Team A: Professional Development and Inclusion

**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.

**Action 1.1.1:** Define and develop a common understanding of the concept of culturally responsive pedagogy, with a special consideration for the College’s identity as a Hispanic Serving Institution.

**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; 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.

**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 HSI common understanding; 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.

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

**Action 1.3.1** Design and establish a Center for Excellence.

**Year Zero:** With active engagement from faculty and staff, establish a Center for Excellence mission based on the foundation of scholarship for teaching, learning, and innovation; define space and staffing needs.

**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.
**Action 1.3.2:** Develop a comprehensive professional development training program offered through multiple modalities for all faculty and staff, including intensive workshops, trainings, and online modules.

**Year Zero:** Examine best practices that are tied to the concept of cultural humility, 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).

**Years 1-3:** Implement professional development training program, with emphasis on the College’s status as an HSI.

**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.

**Action 2.1.4:** Develop a Universal Design (UD) plan that incorporates facilities, services, classroom, and online learning environments.

**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.

**Years 1-3:** Provide ongoing professional development on Universal Design; implement UD principles within each of the areas of facilities, services, classrooms and online learning environments; including UD in academic program reviews.

**Action 2.15:** Establish a welcoming culture that embraces diversity, inclusion, and belonging.

**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 create space for cross-cultural, ideological, and social differences to be shared and valued.

**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).
Team B: Course Offerings and Placement

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

**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.

**Action Item 1.2.1:** Align course offerings to meet student needs.

**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.

**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 when recommended.

**Action 1.2.2:** Develop and market options for students to earn credit for prior learning.

**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.

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

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

**Objective 2.2:** Improve college readiness by collaborating with new and existing community-based organizations, local school districts and adult education programs.
Action 2.2.1: Expand access to college-level courses using multiple measures for placement.

Year Zero: Review and develop standard cut scores for common standardized tests such as the SAT, ACT, AP, CLEP, DSST, GED, and HSIET. Review existing and develop new placements based on high school GPA and course grades (e.g. HS. Algebra II and HS. 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 the HSI model.

Years 1-3: Implement placement through multiple measures; implement chosen remediation model and associated support for faculty and students.

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.

Action 3.1.1: Align academic and training curricula with employment opportunities and needs.

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.

Years 1-3: In alignment with NACE 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.

Action 3.1.2: 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.

Year Zero: Identify opportunities to integrate credit and non-credit. Develop strategies that engage alumni in opportunities for re-entry into non-credit courses.

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 life-long learning.

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

**Action 3.2.1:** 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.

**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.

**Years 1-3:** Implement new structure approach to increasing degree attainment and transfer opportunities for underserved students; evaluate student success of transfer programs.
Team C: 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.

Action 2.1.1: 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 other non-cognitive assessments.

Year Zero: With the support of the HCC Foundation, the City of Holyoke, Holyoke Housing Authority and others, identify new and existing public-private partnerships to address housing needs of HCC students.

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.

Action 2.1.2: Implement a team-based case management approach to onboarding new students that responds to learner needs throughout the student lifecycle.

Year Zero: Building on best practices of successful programs and services such as Multicultural Academic Services (MAS), STRIVE, Thrive, 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. grouping of programs under broad areas of interest) at point of application for admission.

Years 1-3: Implement “meta-majors” selection; implement team-based management approach; implement method to track students through the enrollment process; implement method to document communication with students across team.

Action 2.1.3: Establish intervention protocol for struggling students (e.g., midterm grades of C or lower, withdraw, not attending class; debt after withdrawal).
**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.

**Years 1-3:** Pilot intervention protocol for all students 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.

**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.

**Action 4.1.2:** Use mobile application to enhance student experience.

**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.

**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.
Team D: External Alignment

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

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

**Action 2.2.2:** Expand current models in partnership with school districts (K-12) to continue pathway development.

**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 revenue generating opportunities with K-12 partners.

**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.

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

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

**Action 3.2.2:** Analyze program review data, course scheduling data, and the Pioneer Valley Blueprint to inform the alignment of programs with job placement.

**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.

**Years 1-3:** Utilize the data to inform alignment of programs and 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.

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

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

**Action 4.2.2:** Align non-credit offerings to future market needs.

**Year Zero:** Evaluate enrollments in all non-credit courses; establish process for course prioritization; develop a system to identify emerging field and topics of interest.
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.
Team E: Resources

**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.

**Action 4.1.1:** Develop and conduct training on process improvement for campus leadership.

**Year Zero:** Provide EAB Process Improvement training for all NUP’s; identify all programs to be assessed for process improvement.

**Years 1-3:** Conduct departmental evaluation of efficiencies and effectiveness, utilizing process improvement, identify technology needs, and incorporating into the new budget process.

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

**Action 4.2.1:** Develop and implement a comprehensive revenue strategy in support of strategic plan.

**Year Zero:** Work with the HCC Foundation to develop a strategic plan for the HCC Foundation that aligns with the college strategic plan; inventory all facility charges, identify other revenue sources.

**Alumni engagement:** Activities that are valued by alumni, build enduring and mutually beneficial relationships, inspire loyalty and financial support, strengthen the institution’s reputation and involve alumni in meaningful activities to advance the institution’s mission.

**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 innovation programs/event series to connect the community to HCC and generate new net revenue.