

**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.

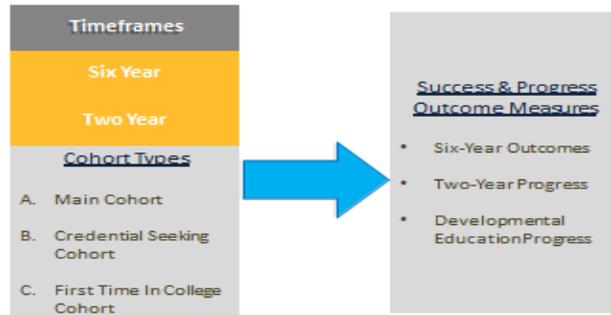
The Voluntary Framework of Accountability (VFA) is the first, national system of accountability specifically *for community colleges, by community colleges*

- 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:

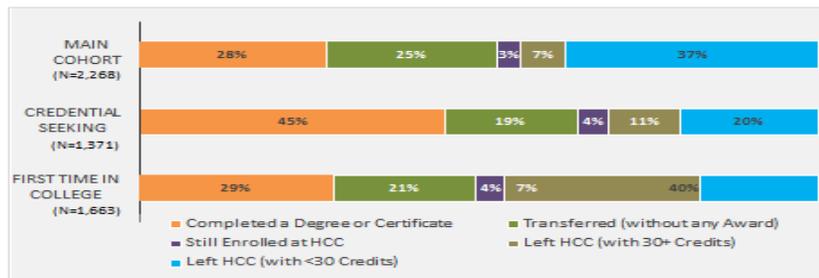
Six year outcome		Developmental Need
59%	Part-time 63%	60%

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

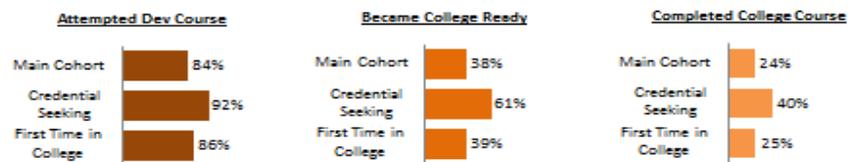


Developmental Need in English/Writing By Cohort Type

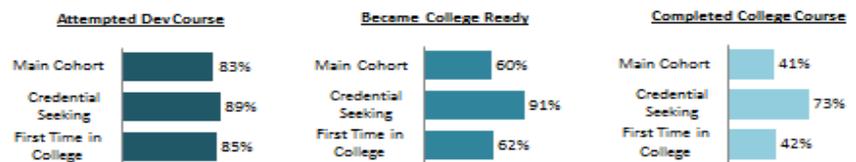


### Six Year Cohort (Fall 2011)

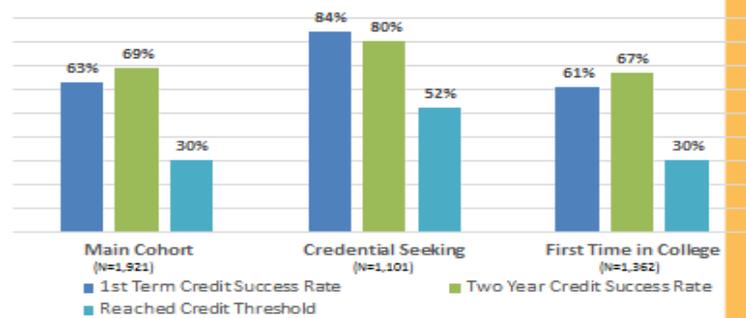
Developmental Outcomes for Students Referred to Developmental Math



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:**

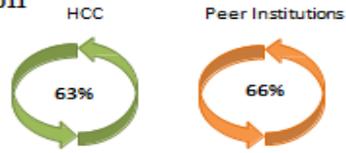
Percent of attempted credits that were successfully completed during first two years

**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

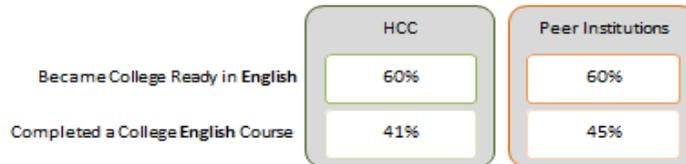
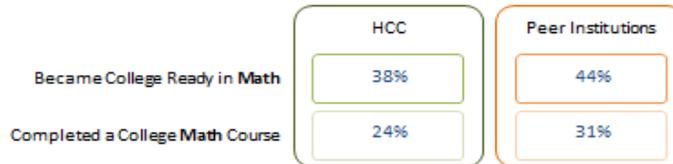
#### Six-Year Outcome Measures: Fall 2011



#### 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