences to be shared and valued.
  - b) **Years 1-3:** Establish an Equity Collaborative or Institute with an emphasis on social justice on the HCC campus that includes HCC faculty and staff as well as leaders in the broader community; enhance cultural programming and forums; develop and launch opportunities for HCC campus community to have difficult conversations (e.g., race, intersectionality).

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

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

#### **Measurable Outcomes:**

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

# Holyoke Community College

## Strategic Plan Action Items

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

### DHE Alignment:

Boost College Completion Rates

### Action Items

1. Expand access to college-level courses using multiple measures for placement.
  - a) **Year Zero:** review and develop standard cut scores for common standardized tests such as the SAT, ACT, AP, CLEP, DSST, GED, and HiSET. Review existing and develop new placements based on high school GPA and course grade (e.g. h.s. algebra II and h.s. English IV); explore curriculum alignment with area high schools to improve college readiness; examine co-requisite remediation and other supported remediation models; educate the campus community on the benefits of supported remediation models; identify faculty, programs, and/or departments who are willing to participate in supported remediation; identify support structures necessary for faculty and students to be successful in this model.
  - b) **Years 1-3:** implement placement through multiple measures; implement chosen remediation model and associated support for faculty and students.

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

2. Expand current models in partnership with school districts (K-12) to continue pathway development.
  - a) **Year Zero:** identify current K-12 partnerships and evaluate associated data; explore additional options for formalized partnerships (i.e., 100 miles to college, mathematics and English curriculum alignment with K-12 curriculum); identify increased revenue generating opportunities with K-12 partners.
  - b) **Years 1-3:** Develop plan to grow successful program enrollment; scale up dual enrollment programs (e.g. MACEI, Gateway to College, Dual Enrollment) and fund appropriately; implement retention (matriculation) plan for each program; implement college-preparation programming with partner districts; implement additional formalized partnerships.

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

# Holyoke Community College Strategic Plan Action Items

## Strategic Framework: Workforce Development & Transfer

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

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

**Measurable Outcomes:**

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

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

**DHE Alignment:**

Boost College Completion Rates

**Action Items**

1. Align academic and training curricula with employment opportunities and needs.
  - a) **Year Zero:** leverage existing and develop new advisory boards consisting of industry leaders to guide the alignment of curriculum; conduct skills based gap analysis of emerging and/or untapped markets; prioritize high-need fields; determine the method for aligning academic and training curricula.
  - b) **Years 1-3:** In alignment with NACE<sup>8</sup> competencies, create tailored instruction to meet the needs of employers in high-demand existing and emerging industries; develop and deliver instruction that is tied to specific employer needs above and beyond degree or certificate requirements (e.g., internships, apprenticeships); engage students in career-readiness activities (e.g., online moodle course) to assist in their development of necessary skills for gainful employment.

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

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<sup>8</sup> NACE is the National Association of Colleges and Employers. NACE competencies include critical thinking/problem solving, oral/written communications, teamwork/collaboration, digital technology, leadership, professionalism/work ethic, career management, and global/international fluency. <http://www.naceweb.org/career-readiness/competencies/career-readiness-defined/>

## Holyoke Community College Strategic Plan Action Items

2. Develop marketing and outreach plans that bridge the gap between credit and non-credit programming, thus communicating to students the flexibility and multiple options available to achieving academic/career goals that keep them nimble in the marketplace
  - a) **Year Zero:** Identify opportunities to integrate credit and non-credit. Develop strategies that engage alumni in opportunities for re-entry into non-credit courses.
  - b) **Years 1-3:** Establish a marketing campaign with a singular brand which breaks down the silos between credit and non-credit. Provide training to college community on options for both non-credit and credit with emphasis on meeting students where they are and encouraging lifelong learning.

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

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

#### **Measurable Outcomes:**

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

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

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

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

#### **DHE Alignment:**

Boost College Completion Rates

#### **Action Items**

1. Assess and align programs and resources to expedite students' progress towards degree attainment and transfer, with an emphasis on eliminating barriers for underserved and underrepresented students.
  - a) **Year Zero:** review data for underserved student outcomes (e.g. time to completion, transfer rates, success after transfer; identify best practices around the country (e.g. Guided Pathways); Assess and align college prep programs (e.g., ESL, ESOL/ABE, Transition to College, developmental courses) to meet the needs of students; evaluate existing and explore additional transfer pathways.
  - b) **Years 1-3:** Implement new structured approach to increasing degree attainment and transfer opportunities for underserved students; evaluate student success of of transfer programs.

## Holyoke Community College Strategic Plan Action Items

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

2. Analyze program review data, course scheduling data, and the Pioneer Valley Blueprint to inform the alignment of programs with job placement.
  - a) Year Zero: Create workforce development review process that is aligned with the academic program review process; explore cross-disciplinary stackable credentials; identify industry partners for program alignment to workforce.
  - b) Years 1-3: utilize the data to inform alignment of programs with job placement; in cooperation with MassHIRE, scale up Career Services to support job placement and workplace readiness; develop on-the job training opportunities across disciplines.

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

# Holyoke Community College Strategic Plan Action Items

## Strategic Framework: Sustainability

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

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

**Measurable Outcomes:**

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

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

**DHE Alignment:**

Boost College Completion Rates

**Action Items**

1. Develop and conduct training on process improvement for campus leadership.
  - a) **Year Zero:** provide EAB Process improvement training for all NUPs; identify all programs to be assessed for process improvement
  - b) **Years 1-3:** Conduct departmental evaluation of efficiencies and effectiveness, utilizing process improvement, identifying technology needs, and incorporating into the new budget process

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

2. Use mobile application to enhance student experience.
  - a) **Year Zero:** Research available mobile applications for student engagement and select the application best suited for the future of HCC; identify impact areas (recruitment, retention, attendance, course completion) to use in selection process of the mobile application; establish a baseline metric for student engagement using mobile application
  - b) **Years 1-3:** Implement mobile application and evaluate for effectiveness and improvement of the student experience; determine how users are interacting with the app; measure active users vs. new users; analyze behavior metrics; assess traffic

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

# Holyoke Community College

## Strategic Plan Action Items

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

**Measurable Outcomes:**

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

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

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

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

**DHE Alignment:**

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

**Action Items**

1. Develop and implement a comprehensive revenue strategy in support of strategic plan.
  - a) **Year Zero:** work with HCC Foundation Board to develop a strategic plan for the HCC Foundation that aligns with the college strategic plan; inventory all facility charges, identify other revenue sources.
  - b) **Years 1-3:** grow funds within the HCC Foundation with emphasis on funds that support strategic planning initiative; implement relevant and competitive pricing structure for facility charges; enhance collaboration efforts with K-12 partners, targeting initiatives proven to result in increased net revenue; develop innovative programs/event series to connect the community to HCC and generate new net revenue.

Success looks like: Increased net revenue from fundraising, federal, state and private grants, workforce development initiatives, facility fees and rentals; diversification of revenue base and decreasing reliance on student fees.

2. Align non-credit offerings to future market needs.
  - a) **Year Zero:** evaluate enrollments in all non-credit courses; establish process for course prioritization; develop a system to identify emerging fields and topics of interest
  - b) **Years 1-3:** Implement enhanced non-credit online course selection, registration and payment process (i.e. shopping cart); develop and launch recruitment plan for non-credit courses; measure/evaluate success; expand footprint by offering courses within the surrounding community and with corporate partners.

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