

**HOLYOKE COMMUNITY COLLEGE
BOARD OF TRUSTEES
OCTOBER MEETING**

Minutes of October 26, 2021

The 401st meeting of the Holyoke Community College Board of Trustees was held on Tuesday, October 26, 2021, remotely with Chair Robert W. Gilbert, Jr. presiding.

MEMBERS PRESENT	Robert W. Gilbert, Jr., Chair Trustee Cruz Ted Hebert Yolanda Johnson Suzanne Parker Lucy Perez Eleanor Williams
MEMBERS ABSENT	Charles Epstein Evan Plotkin Vanessa Smith Ivonne Vidal
ALSO PRESENT	Pesha Black, Amy Brandt, Beth Breton, Maria Brunelle, Michele Cabral, Julissa Colón, Karen Desjeans, Veena Dhankher, Mary Dixey, Amy Dopp, Jess Egan, Curt Foster, Jeanne Gosselin, Raúl Gutiérrez, Jeff Hayden, Kim Hicks, Mark Hudgik, Olivia Kynard, Johanna Lebrón, Lauren LeClair, Jane Lerner, Sharale Mathis, Will Murphy, Kris Ricker Choleva, Joanne Rome, Christina Royal, Narayan Sampath, Shannon Sarkisian, Amanda Sbriscia, Adrienne Smith, Idelia Smith, Jeannette Smith, Linda Szalankiewicz, Renee Tastad and Chris Yurko
MEETING CALL TO ORDER	At 8:04 am, the meeting was officially called to order by Chair Gilbert. Roll Call Attendance: Trustee Cruz Yes Ted Hebert Yes Yolanda Johnson Joined at 8:10 am Suzanne Parker Yes Lucy Perez Yes Eleanor Williams Yes Chair Gilbert Yes
CONSIDERATION OF CONSENT AGENDA ITEMS	Chair Gilbert asked if any consent agenda items needed to be moved to the regular agenda. Chair Gilbert called for a vote of the Consent Agenda. <ul style="list-style-type: none"> • Consideration of Minutes for Board of Trustees Meeting of September 28 2021 • Consideration of Minutes for Board of Trustees Retreat Meeting of June 23, 2021 • Report of Personnel Actions dated October 26, 2021 <ul style="list-style-type: none"> ○ To approve personnel actions ○ To empower the President of the College to approve all

	<p style="text-align: center;">personal actions prior to the next meeting</p> <ul style="list-style-type: none"> • Committee Reports <ul style="list-style-type: none"> ○ Advocacy ○ Audit and Finance ○ By-Laws and Governance ○ Equity ○ Nominating ○ Presidential Evaluation ○ Strategic Planning <p>A motion was made by Trustee Hebert and seconded by Trustee Perez to approve the Consent Agenda.</p> <p>Roll Call Attendance:</p> <table style="width: 100%; border: none;"> <tr><td>Trustee Cruz</td><td style="text-align: right;">Yes</td></tr> <tr><td>Ted Hebert</td><td style="text-align: right;">Yes</td></tr> <tr><td>Suzanne Parker</td><td style="text-align: right;">Yes</td></tr> <tr><td>Lucy Perez</td><td style="text-align: right;">Yes</td></tr> <tr><td>Eleanor Williams</td><td style="text-align: right;">Yes</td></tr> <tr><td>Chair Gilbert</td><td style="text-align: right;">Yes</td></tr> </table>	Trustee Cruz	Yes	Ted Hebert	Yes	Suzanne Parker	Yes	Lucy Perez	Yes	Eleanor Williams	Yes	Chair Gilbert	Yes
Trustee Cruz	Yes												
Ted Hebert	Yes												
Suzanne Parker	Yes												
Lucy Perez	Yes												
Eleanor Williams	Yes												
Chair Gilbert	Yes												
CHAIR'S REMARKS	<p>Chair Gilbert shared highlights since the last Board meeting.</p> <ul style="list-style-type: none"> • Chair Gilbert thanked the students, faculty and staff for celebrating National Hispanic Heritage Month with over 20 events that recognized the culture and importance of the Latinx Community. • Chair Gilbert participated in two potential trustees Zoom interviews as the Board has three trustees where their terms will be ending. • Chair Gilbert reminded trustees to provide a description of all standing committees to Trustee Vidal so it can be included in the Trustee Handbook/Guidebook. • Chair Gilbert encouraged trustees to continue to edit the self-assessment questionnaire sent out by Karen in June, as part of the NECHE recommendations for the Board Self-Assessment. As a reminder, Kris' slide presentation on Assessment was provided at the June retreat, and has great information. 												
PRESIDENT'S REPORT	<p>President Royal asked Vice President Sampath to introduce two new employees in the Administration and Finance area. He introduced Jeannette Smith as the new Staff Assistant in Administration and Finance. She comes to us from Student Accounts. He also introduced Jeanne Gosselin, who will synchronize the vaccine mandate for the College. Jeanne comes to us from MCLA in North Adams.</p> <p>President Royal provided an update on the Strategic Plan Refresh Student Experience Workshop event held on Monday, October 25th. The Workshop was designed to bring forth the voices and perspectives of our students. She thanked Trustee Johnson and Trustee Cruz for attending; and thanked Kris Ricker Choleva, Kevin David and Liz Golen for organizing and helping students to be aware of the event.</p> <p>President Royal updated the Trustees on the decision to require COVID 19 vaccinations for employees and students starting in January 2022. The decision is proceeding through impact bargaining with both unions and the College's contact is Clara Elliott.</p>												

STEM PRESENTATION	President Royal introduced Dr. Adrienne Smith, Dean of Science, Technology, Engineering and Math, to provide an overview of the NSF HIS Grant.
	 <p>NSF HSI Grant Board of Trustees Presentation October 26, 2021 Dr. Adrienne Y. Smith, Dean</p> <p>How it all started Board of Trustees Presentation October 26, 2021 Dr. Adrienne Y. Smith, Dean</p> <p>NSF Grant workshop Board of Trustees Presentation October 26, 2021 Dr. Adrienne Y. Smith, Dean</p>

What is it all about?

- The proposed project will investigate the differences between the experiences and decisions surrounding engineering education for women, Latinx students and students with multiple marginalized identities (MMI) in undergraduate engineering education. Research questions will determine how high school and community college students make decisions around pursuing undergraduate engineering education; the ways in which Latinx and female students, especially those with MMI, differ in their decision making process from their peers, how institutional changes made to address the needs of Latinx students, especially those with MMI, improve their outcomes and those of other undergraduate engineering students; and how equitable pathway design can be used to shift stakeholders foci from institutional outcomes to student-centered outcomes.

Purpose of the Grant

- The Western MA Engineering Pathways Program has three goals:
 1. Create improved pathways to broaden the participation of students historically underrepresented in engineering
 2. Revitalize HCC's engineering programs to be more responsive to a diverse student body and to regional employer demands
 3. Produce fundamental research on building an effective pathway for targeted students in the Pioneer Valley that can be implemented and sustained in a way that is replicable nationally.

It takes a village

- We have enlisted the support of many partners and stakeholders including:
 - Western New England University
 - Collaborative Educational Services (Founded in 1974, we are governed by representatives from our 36 member school districts in Hampshire and Franklin Counties. We work with children, youth and adult learners; families; schools, districts, and educators; and community members in the Pioneer Valley and across Massachusetts to create and improve educational opportunities both in and out of the classroom and ensure that every child has the opportunity to achieve their full potential).
 - Holyoke High School
 - Westfield High School
 - UMASS Amherst
 - 50K Coalition (goal of producing 50,000 underrepresented minority and women engineering graduates annually by 2025).
 - Society of Women Engineers

The HCC Team




- **Principal Investigator:** Adrienne Smith, Dean of STEM
- **Co-PI -** Gordon Snyder, Faculty - Engineering
- **Co-PI -** Melissa Paciulli, Director, STEM Starter Academy
- **Other Personnel:**
- Ileana Vasu & Tom Barrup

How is it different?

- This is a one year certificate that can be scaffolded into the Associate degree
- There is an internship component built into the curriculum
- All courses will be created using a studio model
- The grant provides funding to hire an Engineering Pathways Project Coordinator who will connect with teachers, counselors, and students at the Holyoke High School Engineering and Life Sciences Academy and at Westfield High School.

The Award

- \$956, 458 over 4 years
- **Funder:** National Science Foundation (NSF 20-599) Improving Undergraduate STEM Education: Hispanic-Serving Institutions program
- **Project Title:** HSI Implementation and Evaluation Project: Western MA Engineering Pathways Program

	<p>•Questions?</p>
<p>CTE/WORKFORCE (HARVARD FELLOWSHIP)</p>	<p>President Royal introduced Veena Dhankher and Jeffrey Hayden, who were accepted into a Harvard Fellowship last November, who presented an overview of their work.</p> <p> Center for Education Policy Research HARVARD UNIVERSITY</p> <p> STRATEGIC DATA PROJECT Make a statistically significant difference in education.</p> <p>Strategic Data Project For Postsecondary CTE</p> <p>Holyoke Community College</p> <p>Veena Dhankher, PhD Jeffery Hayden</p> <p>@HarvardSDP • #SDPfellow</p>
	<p>Outline</p> <ul style="list-style-type: none">▪ What is the Strategic Data Project (SDP)?▪ Strategic Data Project: Postsecondary Cohort 1▪ HCC Strategic Data Project and Findings <p> STRATEGIC DATA PROJECT @HarvardCEPR • #SDPfellow</p>

Strategic Data Project (SDP)

- A program of the Center for Education Policy Research (CEPR) at Harvard University sponsored by the ECMC Foundation
- Mission
 - To support talented data leaders in higher education who are strengthening the impact of postsecondary career and technical education (CTE) programs to help students thrive in their career, the workforce, and life.
- History
 - Launched in 2008, the SDP built analytic capacity within K-12 partners to generate quality evidence to inform policy and practices.
 - Postsecondary Education Strategic Data Project: Launched in 2020 for higher education data leaders.

SDP-CTE 2020 Postsecondary Cohort:

- Two fellows per institution carry out a strategic data project related to CTE
 - 16 fellows were selected from 8 institutions (2-year) and 7 states
- A one-year fellowship program for Higher Education Institutions with CTE programs:
 - to strengthen the use of data to improve outcomes for students.



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Framework of the Fellowship:

- Four virtual Workshops (4-days each): December 2020, February 2021, May 2021, August 2021
- Presentations from world-class faculty/experts on various topics (e.g. how to prepare, manage, and describe data; equity, predictive analytics, workforce development, data visualization etc.)
- Focus was on methodology and statistical programming, networking with faculty and other fellows

Requirement:

- ✓ Attend each workshop
- ✓ Complete and submit a capstone project
- ✓ Present findings to fellows



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HCC Strategic Data Project

Title: Measuring Equitable Student Outcomes in Career and Technical Education Programs

Our project was guided by a dual focus of:

- Supporting student success (retention and completion) in Career and Technical (CTE) programs by focusing on equitable outcomes
- Providing information related to growing and declining industry sector and occupations and to where HCC is under-producing workforce supply (i.e. program completers) relative to regional market demand.



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Descriptive Analytics and Predictive Analytics

Descriptive Analytics:

- Identified CTE programs to include in the study
- Analyzed data for 5-year trends on:

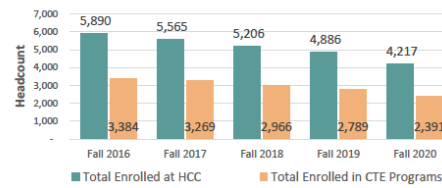
Enrollment	Retention	Graduation	Degrees Conferred	Job Placement
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- Included student characteristics in every analysis
- Calculated equity gaps
- Extracted regional industry and occupation data
 - aligned with HCC CTE program



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Enrollment: Credit Students



- 57% of all HCC students enrolled in CTE programs and accounted for 60% of total FTE
- Nine in ten CTE students enrolled in an associate degree.

Student Characteristics (based on 5-Year averages):

Category	HCC	CTE
Females	63%	64%
Students of color	40%	41%
Pell eligible	49%	54%
Part-time students	58%	56%
Adult students	33%	39%
Mean age	25	26
Median age	21	22



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Fall-to-Fall Retention Rate

	Fall 2015 to Fall 2016	Fall 2016 to Fall 2017	Fall 2017 to Fall 2018	Fall 2018 to Fall 2019	Fall 2019 to Fall 2020	5-Year Average
FTDS- HCC	49%	51%	53%	53%	50%	51%
FTDS-CTE	50%	50%	50%	52%	49%	50%
Full-time	53%	58%	54%	59%	58%	56%
Part-time	42%	38%	42%	40%	36%	40%

CTE student Retention by student demographics (based on the 5-year average):

- Female students retained at a higher rate compared to male students, 51% vs. 49%
- Younger students' rate was higher than the rates for older students, 52% vs. 42%
- Students enrolled in DE courses retained at a lower rate compared to those student who did not take any DE course, 48% vs. 55%
- Both Pell recipients and first-generation retention rates were 48%

Gap Analysis:

- Gap between White and minoritized students ranged from 9 percentage points for the Fall 2016 cohort to 19 percentage points for the Fall 2019 cohort.



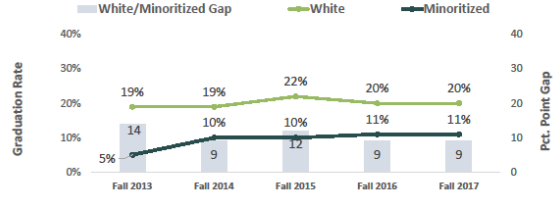
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Completion: Graduation Rate (150%)

First-time Degree Seeking (FTDS) CTE Cohorts

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	5-Year Average
FTDS – HCC	14%	17%	16%	16%	17%	16%
FTDS – CTE	13%	14%	17%	15%	16%	15%
Full-time	17%	21%	22%	22%	21%	21%
Part-time	5%	4%	6%	3%	6%	5%

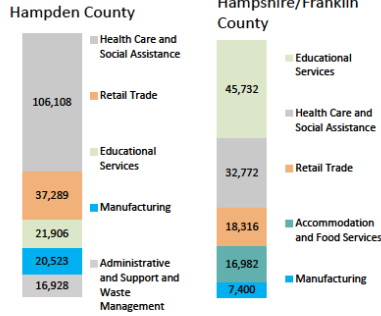
Graduation Rates and Gaps: FTDS CTE White and Minoritized Students



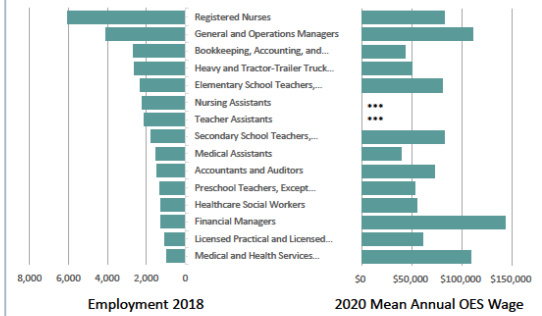
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Industry & Occupation Outlook

Average Annual Employment by Top 5 Largest Industries



Top 15 Largest Occupations: Hampden County



Source: Labor Market Information | Mass.gov

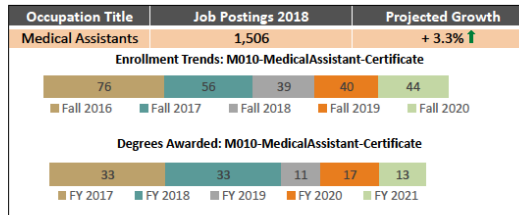
Source: Labor Market Information | Mass.gov



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Occupation Data Aligned with HCC data

Supply & Demand



SOC Code	Occupation Title	Employment 2018	Employment 2028	# Change	% Change	Annual Average Openings Totals	Education Level	2020 Mean Annual OES Wage	HCC Program Title	Enrollment AY2021	Graduates FY21
433031	Bookkeeping, Accounting, and Auditing Clerks	2689	2469	-220	-8.2%	279	Some college, no degree	\$43,290	Accounting-Cert	22	2
311014	Nursing Assistants	2202	2276	74	3.4%	258	Postsecondary non-degree award	***	Direct Care Worker-Cert	8	.
259041	Teacher Assistants	2095	1975	-120	-5.7%	202	Some college, no degree	***	Early Education and Care-AS/AA	56	4
319092	Medical Assistants	1506	1556	50	3.3%	174	Postsecondary non-degree award	\$39,502	Medical Assistant-Cert	47	13
132011	Accountants and Auditors	1478	1471	-7	-0.5%	137	Bachelor's degree	\$72,418	Business Administration-AS/AA	52	4



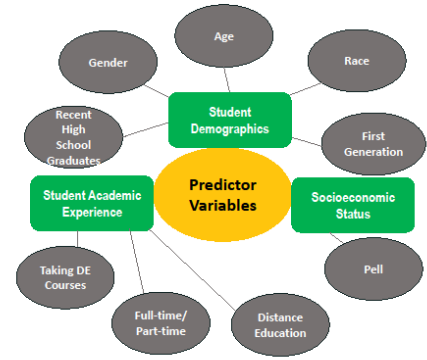
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Predictive Analytics

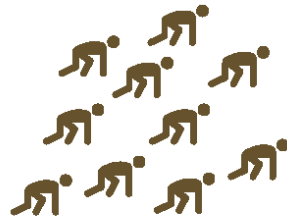
Built 2 Fall-to-Spring Retention models:

- To identify factors that significantly influence retention
- Combined Fall 2016-2019 FTDS cohorts (n=2,962)
- Tested final model for accuracy on the Fall 2020 cohort- to get predicted probability

Variables Included in the Analysis



Retention from Fall to Spring



Entering Fall
N = 2,962 (All FTDS)

N= 963 (Hispanic) FTDS



Enrolled Next Spring
N = 2,115 (71%) –All FTDS

N = 623 (65%) –Hispanic FTDS

Predictive Retention Model

Model 1: FTDS CTE students

Predictors	Coefficients (β)	S.E.	Wald's χ^2	Odds Ratio (EXP(β))
Full-time*	0.787	0.090	77.031	2.197
Female*	0.203	0.087	5.474	1.226
Non-Minority*	0.390	0.091	18.368	1.477
Age*	-0.521	0.137	14.338	0.594
First Generation	0.007	0.087	0.006	1.007
Pell Eligible	-0.179	0.098	3.345	0.836
Enrolled in DE Math course*	-0.334	0.090	13.687	0.716
Enrolled in DE English course	-0.036	0.098	0.135	0.965
Recent HS Graduate*	0.642	0.106	36.927	1.901
Enrolled in Distance course*	-0.244	0.094	6.670	0.784
Intercept	0.521	0.161	10.483	1.684

* Statistically significant at .05 level

- 7 out of 10 variables were significant predictor of retention
- Predictors not significant: first-generation, Pell eligible, enrolled in DE English course/s

(N=2,962)

Model 2: FTDS CTE Hispanic Students

Predictors	Coefficients (β)	S.E.	Wald's χ^2	Odds Ratio (EXP(β))
Full-time*	0.870	0.151	33.036	2.386
Female	0.260	0.146	3.187	1.297
Age*	-0.636	0.238	7.138	0.530
First Generation	0.039	0.141	0.078	1.040
Pell Eligible	-0.122	0.203	0.363	0.885
Enrolled in DE Math course*	-0.418	0.152	7.528	0.659
Enrolled in DE English course	0.027	0.153	0.031	1.027
Recent HS Graduate*	0.693	0.179	15.017	1.999
Enrolled in Distance course	-0.232	0.165	1.980	0.793
Intercept	0.392	0.285	1.890	1.479

* Statistically significant at .05 level

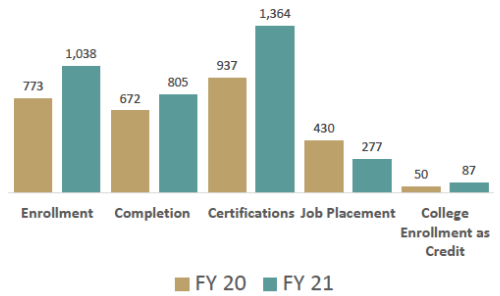
- 4 out of 9 variables were significant predictor of retention
- Predictors not significant: gender, first-generation, Pell eligible, enrolled in DE English course/s, and enrolled in distance course/s

(N=963)

Non-Credit Outcomes FY 20 - FY 21

The non-credit student profile of CTE students (Workforce Only - 1,485) is:

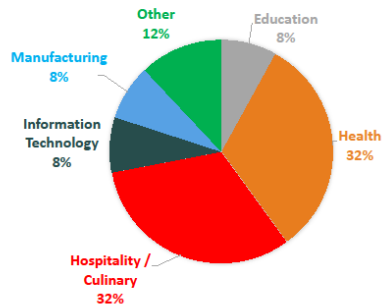
- 73.1% are female (of known gender)
- 54.7% are minoritized (of known race/ethnicity)
 - Hispanic students account for 77.6% of the minoritized student population where race/ethnicity is known (or 42.5% of the total non-credit known race/ethnicity)
- 90% received the training for free (primarily State Grants)



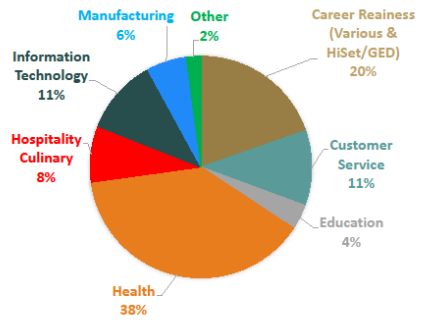
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Non-Credit Data by Industry Sector

AVAILABLE OCCUPATIONAL TRAININGS, PERCENT BY INDUSTRY SECTOR - FY 21



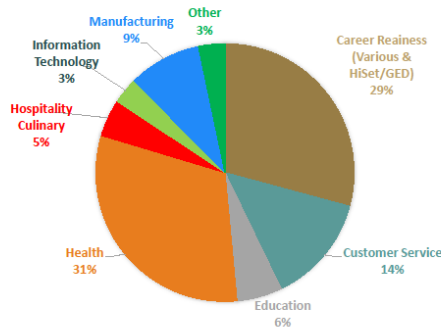
BCS PROGRAM CERTIFICATIONS, PERCENT BY INDUSTRY SECTOR - FY 21 (NO. = 1385)



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Non-Credit Certificate Completion

BCS STUDENTS COMPLETING CERTIFICATE - PERCENT BY INDUSTRY SECTOR - FY 21 (NO. = 870)



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Next Steps

Equity:

- Will help promote data-driven approaches to strategic resource allocation for DEI initiatives.
- The registration form for the non-credit students will be revised to collect data on student demographics.
- Align non-credit student profile data with student outcome data

Predictive Models:

- A list of significant predictors for students who are at-risk of not returning at HCC will be shared with advisors/student support staff for creating targeted support/opportunities for these students.
- Individualized student predicted probabilities will enable us to deliver personalized and proactive support.
- Hispanic students, from the list, can be assigned to bilingual advisors for intrusive advising.
- Predictive retention model will be tested and updated with new data as it becomes available.



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Next Steps

Supply and Demand Matrix:

- Program prioritization: alignment of industry and occupation data and curriculum with the needs of local industry
- This matrix will become a part of the decision-making process for program review, expansion, elimination and creation.
- Explore IPEDS completion data for regional colleges and universities



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ADJOURNMENT

On a motion by Trustee Perez and seconded by Trustee Hebert it was **VOTED** to adjourn today's meeting.

Roll Call Vote:

Trustee Cruz	Left at 9:25 am
Ted Hebert	Yes

	Yolanda Johnson	Yes
	Suzanne Parker	Yes
	Lucy Perez	Yes
	Eleanor Williams	Yes
	Chair Gilbert	Yes
	The meeting was adjourned at 9:31 am.	

Respectfully submitted,

Vacant

Secretary

Board of Trustees

DocuSigned by:

Robert Gilbert

11/24/2021

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Approved: Robert W. Gilbert, Jr., Chair