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, Jullissa 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.
- 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
  - To approve personnel actions
  - To empower the President of the College to approve all
personal actions prior to the next meeting

- Committee Reports
  - Advocacy
  - Audit and Finance
  - By-Laws and Governance
  - Equity
  - Nominating
  - Presidential Evaluation
  - Strategic Planning

A motion was made by Trustee Hebert and seconded by Trustee Perez to approve the Consent Agenda.

**Roll Call Attendance:**

<table>
<thead>
<tr>
<th>Trustee</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trustee Cruz</td>
<td></td>
</tr>
<tr>
<td>Ted Hebert</td>
<td></td>
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<tr>
<td>Suzanne Parker</td>
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<tr>
<td>Lucy Perez</td>
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<tr>
<td>Eleanor Williams</td>
<td></td>
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<tr>
<td>Chair Gilbert</td>
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</tbody>
</table>

**CHAIR’S REMARKS**

Chair Gilbert shared highlights since the last Board meeting.

- 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**

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.

President Royal provided an update on the Strategic Plan Refresh Student Experience Workshop event held on Monday, October 25\textsuperscript{th}. 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.

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.
President Royal introduced Dr. Adrienne Smith, Dean of Science, Technology, Engineering and Math, to provide an overview of the NSF HIS Grant.
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
CTE/WORKFORCE (HARVARD FELLOWSHIP)

President Royal introduced Veena Dhankher and Jeffrey Hayden, who were accepted into a Harvard Fellowship last November, who presented an overview of their work.
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.

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

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.
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
- Included student characteristics in every analysis
- Calculated equity gaps
- Extracted regional industry and occupation data
  - aligned with HCC CTE program

Enrollment: Credit Students

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

Student Characteristics (based on 5-Year averages):

<table>
<thead>
<tr>
<th></th>
<th>HCC</th>
<th>CTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Females</td>
<td>63%</td>
<td>64%</td>
</tr>
<tr>
<td>Students of color</td>
<td>40%</td>
<td>41%</td>
</tr>
<tr>
<td>Fall eligible</td>
<td>58%</td>
<td>54%</td>
</tr>
<tr>
<td>Part-time students</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>Adult students</td>
<td>33%</td>
<td>39%</td>
</tr>
<tr>
<td>Mean age: Median age:</td>
<td>25</td>
<td>22</td>
</tr>
</tbody>
</table>

Fall-to-Fall Retention Rate

<table>
<thead>
<tr>
<th></th>
<th>Fall 2015 to Fall 2016</th>
<th>Fall 2016 to Fall 2017</th>
<th>Fall 2017 to Fall 2018</th>
<th>Fall 2018 to Fall 2019</th>
<th>Fall 2019 to Fall 2020</th>
<th>5-Year Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>FTDS-HCC</td>
<td>49%</td>
<td>51%</td>
<td>53%</td>
<td>53%</td>
<td>50%</td>
<td>51%</td>
</tr>
<tr>
<td>FTDS-CTE</td>
<td>50%</td>
<td>50%</td>
<td>56%</td>
<td>52%</td>
<td>49%</td>
<td>50%</td>
</tr>
<tr>
<td>Full-time</td>
<td>53%</td>
<td>58%</td>
<td>54%</td>
<td>59%</td>
<td>58%</td>
<td>56%</td>
</tr>
<tr>
<td>Part-time</td>
<td>42%</td>
<td>38%</td>
<td>41%</td>
<td>40%</td>
<td>36%</td>
<td>40%</td>
</tr>
</tbody>
</table>

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.
Completion: Graduation Rate (150%)
First-time Degree Seeking (FTDS) CTE Cohorts

Graduation Rates and Gaps: FTDS CTE White and Minoritized Students

Industry & Occupation Outlook
Average Annual Employment by Top 5 Largest Industries
Hampden County

Top 15 Largest Occupations: Hampden County

Occupation Data Aligned with HCC data
Supply & Demand

<table>
<thead>
<tr>
<th>Occupation Title</th>
<th>Job Postings 2018</th>
<th>Projected Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medical Assistants</td>
<td>1,506</td>
<td>+3.3%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SOC Code</th>
<th>Occupation Title</th>
<th>Employment 2020</th>
<th>Employment 2021</th>
<th>Change</th>
<th>Annual Average Openings Totals</th>
<th>Education Level</th>
<th>2020 Mean Annual OES Wage</th>
<th>HCC Program Title</th>
<th>Enrollment Graduates FY21</th>
</tr>
</thead>
<tbody>
<tr>
<td>453201</td>
<td>Bookkeeping, Accounting, and Auditing Clerks</td>
<td>966</td>
<td>325</td>
<td>-2.3%</td>
<td>356</td>
<td>Some college, no degree</td>
<td>$49,290 Accounting-Cert</td>
<td>22</td>
<td>2</td>
</tr>
<tr>
<td>312301</td>
<td>Nursing Assistants</td>
<td>924</td>
<td>246</td>
<td>-2.2%</td>
<td>393</td>
<td>Some college, no degree</td>
<td>$51,900 Nursing-Assistant-Cert</td>
<td>35</td>
<td>8</td>
</tr>
<tr>
<td>329401</td>
<td>Teacher Assistants</td>
<td>209</td>
<td>209</td>
<td>0.0%</td>
<td>810</td>
<td>Some college, no degree</td>
<td>$48,860 Teacher Assistants</td>
<td>56</td>
<td>4</td>
</tr>
<tr>
<td>312901</td>
<td>Medical Assistants</td>
<td>352</td>
<td>352</td>
<td>0.0%</td>
<td>352</td>
<td>Some college, no degree</td>
<td>$48,860 Medical Assistant-Cert</td>
<td>67</td>
<td>13</td>
</tr>
<tr>
<td>132051</td>
<td>Accountants and Auditors</td>
<td>147</td>
<td>147</td>
<td>0.0%</td>
<td>147</td>
<td>Bachelor's degree</td>
<td>$72,418 Business Administration-A/AAA</td>
<td>52</td>
<td>4</td>
</tr>
</tbody>
</table>
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

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

<table>
<thead>
<tr>
<th>Predictor</th>
<th>Coefficients</th>
<th>S.E.</th>
<th>Wald χ²</th>
<th>Odds Ratio (Exp^[b])</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time*</td>
<td>0.787</td>
<td>0.090</td>
<td>77.021</td>
<td>2.197</td>
</tr>
<tr>
<td>Female*</td>
<td>0.208</td>
<td>0.087</td>
<td>5.474</td>
<td>1.228</td>
</tr>
<tr>
<td>Non-Minority*</td>
<td>0.390</td>
<td>0.091</td>
<td>18.238</td>
<td>1.477</td>
</tr>
<tr>
<td>Age*</td>
<td>-0.021</td>
<td>0.137</td>
<td>0.006</td>
<td>0.996</td>
</tr>
<tr>
<td>First Generation</td>
<td>0.007</td>
<td>0.087</td>
<td>0.006</td>
<td>1.007</td>
</tr>
<tr>
<td>Pell Eligible</td>
<td>-0.179</td>
<td>0.086</td>
<td>3.365</td>
<td>0.866</td>
</tr>
<tr>
<td>Enrolled in DE Math course*</td>
<td>-0.334</td>
<td>0.090</td>
<td>13.487</td>
<td>0.716</td>
</tr>
<tr>
<td>Enrolled in DE English course*</td>
<td>-0.036</td>
<td>0.038</td>
<td>0.135</td>
<td>0.905</td>
</tr>
<tr>
<td>Recent HS Graduate*</td>
<td>0.642</td>
<td>0.106</td>
<td>36.127</td>
<td>1.921</td>
</tr>
<tr>
<td>Enrolled in Distance course*</td>
<td>-0.244</td>
<td>0.094</td>
<td>6.607</td>
<td>0.584</td>
</tr>
<tr>
<td>Intercept</td>
<td>0.321</td>
<td>0.161</td>
<td>10.483</td>
<td>1.388</td>
</tr>
</tbody>
</table>

* Statistically significant at .05 level

7 out of 10 variables were significant predictor of retention

Model 2: FTDS CTE Hispanic Students

<table>
<thead>
<tr>
<th>Predictor</th>
<th>Coefficients</th>
<th>S.E.</th>
<th>Wald χ²</th>
<th>Odds Ratio (Exp^[b])</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time*</td>
<td>0.870</td>
<td>0.151</td>
<td>33.056</td>
<td>2.346</td>
</tr>
<tr>
<td>Female*</td>
<td>0.290</td>
<td>0.146</td>
<td>3.187</td>
<td>1.329</td>
</tr>
<tr>
<td>Age*</td>
<td>-0.636</td>
<td>0.238</td>
<td>7.138</td>
<td>0.530</td>
</tr>
<tr>
<td>First Generation</td>
<td>0.039</td>
<td>0.141</td>
<td>0.078</td>
<td>1.040</td>
</tr>
<tr>
<td>Pell Eligible</td>
<td>-0.122</td>
<td>0.203</td>
<td>0.303</td>
<td>0.895</td>
</tr>
<tr>
<td>Enrolled in DE Math course*</td>
<td>-0.418</td>
<td>0.152</td>
<td>7.528</td>
<td>0.659</td>
</tr>
<tr>
<td>Enrolled in DE English course*</td>
<td>0.027</td>
<td>0.153</td>
<td>0.081</td>
<td>1.027</td>
</tr>
<tr>
<td>Recent HS Graduate*</td>
<td>0.693</td>
<td>0.179</td>
<td>15.517</td>
<td>1.959</td>
</tr>
<tr>
<td>Enrolled in Distance course*</td>
<td>-0.332</td>
<td>0.165</td>
<td>1.980</td>
<td>0.703</td>
</tr>
<tr>
<td>Intercept</td>
<td>0.392</td>
<td>0.285</td>
<td>1.890</td>
<td>1.479</td>
</tr>
</tbody>
</table>

* Statistically significant at .05 level

4 out of 9 variables were significant predictor of retention
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)

Non-Credit Data by Industry Sector

Non-Credit Certificate Completion

BCS Students Completing Certificate - Percent by Industry Sector - FY 21 (N=870)
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
<table>
<thead>
<tr>
<th>Name</th>
<th>Vote</th>
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</thead>
<tbody>
<tr>
<td>Yolanda Johnson</td>
<td>Yes</td>
</tr>
<tr>
<td>Suzanne Parker</td>
<td>Yes</td>
</tr>
<tr>
<td>Lucy Perez</td>
<td>Yes</td>
</tr>
<tr>
<td>Eleanor Williams</td>
<td>Yes</td>
</tr>
<tr>
<td>Chair Gilbert</td>
<td>Yes</td>
</tr>
</tbody>
</table>

The meeting was adjourned at 9:31 am.

Respectfully submitted,

*Vacant*

Secretary

Board of Trustees

Approved: Robert W. Gilbert, Jr., Chair