



## Executive Summary HCCC's Student Success Action Plan August 2020

Hudson County Community College (HCCC) is deeply committed to fostering a safe, caring, and equitable environment that promotes students' success inside and outside of the classroom. HCCC joined *Achieving the Dream* in January 2019 in order to bolster its student success efforts and "move the needle" on key student success metrics such as student engagement, momentum, persistence, and completion. *Achieving the Dream* is a national network of community colleges focused on improving equitable outcomes for students by using data-informed practices.

HCCC's Student Success Action Plan represents the culmination of our first year of work as an *Achieving the Dream* member college. Over the past 14 months, the Dream Team, a Student Success-focused committee comprised of individuals from varied roles and functional areas, met twice a month to examine data and identify equity gaps. Since moving to a virtual meeting format in April 2020 due to the COVID-19 pandemic, the Dream Team has been developing HCCC's Student Success Action Plan.

Our Student Success Action Plan allowed us to reflect on the data we gathered over the past year and to develop overarching priorities and strategies that are focused on increasing and promoting student success at HCCC. The Dream Team identified two priorities that will guide our student success work.

- Priority 1: Increase fall-to-fall persistence for first-time/full-time students from 58% to 64% by June 2024.
- Priority 2: Create a culture of care that supports students in persisting (fall-to-fall) from 61% to 67% by June 2024.

The priorities establish clear goals for our student success work. The first number in each priority, 58% and 61%, respectively, represent our baseline (our current persistence rates) for the persistence rates of particular cohorts of students. The second number in each priority, 64% and 67%, respectively, represent our target (an ideal future state) of our persistence rates for particular cohorts of students by June 2024. Our target numbers were developed through a benchmarking process in which HCCC's metrics were compared to similar institutions who are recognized as leaders in the community college sector. The target date of June 2024 will likely align with the end date of HCCC's next Strategic Plan.

Each priority contains several strategies and leading indicators. These strategies describe how HCCC will work towards achieving its targets. The leading indicators will allow us to ensure that we are making progress towards achieving the targets described in each Priority.

This Student Success Action Plan is our Plan; it is not a document we have developed solely to fulfill a requirement of our *Achieving the Dream* membership. Importantly, HCCC's Student Success Action Plan is a living document that will evolve as our student success work evolves. The Action Plan detailed in the following pages outlines an initial roadmap to guide and inform our work in the months and years ahead.

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Co-Chair, HCCC's Dream Team

Dr. Sheila Dynan  
Co-Chair, HCCC's Dream Team



HCCC's Student Success Action Plan was made possible through the time, energy, and expertise of the dedicated members of HCCC's Dream Team AY 2019-2020, the names of whom are listed below.

#### Members of HCCC's Dream Team AY 2019-2020

Dr. Sirhan Abdullah, Instructor and Coordinator of the Medical Assisting and Health Services Programs  
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Table of Contents

**Section 1: Where We Started.....5**

**Section 2: How We Organized Our Student Success Work.....6**

**Section 3: What We Learned .....8**

**Section 4: Our Student Success Vision .....21**

**Section 5: Our Action Plan Priority Goals .....21**

**Section 6: Our Detailed Action Plan .....23**

**Section 7: How We Will Approach Sustainability and Continuous Improvement .....39**

**Appendix A.....43**



## 2019 COHORT STUDENT SUCCESS ACTION PLAN

Colleges develop and submit an Action Plan at the end of the discovery and planning period that defines the first year of participation in the Achieving the Dream (ATD) network. The Action Plan does three key things:

1. Tells a story of what you have done during your first year in ATD's Network and shares this story with your colleagues.
2. Provides an opportunity to translate your learning into an overarching vision and strategy for improving student and institutional outcomes.
3. Describes how you will seek to improve policies, processes, and systems; maximize impact through the college-wide scaling of strategies; align and allocate resources to support implementation; and measure the impact of your student success work.

Colleges start the discovery and planning period in different places. Some colleges have been active in national reform efforts for many years, while others have received public or private funding to broaden or sustain their student success efforts. Others are relatively new at whole-college transformation. Colleges also are at different stages of learning and discovery based on factors like availability of data, competing priorities (e.g., accreditation), organizational changes, or external policy developments. As a result, some Action Plans will be more comprehensive and detailed than others.

This is **your** Action Plan. It will guide and sustain your student success work moving forward. It is designed to help you communicate what you have learned, where you are focusing your student success work, and the role of the college community in achieving your goals. It is a living document that is meant to be adapted and evolved as you learn more, accumulate experience, and assess the effectiveness of your strategies.

***Institution Name: Hudson County Community College***

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## Section 1: Where We Started

**Please summarize your efforts and progress implementing comprehensive, large-scale student success work prior to joining the 2019 ATD cohort. What have you implemented? What results did you see/not see? What did you learn from this?**

Prior to joining ATD, many initiatives in support of student success were in progress at HCCC. Initiatives included: implementing and scaling Guided Pathways; converting the Nursing and Radiography programs from partnership programs to HCCC's own; providing students with more ways to accelerate their studies (i.e., offering ALP-style mathematics and English courses, placement via multiple measures, providing multiple start dates and terms, implementing more fully online programs); turning to technology more frequently to smooth business processes across campus; employing a caseload framework for advisement practices; translating materials into Spanish and Arabic and hiring multi-lingual staff, particularly academic advisors and front-line student services personnel; leveraging principles of strategic enrollment management; creating and regularly distributing a Master Enrollment Report; and building new facilities for students (i.e., Gabert Library, STEM building, Nursing simulation lab). While this list is extensive, it only encompasses a snapshot of the initiatives developed and in progress at HCCC over the relatively short timeframe of 2016 to 2018.

In December 2018, Dr. Karen Stout visited HCCC and conducted a Town Hall session, which was open to all members of the HCCC community, about the efficacy of joining *Achieving the Dream*. Following her presentation, the All College Council (HCCC's Participatory Governance Structure) distributed a survey to the HCCC community that asked whether HCCC should join *Achieving the Dream*. An overwhelming majority of survey respondents (approximately 90%) voted in favor of HCCC joining the *Achieving the Dream* Network.

Our engagement with ATD has afforded us a lens through which to examine our past student success efforts. Lessons learned include that while student success initiatives are plentiful and always well intentioned at HCCC, there has been a disconnect in the assessment of the efficiency and efficacy of these initiatives. In completing our Student Success Inventory ahead of ATD's 2019 New Member College Kickoff, we realized that within the scale and scope of each initiative there was the potential for duplication of effort and duplication of resources. While all initiatives listed were launched in the name of student success, there was no clear way in which these initiatives interacted with one another to achieve a common objective beyond the umbrella term "student success."

Joining ATD has provided HCCC with a framework through which its students success work can be organized, new lenses through which to analyze our current student success work, and laser-focused student success goals with which each initiative must align. Joining ATD has also placed a renewed spotlight on the success of the Educational Opportunity Fund (EOF) program at HCCC and at our sister community colleges across the state. The mission of the EOF Program is to help New Jersey undergraduates from educationally and economically disadvantaged backgrounds obtain a post-secondary credential. The EOF program achieves remarkable outcomes through providing wrap-around supports including financial and academic assistance to students. In recent years, the model utilized by the EOF program has been recognized as "best practice." At HCCC, enrollment in the EOF program nearly doubled in AY 2019-20, and the program has a retention rate of 90%. Notably, the number of students receiving the distinction of *Dean's List* status has steadily increased for the past three semesters. The EOF program



represents a model that, if scaled campus-wide, has the potential to have an outside impact on students' success. HCCC is committed to making the necessary investments to scale the EOF model.

***Optional:*** Please provide any additional information you would like the ATD team to know, including any relevant contextual information regarding your institution, system, region or state (e.g. organizational changes, legislative changes, funding changes, etc.).

HCCC has undergone a transformation over the past two years. On July 1, 2018, Dr. Christopher Reber assumed the presidency succeeding long-serving President Glen Gabert. Since Dr. Reber joined HCCC, the College has renewed its commitment to students' success inside and outside of the classroom with joining ATD as the cornerstone of that commitment. Dr. Reber's first two years at HCCC have been action-packed. In AY 2018-2019, HCCC finalized its self-study as part of its decennial reaccreditation process and was fully reaffirmed in its institutional accreditation; converted its academic programs to 60 credits to comply with NJ State Senate Bill 1265; and started disbursing Community College Opportunity Grant (CCOG) Funds made available by the State of New Jersey. In AY 2019-2020, HCCC formed a Student Success Academy to provide students who were at-risk for non-completion with wrap-around supports; launched an array of student support services under the umbrella of "Hudson Helps"; increased its capacity to serve students' needs in the areas of mental health, wellness and overall care; developed wrap-around supports specific to the needs of Veterans; completed an Academic Master Plan for 2020-23; and as of late, successfully maintained continuity of instruction and operations during the COVID-19 pandemic. AY 2019-2020 also saw the timely creation of the President's Advisory Council on Diversity, Equity & Inclusion (PACDEI) at HCCC. PACDEI has become essential to the organizational fabric of HCCC over the past year. In addition to promoting HCCC's key values of diversity, equity, and inclusion, PACDEI has helped the HCCC community navigate the troubling events that have occurred both in our own proverbial backyard with the December 2019 racially-motivated shooting in the near-by neighborhood of Greenville and the murders of Ahmaud Arbery, Breonna Taylor, George Floyd, and Rayshard Brooks that have spurred a national movement.

In the action plan detailed throughout the following pages, HCCC looks forward to what is next—how we continue to prioritize students' success both inside and outside of the classroom, how we renew our focus on building a culture of equity, and how our work with ATD informs and is informed by the transformative work happening across the College.

## **Section 2: How We Organized Our Student Success Work**

**Please describe the structure you created or adapted to complete your student success work during your first year with ATD. Use the questions below to *guide* your response.**

- ***What types of teams or other structures did you establish, or modify, and what were they charged to accomplish?***
- ***To what extent were faculty, staff, administrators, and students actively engaged in these teams? What mitigating factors hampered their engagement?***
- ***How was learning shared across teams/areas?***
- ***What communication strategies and processes were used to share learning from the teams with the broader college community, including trustees?***

- ***Did the structure change/evolve as you collected and analyzed information about the student experience, equity gaps, barriers to student success, and gaps/bottlenecks in the enrollment funnel and supports provided to students? If so, how and why?***

HCCC's on-campus Achieving the Dream structure is referred to as the *Dream Team*. After the College's application to join ATD was accepted, but prior to Kickoff, the administration appointed two co-chairs, the Assistant Dean of Curriculum and Academic Assessment and the Associate Dean of Student Success. The administration also extended invitations to members of the college to join the Dream Team. Those invited to join the Dream Team represented functional areas and roles from across the college including faculty, the North Hudson Campus, Academic Foundations, the Division of Arts & Sciences, Academic Affairs, Student Affairs, Advisement and Counseling, Institutional Research, Information Technology, Academic Development and Support Services, College Libraries, External Affairs, and current HCCC students.

Importantly, shortly after the Dream Team was formed in March, Institutional Research and Planning (IR&P) experienced a vacancy as the then Dean of IR&P resigned from his position at HCCC. This position was converted to Executive Director of Institutional Research (IR) and was filled as of early July 2019. The Chief Information Officer (CIO) and her team played an integral role in helping the Dream Team complete its pre-Kickoff assignments. Following Kickoff, the Dream Team continued to grow as new individuals have been hired into mission-critical positions and as current members of the HCCC family have expressed interest in joining the initiative. Initially, the Dream Team met once monthly but as the workload increased so did the meetings to twice per month. These meetings primarily served as opportunities for sub-groups to report out on progress and initiatives to date.

By late summer, the Dream Team was too big in its membership to function as one committee. As a result, the Dream Team co-chairs divided the committee into a Core/Strategy Team and a Data Team. Two co-chairs for each group were either appointed or self-nominated. The new Executive Director of IR and the CIO served as co-chairs of the Data Team. The Assistant Director of the North Hudson Campus served as the sole chair of the Core/Strategy Team for several months before the Executive Administrative Assistant to the VP for External Affairs & Senior Counsel to the President joined him. Each sub-group mirrored the meeting structure of the Dream Team and aimed for two meetings per month.

The Data Team had more success in sustaining its charge and momentum than the Core/Strategy Team. The Data Team had consistent attendance at its meetings and focused on concrete tasks like examining the data from Kickoff, analyzing completion rates across academic programs, compiling a data dictionary, organizing a data summit (that was ultimately postponed due to COVID), and registering the College for participation in CCSSE and SENSE for spring and fall 2020, respectively (last administration of CCSSE was 2015). The Core/Strategy Team initiated a few projects such as promoting data literacy across campus through a fact card or "data bytes," but due to inconsistent attendance at meetings, no initiative truly gained momentum. That said, the Core/Strategy Team successfully assisted in organizing the administration of the Institutional Capacity Assessment Tool (ICAT) and distilling the results of the Capacity Café worksheets for qualitative data. Overall, one of the Dream Team's challenges throughout the past year has been competing schedules as its members were pulled in various directions based on double-booked meetings, teaching schedules, and other commitments. Another limitation was the lack of a clear communication channel between the two sub-groups. In hindsight, the Dream Team co-chairs could have better facilitated establishing a reporting link between the two groups.



The college community as a whole has been engaged in the Dream Team’s work across a variety of platforms. The Dream Team has dedicated space on HCCC’s public webpage and internal portal. The Dream Team co-chairs report out on progress-to-date and upcoming events at monthly meetings and open fora across campus, regular updates appear in HCCC’s monthly newsletter, *Happenings*, and the Academic and Student Affairs Board Committee receives monthly updates as well. The student representatives on the Dream Team were among our most effective communicators, particularly following their participation at DREAM 2020. Dr. Mary Fifield and Dr. Rene Garcia, HCCC’s Leadership and Data Coaches, respectively, conducted open fora during their first two site visits. These open fora allowed members of the college community to learn more about why HCCC joined ATD as well as provide feedback and ask questions. To this end, the ICAT and the Capacity Café were crucial to college-wide participation in the Dream Team’s work. An Executive Summary detailing key findings from the ICAT and the Capacity Café worksheets was shared with the college community in late February. Open fora to discuss the findings from each tool were scheduled for mid-to-late March but had to be postponed due to the COVID-19 pandemic. The Coaches’ third visit was more focused as Dr. Fifield and Dr. Garcia met with smaller groups on campus that were likely to play a role in the development of the Action Plan.

To date, no intentional changes have been made to the Dream Team’s structure. Due to the COVID-19 pandemic, HCCC has been teaching, learning, and working remotely since mid-March. In the wake of the pandemic, the twice monthly Dream Team meetings were placed on hiatus and resumed virtually in mid-April. At the time of writing, the Dream Team continues to meet twice monthly through WebEx or Zoom. As HCCC’s first year as an ATD member college draws to a close, the co-chairs anticipate a shift in structure where the Data Team remains largely intact with the Core/Strategy Team being modified in its structure to become a series of “How Teams.” Each “How Team” would focus on the implementation and assessment of one strategy and would allow for current members of the Dream Team and other members of the college community with relevant expertise to be involved. The Dream Team may alter its meeting structure too so that the Dream Team co-chairs will meet with key leaders of the Data Team and the co-leads of each How Team once a month, and then the full Dream Team (all members of the Data Team and the How Teams) once a month.

### **Section 3: What We Learned**

Indicate which of the following analyses you completed and explain briefly why you chose to explore this area.



Area of Analysis	Completed (Y/N)?	Disaggregated Data (Y/N)?	Rationale	Key Findings, Insights
<p>Early Momentum Metrics such as credit accumulation 1<sup>st</sup> term/year, gateway course completion in 1<sup>st</sup> year, term-to-term persistence (specify)</p>	<p>Y</p>	<p>Y</p>	<p>Important initial exercise to identify gaps in student success, especially after disaggregation; Served as a starting point for a data-informed student success discussion.</p>	<p>There were differences between age groups with students under 20 years of age performing better than the other two cohorts, particularly, students who are over the age of 25, across most success metrics. A similar trend was evident across the dimension of enrollment status with full-time students generally performing better than their part-time peers across most success metrics. Finally, across the dimension of race/ethnicity, the data is inconclusive as no one group consistently performs better or worse than other groups across the success metrics. This insight sparked further discussion among the Dream Team and other constituencies on campus regarding how HCCC is collecting student demographic information. HCCC has a large proportion of students who we think would identify Middle Eastern/North African (MENA) given the choice on the application and other materials. Based on IPEDs and Census reporting standards, MENA students either identify as and are counted as “white” or “other.”</p> <p>Beyond the dataset completed for Kickoff, early momentum (attainment threshold of 12 credits) and first year persistence among FT/FT students are contributing factors to HCCC’s low completion rate at the 150% mark. Based on the fall 2016 FT/FT cohort, those who earned 12 credits or more in their first term completed at a rate of 23% while those who earned fewer than 12 credits in their first term completed at a rate of 2%. Students in this cohort were more likely to return and persist at full-time status (Head Count: 1,017) in spring 2017 than return and persist at part-time status (HC: 182) or not return at all (HC: 413). Additionally, students who did return at full-time status for the subsequent semester were nearly three times more likely to complete at 150% time than their peers who</p>

				returned at part-time status (19% as compared to 7%, respectively).
Success rates in high enrollment courses	Y	N	<p>Approximately 90% of new FT/FT students begin in an ESL or Academic Foundations course sequence at HCCC. Consequently, this prompted us to take a close look at student success across the various levels of these classes.</p>	<p>For the Fall 2012 – Fall 2016 FT/FT (5 year cohorts), students who began in ESL or Academic Foundations courses graduated at a rate of 11% at the 150% mark as compared to a rate of 25% for their college-ready peers. Students who begin in the lowest levels of ESL or Academic Foundation are overall less likely to persist and complete than their peers who begin at higher levels of academic instruction. In many cases, ESL students’ personal goals are likely to play a role in their persistence and completion as many never intend on completing a degree but attend to increase their English language proficiency.</p> <p>Based on the fall 2016 FT/FT cohort, a degree-seeking student who enters HCCC and begins in either Academic Foundations or ESL courses has an eventual success rate of 11% at the three-year mark. For students who are college ready, the success rate jumps to 38% at the three-year mark. (Institutionally, the success rate at the three-year mark is 13%.)</p> <p>Students actively enrolled in ESL and/or Academic Foundations coursework are disproportionately reflected during HCCC’s biannual Satisfactory Academic Progress (“SAP”) review process. Based on data from spring 2020, 690 students on the SAP review list were enrolled in at least one ESL or Academic Foundations course. This represents one-third (33.34%) of all students on the list for SAP review for</p>

				spring 2020. Notably, many students had accrued sums of cumulative attempted credits and cumulative earned credits close to or beyond the 60 college-level credits required for an Associate’s degree in the state of New Jersey.
Meta-major/ Program of Study selection	Y	N	Guided Pathways was implemented in fall 2016. Since then, HCCC has worked towards establishing clear meta-majors, an advising structure aligned with those meta-majors, and curriculum tracks.	<p>The Committee tasked with reviewing students’ Satisfactory Academic Progress noted a trend between a student’s likelihood of being a candidate for academic probation (or dismissal) and the number of times the student has changed his/her major. The strength of relationship between the frequency of a student changing his/her major, their rate of persistence, and their likelihood for completion is being investigated further.</p> <p>Our key finding from analyzing these data sets is that students need to have advisement before they choose a major and register. The change of major form has been modified in light of this finding so that students now need to provide some context surrounding their request for a change of major.</p>
Student voice (Early Engagement metrics like SENSE, focus groups, etc.)	Y	Yes, for some instruments.	#RealCollege survey administered in fall 2019 through The Hope Center as part of a statewide New Jersey Council of County Colleges initiative. Even without the NJCCC’s direction, HCCC would have likely administered the #RealCollege survey (or a similar instrument) in order	<p><u>#RealCollege Survey (fall 2019):</u> Overall, students at HCCC are food and housing insecure at greater rates than the state and national averages. Of the 700 HCCC students surveyed, 68% have experienced either homelessness, food insecurity, or housing insecurity within the past year. Nearly half (49%) of students surveyed reported issues with having enough to eat on a regular basis, yet only 21% receive SNAP benefits. Of students experiencing insecurity in their basic needs, 15% indicated using HCCC’s on-campus resources. When the data are disaggregated, we found that equity gaps existed with students identifying as African American or Black; Hispanic or Latinx; Indigenous; Southeast Asian; Other Asian or Asian American; or Other all facing food insecurity at higher rates than their White or Caucasian counterparts. Interestingly,</p>

		<p>to gain a clearer picture of the magnitude of students’ basic needs as a way to better inform the services and supports offered through Hudson Helps.”</p> <p>HCCC’s Student Life &amp; Leadership Division actively collects data from our students for both events that are part of the academic calendar (i.e., New Student Orientation, end-of-year student activities/events) and in accordance with specific on-campus initiatives (i.e., making changes to the schedule blocks, Child Care Needs, Food Pantry Needs). These data have been shared at various on-campus meetings including</p>	<p>students from Middle Eastern/North African/Arab/Arab American reported lower rates of food insecurity than their White or Caucasian peers. Housing insecurity was experienced by all groups with Indigenous groups reporting the highest rates (73%) of housing insecurity and Southeast Asian reporting the lowest rates (48%). Students identifying as Indigenous reported the highest rates of homelessness at 73%. Rates for all other groups fell between 8 and 23%.</p> <p>When disaggregating by age, those in the 26 to 30 age bracket consistently reported the highest rates of basic needs insecurity while those in the 18 to 20 age bracket were consistently the most secure across basic needs.</p> <p>Students who had been enrolled in college for three or more years were half as likely (8%) to report experiencing homelessness than their peers who had been enrolled for less than a year (16%) or one to two years (16%).</p> <p>Students with children reported higher rates of basic needs insecurity across all categories than their peers who do not have children.</p> <p><u>Student Food Pantry Needs Survey (September 2018 – January 2019):</u> The results of the #RealCollege survey reinforced the findings of HCCC’s initial data collection surrounding students’ food needs. Approximately two-third of HCCC students surveyed (n=247) reported experiencing a time where they did not have enough food for themselves or their households. More than half of students (53%) reported having an inadequate supply of food one or two times per week with approximately 15% of students reporting an inadequate supply of food three or more times per week.</p>
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			<p>All College Council and Deans' Council. These data are a representation of students' perspectives, needs, and preferences and have been essential to the formation of our Action Plan Priorities.</p>	<p><u>New Student Orientation Survey (Summer 2019 &amp; Winter 2020 Series):</u>          Approximately 72% of survey respondents (n=316) indicated making personal connection with one or more of their peers at New Student Orientation, and approximately 88% of survey respondents (n=317) affirmed that they learned about at least one resource or tip at orientation that they plan to use in the upcoming semester. Patterns were similar for the Winter 2020 Series with 95% of survey respondents (n=41) making a personal connection with one or more of their peers and 100% of survey respondents (n=41) affirming that they learned about at least one resource or tip at orientation that they plan to use in the upcoming semester.</p> <p><u>Childcare Needs Survey March 2019 – May 2019:</u>          Eighty-two percent of survey respondents (n=248) responded "yes" when asked whether they currently needed child care in order to help them attend classes and complete schoolwork while 79% of survey respondents (n=250) indicated that they have had to miss class and/or participating in school activities as a result of not having child care.</p> <p><u>College Hour Student Input Survey – October 2019:</u>          HCCC's participatory governance structure, the All College Council, was exploring the function and timing of its College Hour. College Hour (now referred to as Common Hour) is a dedicated block of time where classes are not offered to allow for student activities to take place or to allow student organizations to meet. This survey also provided some perspective on students' scheduling preferences and priorities with approximately 43% of survey respondents (n=157) indicating that the time and the day for which the course section was scheduled had the greatest influence on students' registration decisions.</p>
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				<p><u>Advising Feedback Survey Fall Registration 2019</u>  The survey administered through the academic advisement function of the Center for Academic and Student Success provides more granular information about students' scheduling preferences (n=150). Students were asked to rank what days (weekdays versus Saturday or Sunday) and times (two-hour intervals) they prefer to take classes. Students were presented with 9 options to rank with "weekday late morning (starting between 10 a.m. and 12 p.m.)" garnering the most "top three" rankings. However, when drilling down further, "weekday super early (start time before 8 a.m.)" was ranked first most frequently. Overall, students surveyed expressed a strong preference for morning classes (start times before 12 p.m.) as those options were ranked first most frequently and received the largest number of students ranking them in their "top three."</p> <p><u>End of Year Student Activities Survey April – July 2019:</u>  Most survey respondents either agreed or strongly agreed with the statement that they felt well informed about events and activities on campus (90%; n=289); however, student participation in events and activities varied. Thirty-five percent of survey respondents indicated that they attend a lot/some events while 41% indicated that they rarely attended events/activities. When survey respondents did attend events and activities, nearly half (46%) indicated feeling more connected to HCCC and the college community.</p> <p><i>Note:</i> HCCC had been scheduled to administer CCSSE and SENSE in spring and fall 2020, respectively. As a result of the COVID-19 pandemic, CCSSE administration was postponed to spring 2021. A decision has yet to be made about the timing of SENSE in fall 2020.</p>
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<p>Faculty and staff voice (focus groups or surveys)</p>	<p>Y</p>	<p>N</p>	<p>PACDEI, the Academic Master Plan (AMP) planning process, and ATD exist as complementary initiatives.</p> <p>A campus climate survey was administered through the PACDEI. The campus climate survey was open to students, faculty, staff, and trustees. PACDEI distributed the results along with an Executive Summary of findings. Open fora for the college community were held several weeks later to gather additional qualitative data as well as develop priorities among the findings. While the survey collected demographic data across several dimensions, responses were not</p>	<p><u>Campus Climate Survey Administered through PACDEI</u></p> <p>While the campus climate survey collected demographic data across several dimensions, responses were not disaggregated due to privacy concerns.</p> <p>Based on the data collected through the campus climate survey and the open fora, PACDEI arrived at the following three goals that will drive its future work. (A PACDEI sub-committee is charged with the actualization of each goal.)</p> <p>GOAL # 1 – Supporting an inclusive culture of care at HCCC: Creating DEI infrastructure and developing training, programs and initiatives across the College.</p> <p>GOAL # 2 – Weaving Diversity, Equity and Inclusion guidelines and practices into: recruitment and hiring practices, screening committee policies, promotions considerations, and succession planning.</p> <p>GOAL # 3 – Creating clear and transparent processes for Safety, Security, and Incident Reporting that are free of intimidation and respectful of confidentiality.</p> <p><u>Academic Master Plan</u></p> <p>After distilling the data collected during the initial SOAR sessions and follow-up interactive activities, the Academic Master Plan (AMP) arrived at three strategic directions with more specific initiatives and action items supporting each direction.</p> <p>Strategic Direction #1: Advancing a Culture of Care through a Strong Focus on Equity.</p>
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			<p>disaggregated due to privacy concerns.</p> <p>In development of the Academic Master Plan 2020-23, SOAR (Strengths, Opportunities, Aspirations, Results) sessions were held for faculty and other academic administrative personnel. SOAR sessions rely on appreciative inquiry with the goal of helping institutions or in this case the academic division leverage its existing strengths. These sessions asked attendees to consider the future direction of the division through the lenses of equity and student success.</p>	<p>Strategic Direction #2: Advancing a Culture of Student Success and Completion through Faculty Engagement.</p> <p>Strategic Direction #3: Advancing a Culture of Student Success and Completion through Collaborative Pathways and Partnerships.</p> <p>The AMP Planning and Core Teams were representative of academic functional areas. Demographic data were not collected during the development of the AMP.</p>
Institutional Capacity Assessment (ICAT); Capacity Cafe	Y	ICAT Disaggregated by functional area and role, but not by	The ICAT Survey provided HCCC with a clearer picture of its functional capacity across the seven dimensions of	HCCC's Executive Summary of ICAT & Capacity Café findings is included (Appendix A).



		race/ethnicity and gender	<p>high performing institutions. In hindsight, the ICAT results are a useful artifact of faculty, staff, and administrators' perceptions before COVID as HCCC administered its ICAT in the first half of November 2019.</p> <p>The Capacity Café produced qualitative data that served as valuable supplements to the ICAT's quantitative data. However, the real value of the Capacity Café for many of HCCC's community members lie in the experience of sitting and sharing ideas with their colleagues from different functional areas.</p>	
Business process mapping	Y	N	Student Onboarding Think Tank	<u>Advising Feedback Surveys Spring 2019 and Fall Registration 2019:</u>

				<p>These surveys were administered through the academic advisement function of the Center for Academic and Student Success. For spring 2019, 464 students responded; for fall 2019 registration, 150 students responded. The two surveys share a line of questioning about the purpose of a student’s visit. For both spring and fall, the majority of students surveyed (364 students) identified “Registering for Classes” as the purpose of their visit. The spring 2019 survey included specific questions about students’ online registration literacy and the types of classes they prefer taking. Approximately a quarter of students surveyed (105 students) responded that they prefer to work with an advisor instead of registering online. Students also identified a strong preference for in-person 15-week classes with that option receiving more than half of the total responses (268 students). The fall 2019 survey explored students’ behavior surrounding registration. When asked why they did not register earlier, 40% of students surveyed responded either that they thought they had to wait for final grades to be posted in order to register, or they weren’t aware registration had opened months earlier. The Advising Feedback surveys reveal (1) that students perceive the primary function of academic advising as registration, and (2) students have clear preferences for the types and timing of classes for which they register.</p>
Student placement / Multiple Measures	Y	N	HCCC implemented and began a pilot of Student Placement via Multiple Measures in spring 2019. The Task Force that was created to develop the placement standards and the	<p>Assessment of the Multiple Measures Pilot revealed that the initial placement standards established by the Task Force were too stringent.</p> <p>Of the 435 students in summer and fall 2019 who placed into ENG-101, 78% passed. Of those 435 students, 90% of students with a high school GPA of 3.5 or higher and 81% of students with a high school GPA of 3.0 – 3.4 and an SAT ERW score of 450+ passed.</p>

			<p>pilot of the initiative were in response to the challenge that nearly 90% of our students begin their academic career at HCCC in one or more academic foundations (or ESL) courses. The one-year pilot period drew to a close in Fall 2019 when the pilot's outcomes were assessed.</p>	<p>Of the 275 students in summer and fall 2019 who placed into college-level mathematics courses, 86% passed. Of those 275 students, 93% of students with a high school GPA of 3.5 or higher and 94% of those students with a high school GPA of 3.0-3.4 and an SAT Math score of 500+ passed.</p> <p>These findings indicate that the current GPA thresholds are too high and may be preventing students with high school GPAs below 3.0 from placing into and being successful in college-level English and mathematics courses.</p>
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**What did you learn about your college's structures, processes, and attitudes as you dealt with the onset of COVID-19?**

HCCC's response to COVID-19 has reaffirmed that HCCC is a community of highly engaged individuals. Our continuing response to COVID-19 has demonstrated our ability to confront and overcome obstacles through adapting our structures, processes, and attitudes.

Responding to COVID-19 has facilitated the development of new ways to meet and collaborate in the name of student success. We have altered existing structures and practices, like virtual academic advising, to help meet students' needs. The food pantries on both campuses have remained open and available for students and employees. The food pantries also acted as a central location for the distribution of laptops and Chromebooks. HCCC reallocated savings from other areas (such as end-of-year events) in order to cover the cost of laptops and Chromebooks. In a two-week timeframe, an expedited order for 650 Chromebooks was placed. As of early July, we had distributed 506 Chromebooks for spring and summer. Responding to COVID-19 has also accelerated our momentum in forming and solidifying relationships with community partners for basic needs resources (i.e., housing, food, medical care, internet access).

Responding to COVID-19 has clarified the depths of our students' needs. Through allocating CARES and other emergency funds, we have new perspectives on the barriers faced by students. Data collected internally (by specific HCCC departments) and by third-party organizations (i.e., The Hope Center) revealed that our students reported greater rates of basic needs insecurity, job losses, economic instability, and concerns related to mental health and wellness as a result of COVID.

Responding to COVID-19 has encouraged HCCC to challenge its existing processes and develop innovative new processes in their place. Prior to instruction resuming remotely, HCCC developed and announced a pass/fail grading option that gave students the opportunity to "be held harmless" as they could opt for pass/fail grading. The pass/fail structure adopted by HCCC neither helped nor hurt students' GPA. Students who wished to improve their GPA were able to keep their weighted letter grade. Due to the onset of COVID, HCCC also had to rethink its testing and



placement procedures as the Accuplacer requires proctoring. While HCCC has an online proctoring service (Examity), it does not work with Chromebooks. In response to these challenges, HCCC further leveraged its multiple measures placement protocol and developed a Directed Self Placement procedure for students. In concert with the promotion of self-directed and multiple measures placement, HCCC has adopted online advisement and registration processes as well.

Responding to COVID-19 will have a lasting impact on HCCC's structures, processes, and attitudes. Throughout fall 2020, the data from the "pass/fail" option will be gathered and analyzed. Of particular interest are questions of equity as we examine which groups of students took advantage of "pass/fail," which groups of students withdrew from spring 2020 courses, which courses had the highest rates of "pass/fail" adoption, and whether students who used "pass/fail" for at least one spring 2020 course were more likely to be retained in summer and/or fall semester. At the conclusion of fall 2020, initial data from the Directed Self Placement procedure will be available for analysis. Services that were offered online and/or remotely for the first time or in an expanded capacity as a result of COVID-19 will continue to be assessed for their efficacy and adapted to students' needs and preferences. For HCCC, responding to COVID-19 has served as a reaffirmation of our commitment to providing our students with equitable opportunities and outcomes.

**Please describe any additional qualitative and quantitative analyses you completed, if any.**

HCCC collected additional data specific to our COVID-19 response through a survey that was developed and administered internally and a survey administered through The Hope Center. An initial analysis of the internal survey revealed that students had mixed responses to and feelings about the pivot to remote instruction in March 2020. With regard to student services, students conveyed the greatest need for financial aid services and expressed the strongest desire for financial aid services to be offered on ground. Based on findings from The Hope Center's survey, HCCC students experienced comparable or greater rates of basic needs insecurity, job loss, and mental health concerns as a result of COVID-19 than students at our peer institutions. Disbursement of CARES Act funds to students yielded additional qualitative data about the barriers students are facing and the needs students have as a result of COVID-19.

**What did you learn about the student experience at your institution? (Please be specific and share disaggregated data in support of your findings.)**

Students think of HCCC as home and their peers as family. They readily provide support for one another and help one another overcome barriers. Students who thrive at HCCC establish a connection to the College through developing strong bonds with their peers, professors, and other HCCC community members.

Our students' ability to persist towards their academic and personal goals is remarkable. As evidenced by The Hope Center's *#RealCollege* survey results and *#RealCollege During the Pandemic* survey results, HCCC's students face many cognitive and non-cognitive barriers. Nearly 90% of HCCC's new students begin their academic pathway in Academic Foundations or English as a Second Language coursework. This has important implications for student persistence and completion. Based on the fall 2016 FT/FT cohort, a degree-seeking student who enters HCCC and begins in either Academic Foundations or ESL courses has an eventual success rate of 11% at the three-year mark. For students who are college ready, the success rate jumps to 38% at the three-year mark. (Institutionally, the success rate at the three-year mark is 13%.)



Overall, students at HCCC are food and housing insecure at greater rates than the state and national averages. Of the 700 HCCC students surveyed by The Hope Center, 68% have experienced either homelessness, food insecurity, or housing insecurity within the past year. Nearly half (49%) of students surveyed reported issues with having enough to eat on a regular basis, yet only 21% receive SNAP benefits. Of students experiencing insecurity in their basic needs, 15% indicated using HCCC's on-campus resources. When the data are disaggregated, we found that equity gaps existed with students identifying as African American or Black; Hispanic or Latinx; Indigenous; Southeast Asian; Other Asian or Asian American; or Other all facing food insecurity at higher rates than their White or Caucasian counterparts. Interestingly, students from Middle Eastern/North African/Arab/Arab American reported lower rates of food insecurity than their White or Caucasian peers. Housing insecurity was experienced by all groups with Indigenous groups reporting the highest rates (73%) of housing insecurity and Southeast Asian reporting the lowest rates (48%). Students identifying as Indigenous reported the highest rates of homelessness at 73%. Rates for all other groups fell between 8% and 23%. When disaggregating by age, those in the 26 to 30 age-bracket consistently reported the highest rates of basic needs insecurity, while those in the 18 to 20 age-bracket were consistently the most secure across basic needs. Students who had been enrolled in college for three or more years were half as likely (8%) to report experiencing homelessness than their peers who had been enrolled for less than a year (16%) or one to two years (16%). Students with children reported higher rates of basic needs insecurity across all categories than their peers who do not have children.

HCCC's student leaders are a powerful medium for communicating care for students' needs. Many students come to see Peer Leaders (a select group of approximately 10 students each Academic Year who play a vital role in delivering New Student Orientation and also work in Student Affairs areas such as academic advising, financial aid, admissions, and enrollment) and our Student Government Association (SGA) Executive Board Members, as points of connection for academic and non-academic supports. HCCC's students openly communicate about their needs, and their forthrightness has resulted in the implementation of several initiatives on campus including offering additional Accelerated Learning Program (ALP) sections, opening food pantries on both campuses, and developing an Emergency Fund for students' use.

#### **Section 4: Our Student Success Vision**

Hudson County Community College is committed to engaging every student through a culture of care grounded in equitable, inclusive, and holistic supports. We empower our community of scholars to achieve their personal, academic, and professional dreams and goals. We maintain a steadfast focus on student success including degree completion, transfer pathways, gainful employment, and engaged civic participation.

#### **Section 5: Our Action Plan Priority Goals**

Combining (a) your **Student Success Vision** with what you have learned about the (b) **current student experience, barriers and gaps**, and (c) **your institutional capacities**, please outline 2-3 **Priority Goals** that you will focus on over the next two years. Provide a brief **rationale** for how the **Priority Goals** relate to your vision and what you learned, both before and after COVID-19. Identify the **Key Strategies, Interventions, and Activities** that you will implement to accomplish your **Priority Goals**. **Priority Goals** should be measurable and be obtainable in the near-to-



medium term (as compared to metrics such as graduation rates that serve as long-term, lagging indicators). Finally, note what **institutional strengths** you can leverage as you implement your action plan.

**Priority 1: Increase fall-to-fall persistence for first-time/full-time students from 58% to 64% by June 2024.**

*Rationale:* HCCC's current student success data do not communicate the ways in which HCCC is a high-performing institution and the depth of HCCC's commitment to students' success. Faculty, staff, and administrators at all levels receive communications from students about how HCCC changed their lives for the better, but these success stories do not come through in our current student success metrics. After a year of data exploration, we believe that improving the persistence and momentum rates of our students enrolled in ESL and/or Academic Foundations will have an outsize impact on our Student Success Metrics as 90% of HCCC's students begin their academic pathway in ESL and/or Academic foundations coursework.

*Key Strategies, Interventions & Activities:* Address equity gaps through optimizing ESL and Academic Foundations Pathways to minimize attrition and set students on a path towards their academic goals/program.

*Institutional Strengths:* All constituents of the College are dedicated to seeing our students succeed. HCCC's senior leadership is committed to students' success and communicates a clear vision for Student Success at HCCC. As an institution, HCCC has a history of innovation and most constituents are willing to try new approaches in the interest of student success.

**Priority 2: Create a culture of care that supports all students in persisting (fall-to-fall) from 61% to 67% by June 2024.**

*Rationale:* HCCC recognizes that success inside the classroom is linked to success outside of the classroom. As discussed above, HCCC's students experience high rates of food insecurity, housing insecurity, homelessness, and other barriers as they pursue their academic and personal goals.

*Key Strategies, Interventions & Activities:* Address equity gaps by promoting a culture of care through: leveraging the roles of student leaders, removing barriers that prevent students from persisting, expanding services provided by Hudson Helps, and engaging students with academic supports.

*Institutional Strengths:* Faculty, staff, and administrators care deeply about HCCC's students and consistently dedicate a willingness to go above-and-beyond what is required in order to help students succeed. In response to COVID-19, HCCC has placed the well-being of our students, employees, and community members at the forefront of decisions. Our actions have consistently been informed by proactively protecting the health and safety of all HCCC students, employees, and community members while ensuring students' success both inside and outside of the classroom.

## Section 6: Our Detailed Action Plan

Please expand on each **Key Strategy, Intervention and Activity** outlined in Section 5 in the implementation plan template below. Remember to tie the strategies to outputs or outcomes that are measurable in a relevant time frame (e.g., implementing a new onboarding process will not drive increased graduation in the near term, but it may result in increased credits completed and/or completion of key math and English courses in the first year).

### ***Priority One: Increase fall-to-fall persistence for first-time/full-time students from 58% to 64% by June 2024.***

<b><i>Priority One: Increase fall-to-fall persistence for first-time/full-time students from 58% to 64% by June 2024.</i></b>						
<b>Key Strategy (“How”)</b>	<b>Key Objectives (Leading Indicators)</b>	<b>Key Interventions / Initiatives</b>	<b>Key Performance Indicators (KPIs)</b>	<b>Scaling</b>	<b>Resources Needed</b>	<b>Anticipated Challenges</b>
<b>1. Address equity gaps through optimizing ESL pathways to minimize attrition and help students meet their academic goals</b>	1. Increased % of students earning 6 ESL credits in their first semester  2. Increased % of students exiting ESL in their first academic year	Examine placement processes to promote acceleration  Examine exit processes to promote acceleration; assess the exit process; benchmark it against research-based best practices  Norming exercises for ESL faculty for ESL exams  Transition Levels 0 and 1 to non-credit  Create an alternate pathway for students to gain English proficiency	Distribution of new ESL students across levels  % of students being placed by Directed Self Placement (DSP) or Multiple Measures (MM) (as compared to placement via Accuplacer)  Outcomes of students being placed via DSP or MM (as compared to placement via Accuplacer)	The Directed Self Placement (DSP) process was implemented in response to COVID-19 and is currently operating as a pilot. Data collected from placements for fall 2020 using DSP will be analyzed at the end of fall 2020 semester.  All other initiatives are	Funding for professional development, and training, rubric development, curriculum development  Technology  Staffing  Space  Time	COVID-19  Budget realities  Faculty consensus

<b>Priority One: Increase fall-to-fall persistence for first-time/full-time students from 58% to 64% by June 2024.</b>						
<b>Key Strategy (“How”)</b>	<b>Key Objectives (Leading Indicators)</b>	<b>Key Interventions / Initiatives</b>	<b>Key Performance Indicators (KPIs)</b>	<b>Scaling</b>	<b>Resources Needed</b>	<b>Anticipated Challenges</b>
		Encourage the in-term reporting (attendance, midterm grades, retention alerts of midterm grades and/or advisory sessions at midterm)	% of students repeating a level  % of student attrition across levels  % of ESL students earning a 2.0 GPA, disaggregated by initial level of placement  % of students retained as a result of a retention alert	operating at scale.		
<b>2. Address equity gaps and optimize Academic Foundations Pathways to minimize attrition and set students on a path towards their academic program</b>	(Separate measures for AFE and AFM)  1. Increased % of students earning 6 AF credits in their first semester  2. Increased % of students earning a 2.0 GPA in their first semester	Examine placement processes to promote acceleration  Examine exit processes to promote acceleration; assess the exit process; benchmark it against research-based best practices  Encourage the in-term reporting (attendance,	Distribution of new students across levels of AFE and AFM  % of students being placed by Directed Self Placement (DSP) or Multiple Measures (MM) (as compared to placement via Accuplacer)	The Directed Self Placement (DSP) process was implemented in response to COVID-19 and is currently operating as a pilot. Data collected from placements for fall 2020 using DSP will be	Funding for professional development, and training, rubric development, curriculum development  Technology  Staffing	COVID-19  Budget realities  Faculty consensus



<b>Priority One: Increase fall-to-fall persistence for first-time/full-time students from 58% to 64% by June 2024.</b>						
<b>Key Strategy (“How”)</b>	<b>Key Objectives (Leading Indicators)</b>	<b>Key Interventions / Initiatives</b>	<b>Key Performance Indicators (KPIs)</b>	<b>Scaling</b>	<b>Resources Needed</b>	<b>Anticipated Challenges</b>
<b>AFE = Academic Foundations English</b>  <b>AFM = Academic Foundations Mathematics</b>  <b>College-level English = ENG-101</b>  <b>College-level Mathematics = (enrollment in any of the following) - MAT-100, MAT-102, MAT-110, MAT-111, MAT-114, MAT-123</b>	3. Increased % of students exiting AF in their first academic year	midterm grades, retention alerts of midterm grades and/or advisory sessions at midterm)	Outcomes of students being placed via DSP or MM (as compared to placement via Accuplacer)  % of students repeating a level  % of student attrition across levels  % of AFE and AFM students earning a 2.0 GPA, disaggregated by initial level of placement  % of students retained as a result of a retention alert  % of students enrolling in College	analyzed at the end of fall 2020 semester.  All other initiatives are operating at scale.	Space  Time	

<b>Priority One: Increase fall-to-fall persistence for first-time/full-time students from 58% to 64% by June 2024.</b>						
<b>Key Strategy (“How”)</b>	<b>Key Objectives (Leading Indicators)</b>	<b>Key Interventions / Initiatives</b>	<b>Key Performance Indicators (KPIs)</b>	<b>Scaling</b>	<b>Resources Needed</b>	<b>Anticipated Challenges</b>
			Level English or Mathematics  Average # of semesters enrolled in Academic Foundations course work prior to enrolling in ENG-101 and/or college-level mathematics			

**Key Deliverables and Timing:**

<b>Priority One: Increase fall-to-fall persistence for first-time/full-time students from 58% to 64% by June 2024.</b>	
<b>Key Strategy (“How”)</b>	<b>Anticipated Deliverables and Timing:</b>
1. Address equity gaps through optimizing ESL pathways to minimize attrition and help students meet their academic goals	End of fall 2020: examination of placement and exit processes [comparative data for student outcomes]  End of fall 2020: Norming activities for ESL exams [department-approved rubric]  End of fall 2020 & each semester thereafter: Initial reporting on # of students for whom a retention alert was submitted for any course (not just ESL courses) and % of those students who were retained as a result

<b>Priority One: Increase fall-to-fall persistence for first-time/full-time students from 58% to 64% by June 2024.</b>	
<b>Key Strategy (“How”)</b>	<b>Anticipated Deliverables and Timing:</b>
	<p>End of spring 2021: faculty participate in professional development for norming for implementation in fall 2021</p> <p>End of spring 2021: Recommendations regarding exit process</p> <p>End of spring 2021: Outline alternate pathway for students to gain English proficiency either in the form of transitioning ESL Levels 0 and 1 to non-credit and/or the development of a certificate in English Proficiency [timeline for transitioning Levels 0 and 1 to CEWD and/or Program Announcement for English Proficiency certificate]</p> <p>AY 2020-21: Evaluate research-based best practices for implementation at HCCC</p> <p>AY 2021-22: Implement research-based best practices that promote student success</p>
<p>2. Address equity gaps and optimize Academic Foundations Pathways to minimize attrition and set students on a path towards their academic program</p> <p>AFE = Academic Foundations English</p> <p>AFM = Academic Foundations Mathematics</p> <p>College-level English = ENG-101</p> <p>College-level Mathematics = (enrollment in any of the following) - MAT-100, MAT-102, MAT-110, MAT-111, MAT-114, MAT-123</p>	<p>End of fall 2020: examination of placement and exit processes [comparative data for student outcomes].</p> <p>End of fall 2020: Norming activities for AFE / AFM assignments and exams, [deliverable as appropriate to each discipline]</p> <p>End of fall 2020 &amp; each semester thereafter: Initial reporting on # of students for whom a retention alert was submitted for any course (not just AFE/AFM courses) and % of those students who were retained as a result</p> <p>End of spring 2021: faculty participate in professional development for norming for implementation in fall 2021</p> <p>End of spring 2021: Recommendations regarding exit process</p>

***Priority One: Increase fall-to-fall persistence for first-time/full-time students from 58% to 64% by June 2024.***

Key Strategy (“How”)	Anticipated Deliverables and Timing:
	<p>AY 2020-21: Evaluate research-based best practices for implementation at HCCC</p> <p>AY 2021-22: Implement research-based best practices that promote student success</p>



**Priority Two: Create a culture of care that supports all students in persisting (fall-to-fall) from 61% to 67% by June 2024.**

<b>Priority Two: Create a culture of care that supports all students in persisting (fall-to-fall) from 61% to 67% by June 2024.</b>						
<b>Key Strategy ("How")</b>	<b>Key Objectives (Leading Indicators)</b>	<b>Key Interventions / Initiatives</b>	<b>Key Performance Indicators (KPIs)</b>	<b>Scaling</b>	<b>Resources Needed</b>	<b>Anticipated Challenges</b>
<b>1. Address equity gaps and promote a culture of care by leveraging the Student Leaders' (peer leaders, Student Government leaders, student ambassadors) roles and responsibilities</b>	<p>Make recommendations to enhance the number of contact points students have with student leaders</p> <p>Communicate a sense of "Hudson is home" to students through student-to-student interactions</p>	<p>Assess and create pathways for students to become integral members of HCCC's commitment to student success</p> <p>Promote student use of <i>Involved</i></p> <p>Promote student participation in clubs, honor societies, and volunteer work through events like the Student Activities fair</p> <p>Increase student participation in co-curricular activities including SGA, student clubs, trips or events offered through Student Life &amp; Leadership, honor societies, volunteer opportunities, etc.</p>	<p># contact points available for students to interact with student leaders</p> <p>% of students participating in one or more co-curricular activity</p> <p>% of students who are in some type of leadership position</p> <p>Increased sense of belonging and involvement among students (qualitative data collection &amp; CCSSE/SENSE)</p>	All initiatives at scale.	Time	<p>COVID-19</p> <p>Busy student leader schedules</p>

**Priority Two: Create a culture of care that supports all students in persisting (fall-to-fall) from 61% to 67% by June 2024.**

Key Strategy (“How”)	Key Objectives (Leading Indicators)	Key Interventions / Initiatives	Key Performance Indicators (KPIs)	Scaling	Resources Needed	Anticipated Challenges
<p><b>2. Address equity gaps by removing barriers that prevent students from persisting towards their academic goals</b></p>	<p>1. Decreased % of students earning zero credits each semester</p> <p>2. Increased % of students earning a 2.0 GPA each semester</p> <p>3. Increased semester-to-semester persistence rates</p> <p>4. Increased % of students who meet the “Pace of Progression” threshold (having completed 2/3 of credits attempted)</p>	<p>Clarify the testing and placement options for students, including international students</p> <p>Create equitable course schedules and program offerings</p> <p>Revise CSS-100 curriculum to place a greater focus on students' academic plans and future goals</p> <p>Make CSS-100 mandatory for students in their first semester, including assessing the viability of CSS-100 sections specific to ESL Level 0 and 1 students (offered in Spanish &amp; Arabic)</p>	<p>% of students testing via Accuplacer versus Multiple Measures (MM) or Directed Self Placement (DSP)</p> <p>Academic outcomes of students testing via Accuplacer versus MM or DSP</p> <p>% of students enrolled in CSS-100 in their first semester who pass the course and their academic performance in the subsequent semester</p> <p>% of students overall who enroll in CSS-100 and pass and their academic performance in the subsequent semester</p> <p>% students who have earned 67% of credits attempted in a given</p>	<p>The Directed Self Placement (DSP) process was implemented in response to COVID-19 and is currently operating as a pilot. Data collected from placements for fall 2020 using DSP will be analyzed at the end of fall 2020 semester.</p> <p>All other initiatives are operating at scale.</p>	<p>Funding for professional development, training, and curriculum development</p> <p>Technology</p> <p>Staffing</p> <p>Space</p> <p>Time</p>	<p>COVID-19</p> <p>Budget realities</p>

<b>Priority Two: Create a culture of care that supports all students in persisting (fall-to-fall) from 61% to 67% by June 2024.</b>						
<b>Key Strategy (“How”)</b>	<b>Key Objectives (Leading Indicators)</b>	<b>Key Interventions / Initiatives</b>	<b>Key Performance Indicators (KPIs)</b>	<b>Scaling</b>	<b>Resources Needed</b>	<b>Anticipated Challenges</b>
			semester and/or their academic career  Students' time-to-degree  Student testimonials (qualitative)			
<b>3. Address equity gaps by expanding services provided through Hudson Helps based on students' needs, with particular attention to students' needs during and post-pandemic.</b>	1. Decreased % of students earning zero credits each semester  2. Increased % of students earning a 2.0 GPA each semester  3. Increased semester-to-semester persistence rates  4. Increased % of students who meet the “Pace of Progression” threshold (having completed 2/3 of credits attempted)	Expand services/resources offered through Hudson Helps including: offering fresh produce and prepared meals (refrigeration required), installing a clothing closet and other services as requested by students, providing referrals to third-party agencies with whom HCCC has partnered.  Expand capacity for mental health counseling through meeting staffing challenges	% of students who used one service at least once, persisted in-term, and enrolled for the following term  % of students who used more than one service at least once within a semester and persisted in-term and enrolled for the following term  % of students who used multiple services multiple times, persisted in-term and enrolled for the following term	All initiatives at scale.	Funding for professional development and training  Technology (where applicable)  Staffing (where applicable)  Space  Time	COVID-19  Budget realities

**Priority Two: Create a culture of care that supports all students in persisting (fall-to-fall) from 61% to 67% by June 2024.**

Key Strategy (“How”)	Key Objectives (Leading Indicators)	Key Interventions / Initiatives	Key Performance Indicators (KPIs)	Scaling	Resources Needed	Anticipated Challenges
		<p>Increase funding lines for supporting students / HCCC's Emergency Fund by identifying new funding lines and sources for supporting students / HCCC's Emergency Fund such as grant opportunities</p> <p>Increase partnerships with community providers to provide additional services</p>	<p># of students requesting Emergency Funds and # of students who receive funds</p> <p>% of students who received funds and persist in-term and enroll for following term</p> <p>Average allocation per student in a given semester</p> <p># of funding sources and # of overall pool of available funds</p> <p>% students who have earned 67% of credits attempted in a given semester and/or their academic career</p> <p>Student testimonials (qualitative)</p>			



<b>Priority Two: Create a culture of care that supports all students in persisting (fall-to-fall) from 61% to 67% by June 2024.</b>						
<b>Key Strategy (“How”)</b>	<b>Key Objectives (Leading Indicators)</b>	<b>Key Interventions / Initiatives</b>	<b>Key Performance Indicators (KPIs)</b>	<b>Scaling</b>	<b>Resources Needed</b>	<b>Anticipated Challenges</b>
			COVID related - # of students served through CARES funding; % of students who received CARES funding who persisted in term and enrolled for following term			
<b>4. Address equity gaps by connecting students with academic supports</b>	1. Decreased % of students earning zero credits each semester  2. Increased % of students earning a 2.0 GPA each semester  3. Increased semester-to-semester persistence rates  4. Increased % of students who meet the “Pace of Progression” threshold (having completed 2/3 of credits attempted)	Expand in-term reporting on students' academic performance, including but not limited to, attendance, midterm grades, and retention alerts  Enhance the visibility of academic support services including but not limited to tutorial services, the writing center, and library services  Expand the Student Success Academy model	% of students retained as a result of a retention alert  % of students served by academic support services who persisted in their course and enrolled for next term  % students who have earned 67% of credits attempted in a given semester and/or their academic career  % of students who self-identify as being eligible for accommodations and	All initiatives at scale.	Funding for professional development, and training, rubric development, curriculum development  Technology  Staffing  Space  Time	COVID-19  Budget realities

<b>Priority Two: Create a culture of care that supports all students in persisting (fall-to-fall) from 61% to 67% by June 2024.</b>						
<b>Key Strategy (“How”)</b>	<b>Key Objectives (Leading Indicators)</b>	<b>Key Interventions / Initiatives</b>	<b>Key Performance Indicators (KPIs)</b>	<b>Scaling</b>	<b>Resources Needed</b>	<b>Anticipated Challenges</b>
		<p>Increase accessibility for individuals with disabilities</p> <p>Integrate transfer pathways and career guidance into advising practices</p>	<p>are satisfied with those accommodations</p> <p>% of students who contact their advisor at twice a semester and persist to the following term</p> <p>% of Student Success Academy (SSA) students who graduate within a year of joining the SSA</p>			
<p><b>5. Address barriers and minimize attrition rates for students in the Pre-Nursing cohort by streamlining communication and other processes around admission and providing alternate pathways to</b></p>	<p>Increase the % of students persisting in alternate health related majors, if not accepted to nursing.</p> <p>Increase semester-to-semester persistence rates.</p> <p>Increase % of Pre-nursing students earning 3.0 GPA per semester.</p>	<ol style="list-style-type: none"> <li>1. Develop enhanced communication protocols for students who are either not accepted into the Nursing Program or who are waitlisted.</li> <li>2. Clarify process of declaring nursing major</li> <li>3. Create strong career guidance prior to selecting major.</li> </ol>	<p>% of students accepted with SAT/ACT scores versus NLN exams.</p> <p>% of students accepted each year into Nursing program and % of students on Waitlist.</p> <p>% of students retained at HCCC who are not accepted into Nursing or who are on the Waitlist</p>	<p>Implemented at scale.</p>	<p>Time, staffing, Technology, Curriculum Development</p>	<p>Budget realities, Covid-19</p>

**Priority Two: Create a culture of care that supports all students in persisting (fall-to-fall) from 61% to 67% by June 2024.**

Key Strategy ("How")	Key Objectives (Leading Indicators)	Key Interventions / Initiatives	Key Performance Indicators (KPIs)	Scaling	Resources Needed	Anticipated Challenges
<p><b>employment in the healthcare sector.</b></p>		<ol style="list-style-type: none"> <li>4. Revise enrollment application to help students understand how acceptance to restricted majors, such as Nursing, works.</li> <li>5. Mandatory Health Related Majors Orientation.</li> <li>6. Create equitable pathways to healthcare employment through curriculum development.</li> <li>7. Expand advising for pre-nursing students.</li> <li>8. Increase funding for more support services.</li> </ol>	<p>Number of students currently enrolled in pre-Nursing designation</p> <p>Number of "pre-nursing students who transfer, where did they go, where they accepted into other nursing school programs?</p> <p>Average student time from entering HCCC to graduation with RN and AS degree</p>			

**Key Deliverables and Timing:**

<b>Priority Two: Create a culture of care that supports all students in persisting (fall-to-fall) from 61% to 67% by June 2024.</b>	
<b>Key Strategy (“How”)</b>	<b>Anticipated Deliverables and Timing:</b>
1. Address equity gaps and promote a culture of care by leveraging the Student Leaders' (peer leaders, Student Government leaders, student ambassadors) roles and responsibilities	<p>End of fall 2020: Assess research and best practices both at HCCC and other ATD network community colleges regarding student leadership and its efficacy</p> <p>End of Spring 2021: Present a comprehensive plan to enhance student success through student leadership</p>
2. Address equity gaps by removing barriers that prevent students from persisting towards their academic goals	<p>End of fall 2020: establish timeline for moving CSS-100 to Academic Affairs</p> <p>End of fall 2020: Assess current CSS-100 curriculum and research best practices for CSS curriculum and make recommendations</p> <p>End of fall 2020: Convert the grading scheme for CSS-100 from pass/fail to letter grades</p> <p>End of spring 2021: Assess barriers students encounter in testing and placement and make recommendations</p> <p>AY 2020-21: Evaluate schedule of course offerings for equity gaps (i.e., can a student who only attends evening classes earn a degree in a certain program based on how classes are scheduled?) and make recommendations for more equitable scheduling</p>
3. Address equity gaps by expanding services provided through Hudson Helps based on students' needs, with particular attention to students' needs during and post-pandemic.	<p>End of fall 2020 (and ongoing thereafter): Assess the specific support services for continued viability and make recommendations regarding underused services and for those where there is a demonstrated need.</p>

**Priority Two: Create a culture of care that supports all students in persisting (fall-to-fall) from 61% to 67% by June 2024.**

Key Strategy (“How”)	Anticipated Deliverables and Timing:
	<p>End of fall 2020 (and ongoing thereafter): Assess students' use of existing services and need for additional services for Hudson Helps</p> <p>End of fall 2020 and repeat at end of spring 2021: Evaluate delivery of mental health and counseling services through telemedicine to accommodate students' scheduling preferences</p> <p>AY 2020-21: Create repository of student stories and data from students who have benefited from Hudson Helps/Emergency Funds in fundraising campaign</p>
<p>4. Address equity gaps by connecting students with academic supports</p>	<p>End of fall 2020: Research best practices and analyze HCCC-specific data to encourage faculty to report attendance and submit retention alerts; Establish timeline of "nudges" for faculty to enter attendance prior to 10th day and consistently throughout the semester; Provide training for faculty on how and when to use retention alerts (in contrast to the care and concern form)</p> <p>Beginning of spring 2021: Re-launch early alert/retention alert system and opportunities for its use</p> <p>By end of fall 2020: Create professional development opportunities for faculty and staff focused on creating an inclusive learning environments</p> <p>By end of spring 2021: Offer professional development opportunities for faculty and staff focused on creating an inclusive learning environments</p>

<b>Priority Two: Create a culture of care that supports all students in persisting (fall-to-fall) from 61% to 67% by June 2024.</b>	
<b>Key Strategy (“How”)</b>	<b>Anticipated Deliverables and Timing:</b>
	By the end of spring 2021: Assess the possibilities for small support groups for students and create a proposal
5. Address barriers and minimize attrition rates for students in the Pre-Nursing cohort by streamlining communication and other processes around admission and providing alternate pathways to employment in the healthcare sector.	<p>End of Spring 2021: Create enhanced communication protocols for students who are not accepted into the Nursing Program or who are waitlisted.</p> <p>End of Spring 2021: Create Career Guidance program specifically related to Health Related majors including all restricted majors before selecting majors on the Enrollment application.</p> <p>End of Spring 2021: Assess all data points associated with the "Pre-nursing and nursing majors, including # of "Pre-Nursing" students, acceptance, retention of students not accepted into "Nursing", loss of students, age breakdown, demographics, lost students and transfer information.</p> <p>End of Spring 2021: Creation of support services for this specific group in "Pre-Nursing"</p> <p>End of Fall 2021: Create/ assess possibilities of small group cohorts/ with a mentor and specific pre-requisite courses geared specifically to Nursing.</p>

**Section 7: How We Will Approach Sustainability and Continuous Improvement**

**A. Evaluation Planning:**

	<b>Data Collection Sources &amp; Procedures</b>	<b>Analysis Methods</b>	<b>Person(s) Responsible for Collection &amp; Analysis</b>	<b>Due Dates</b>	<b>How Will Data Be Used</b>
Priority One	Data pertaining to ESL students' pathways (see Strategy 1 KPIs)	<p>Comparison of pre-initiative student success rates with post-initiative student success rates</p> <p>Comparison of a "control" group with a group receiving the initiative/intervention (where appropriate)</p>	Priority 1 - Strategy 1 "How" Leads; Associate Dean of English and ESL; Institutional Research	October 1 for data discovery; end of fall and spring semester; annual analysis at conclusion of each spring semester	Data analysis will act as the assessment for each initiative. Data will be used either to affirm efficacy of the initiative or prompt discussion about further improvements.
	Data pertaining to Academic Foundations English (AFE) and Academic Foundations Mathematics (AFM) students' pathways (see Strategy 2 KPIs)	<p>Comparison of pre-initiative student success rates with post-initiative student success rates</p> <p>Comparison of a "control" group with a group receiving the initiative/intervention (where appropriate)</p>	Priority 1 - Strategy 2 "How" Leads; Associate Dean of English and ESL; Associate Dean of Academic Development and Support Services; Associate Dean of STEM; Institutional Research	October 1 for data discovery; end of fall and spring semester; annual analysis at conclusion of each spring semester	Data analysis will act as the assessment for each initiative. Data will be used either to affirm efficacy of the initiative or prompt discussion about further improvements.

	<b>Data Collection Sources &amp; Procedures</b>	<b>Analysis Methods</b>	<b>Person(s) Responsible for Collection &amp; Analysis</b>	<b>Due Dates</b>	<b>How Will Data Be Used</b>
Priority Two	Data pertaining to Student Leadership and number of points of contact students have with student leaders (see Strategy 1 KPIs)	<p>Comparison of pre-initiative student success rates with post-initiative student success rates</p> <p>Comparison of a "control" group with a group receiving the initiative/intervention (where appropriate)</p> <p>Analysis of qualitative data (where appropriate)</p>	Priority 2 - Strategy 1 "How" Leads; Current and Past Student Leaders; Student Life & Leadership; Student Affairs; Enrollment Services; Institutional Research	October 1 for data discovery; end of fall and spring semester; annual analysis at conclusion of each spring semester	Data analysis will act as the assessment for each initiative. Data will be used either to affirm efficacy of the initiative or prompt discussion about further improvements.
	Data pertaining to removing barriers (see Strategy 2 KPIs)	<p>Comparison of pre-initiative student success rates with post-initiative student success rates</p> <p>Comparison of a "control" group with a group receiving the initiative/intervention (where appropriate)</p> <p>Analysis of qualitative data (where appropriate)</p>	Priority 2 - Strategy 2 "How" Leads; Testing, Assessment, & Multiple Measures; Enrollment Services; Student Affairs & Academic Affairs; Academic Advising; Institutional Research	October 1 for data discovery; end of fall and spring semester; annual analysis at conclusion of each spring semester	Data analysis will act as the assessment for each initiative. Data will be used either to affirm efficacy of the initiative or prompt discussion about further improvements.



	<b>Data Collection Sources &amp; Procedures</b>	<b>Analysis Methods</b>	<b>Person(s) Responsible for Collection &amp; Analysis</b>	<b>Due Dates</b>	<b>How Will Data Be Used</b>
	Data pertaining to connect students with Hudson Helps / HCCC Resources (see Strategy 3 KPIs)	<p>Comparison of pre-initiative student success rates with post-initiative student success rates</p> <p>Comparison of a "control" group with a group receiving the initiative/intervention (where appropriate)</p> <p>Analysis of qualitative data (where appropriate)</p>	Priority 2 - Strategy 3 "How" Leads; Hudson Helps; Hudson Cares - Care Team; Division of Business, Culinary Arts, and Hospitality Management; Counseling, Mental Health and Wellness; Student Affairs; Institutional Research	October 1 for data discovery; end of fall and spring semester; annual analysis at conclusion of each spring semester	Data analysis will act as the assessment for each initiative. Data will be used either to affirm efficacy of the initiative or prompt discussion about further improvements.
	Data pertaining to connect students with HCCC Academic Supports (see Strategy 4 KPIs)	<p>Comparison of pre-initiative student success rates with post-initiative student success rates</p> <p>Comparison of a "control" group with a group receiving the initiative/intervention (where appropriate)</p> <p>Analysis of qualitative data (where appropriate)</p>	Priority 2 - Strategy 4 "How" Leads; Student Success Academy Leadership; Accessibility Services; ADJ Academic Support Services; Academic Advising; Institutional Research	October 1 for data discovery; end of fall and spring semester; annual analysis at conclusion of each spring semester	Data analysis will act as the assessment for each initiative. Data will be used either to affirm efficacy of the initiative or prompt discussion about further improvements.



**B. Celebrating Success:** How will you communicate your progress and celebrate your successes with your colleagues?

Progress will be communicated through a dashboard on HCCC's internal portal which will include the goals contained in our two Priorities, our key objectives, and our Key Performance Indicators. Progress will also be reported through regular updates in HCCC's monthly newsletter, *Happenings*, and presented in monthly meeting venues such as Deans' Council, Enrollment Management Council, All College Council (HCCC's Participatory Governance Structure) General Meetings, President's Executive Council, and at meetings of the Board of Trustees, as appropriate. Events developed around Dr. Fifield's and Dr. Garcia's Year 2 visits will also serve as fora for communicating progress to-date and celebrating successes.

Prior to the onset of COVID-19, HCCC's Data Team had been planning a two-day Data Summit. We hope to resume this activity in Spring 2021 as conditions permit. This event would be another forum through which members of the HCCC community could analyze data specific to their roles/functional areas and discuss how these data fit into HCCC's Student Success Action Plan.

**C. Sustainability and Continuous Improvement:** Other than communicating and celebrating success, how will you sustain and improve the work outlined in the Action Plan?

The work outlined in HCCC's Student Success Action Plan will be sustained and improved upon in a variety of ways. First, HCCC included a timeline of activities and deliverables in Section 6 of its Action Plan. While this timeline is certainly flexible and open to revision as circumstances (particularly circumstances related to COVID-19) dictate, at minimum it provides expectations and an initial roadmap for our Student Success work in Years 2 and 3 of ATD membership. Second, as described in Section 2 above, HCCC's Dream Team will adapt its structure in order to most effectively and efficiently implement the Action Plan. Each Strategy listed in the Action Plan (each "how") will have a "How Team" working group with designated co-leaders who will be responsible for reporting progress to the larger Dream Team on a biweekly basis. These "How Teams" will be dedicated to the implementation and assessment of a specific Strategy. Finally, much of the content comprising HCCC's Action Plan is integrated into initiatives that are either anticipated or ongoing at HCCC. We believe that synthesis between our overarching Student Success work and individuals' functional roles at the College is essential to sustainability. Student Success work cannot be seen as separate from our core day-to-day responsibilities; rather, student success work must be woven into the fabric of HCCC's culture and climate.

## Appendix A

### Achieving the Dream Fall 2019 Assessment Tools Executive Summary

#### INTRODUCTION

HCCC is deeply committed to fostering an environment that promotes student success. In order to bolster its student success efforts, HCCC joined the Achieving the Dream National Reform Network. The first year of HCCC's participation in Achieving the Dream involves intensive data exploration in order to examine where important gaps in student engagement, persistence, retention, and completion exist. In support of these objectives, HCCC administered version 1.5 of *Achieving the Dream's* trademark Institutional Capacity Assessment Tool (ICAT) survey and conducted roundtable sessions at the Capacity Café. Together, these measures provide a snapshot of HCCC's strengths in promoting a culture of student success as well as areas for growth. This Executive Summary first describes each measure, then provides a brief summary of areas of strength and areas for growth, and concludes with a description of next steps.

#### The Institutional Capacity Assessment Tool (ICAT) Survey

The ICAT survey evaluates faculty members, staff members, and administrators about their respective perceptions of an institution's capacities across seven dimensions in which highly-effective institutions are deemed to have a high capacity rating: Leadership and Vision; Data and Technology; Equity; Engagement and Communication; Teaching and Learning; Strategy and Planning; and Policies and Practices. The ICAT survey was available to faculty, staff, and administrators over the course of 17 days (11/1/2019 – 11/17/2019).

#### Survey Structure

The ICAT survey included 76 questions distributed across the seven capacities as represented below in Table 1 and each question asked participants to assess Hudson County Community College's capacity on a four-point scale with a score of "1" representing a minimal level of capacity and a score of "4" representing an exemplary level of capacity. Each question also provided participants with the opportunity to select "I don't know" or "N/A" as an answer.

Capacity	Number of Questions
Leadership and Vision	9
Data and Technology	15
Equity	11
Engagement and Communication	9
Teaching and Learning	16
Strategy and Planning	11
Policies and Practices	5
<b>Total</b>	<b>76</b>

### **Participation**

Participants in HCCC’s ICAT survey included 329 faculty, administrators, and staff. Following the Executive Summary, the complete summary and response distribution files are attached for continued reference by the college community.

#### *Participation Rates by Role*

Role at HCCC	Number of ICAT Respondents
Administrator	69 (20.97%)
Full-time faculty	50 (15.20%)
Adjunct Faculty	67 (20.36%)
Staff Member	117 (35.56%)
Other	26 (7.90%)
<b>TOTAL</b>	<b>329 (100%)</b>

#### *Participation Rates by Functional Area*

Functional Area	Number of ICAT Respondents
Academic Affairs	103 (31.31%)
Student Services	70 (21.28%)
Administrative Services	46 (13.98%)
Continuing Education and Workforce Development	21 (6.38%)
Other	89 (27.05%)
<b>TOTAL</b>	<b>329 (100%)</b>

### **Capacity Café Roundtables**

As a means of complementing the ICAT survey, which provided quantitative data, the college community gathered for a Capacity Café event on November 21, 2019 where cross-functional teams met to discuss qualitative elements of HCCC’s capacity across the seven dimensions found in highly effective institutions. Approximately 130 faculty, staff, and administrators participated in the Capacity Café Roundtables. Each participant had the opportunity to provide feedback about HCCC’s strengths, areas for improvement, and relevant action items for three Capacities. Data were collected in the form of short answer responses via a worksheet template created specifically for the event. The worksheets with the handwritten answers were shared with the college community following the event.

### **Quantitative Data: ICAT Survey**

The good news is that our coaches, Drs. Fifield and Garcia, write that “HCCC is a community of deeply engaged individuals.” With an overall rating of 3.0 for each of the seven areas, Hudson County Community College exhibits a strong level of capacity across the seven dimensions of Leadership and Vision, Data and Technology, Engagement and Communication, Teaching and Learning, Strategy and Planning, Policies and Practices, and Equity.

#### **Areas of Strength:**

- A Vision for Student Success: The *Leadership and Vision* capacity had the highest overall rating [3.2] with Question 1 [“Does the institution have a clear and compelling vision for student success?”] and Question 3 [“Does the president actively support efforts to improve student success?”] with 76% and 86% of

respondents selecting a “Strong” (3) or “Exemplary” (4) rating for these questions, respectively. On a similar thematic note, 71% of respondents selected a “Strong” or “Exemplary” rating for Question 1 in *Engagement and Communication* [“Are student success vision and goals communicated regularly and broadly across the institution?”].

- **The Efficacy of Hudson Helps:** Students’ success inside of the classroom is linked to their ability to meet their basic needs and access services. Over the past year, HCCC has established “Hudson Helps,” which provides students in need with access to such resources and services. Over 70% of respondents selected a “Strong” (3) or “Exemplary” (4) rating for Question 9 in the *Teaching and Learning* capacity [“Does the institution address basic student needs that might affect their attendance, class participation, and overall engagement [with the institution]?”].
- **Living HCCC’s Mission:** HCCC’s mission statement resolves to provide students with high-quality educational opportunities that promote student success and are accessible, comprehensive, and learning centered. A key component of actively living the mission is providing students with a transfer pathway through which they can continue to pursue their educational goals. Seventy-four percent of respondents selected a “Strong” (3) or “Exemplary” (4) rating for Question 7 in *Engagement and Communication* [“Does the institution partner with four-year institutions to ensure academic expectations for transfer align?”].

#### ***Areas of Potential Concern and Follow Up:***

Considering the average rating for each capacity is close or at 3.0, no question had a high response rate of minimal (1) or moderate (2) level of capacity. Thus, this becomes more about where there are gaps in awareness about the good work that is going on at HCCC. Sometimes as Drs. Fifield and Garcia’s letter and the points below echo, this is population-specific with one role or one functional area citing particularly high rates of “I don’t know” for something beyond their purview of day-to-day operations.

As a tool, the ICAT measures a community’s collective perception of capacity in a given area as opposed to the institution’s actual capacity. Keeping this in mind, two important points emerged as areas of potential concern and follow up.

- **Gaps in Knowledge:** Knowing what we do not know between and within capacities is important for growth as an institution. Resolving these gaps in knowledge allow for clearer messaging and communication across functional areas. In the *Data and Technology* capacity, 11 out of the 15 questions had “I don’t know” responses of 30% or greater. In the *Strategy and Planning* capacity, 4 out of 11 capacities had “I don’t know” response rates of 50% or greater. Key gaps in knowledge in *Engagement and Communication* centered on the College’s engagement with educational and community partners other than a four-year university (see Questions 5, 6, and 9).
  - **Population specific gaps:** Within certain capacities or specific questions, one or more roles were more likely than other groups to select “I Don’t Know.” Examples of this include the responses of staff in the *Teaching and Learning* capacity, and the responses of adjuncts in *Strategy & Planning* and *Policies and Practices* capacities.
- **Disconnect Between Perception and Strategic Initiatives in Progress:** Certain questions garnered a favorable response with the majority of participants selecting a rating of “Strong” (3) or “Exemplary” (4); however, this indicator of college-wide perception does not appear to match the existence and purpose of current Strategic Initiatives. The clearest example of this disconnect comes from the *Equity* capacity where 59% of survey respondents selected a “Strong” (3) or “Exemplary” (4) rating for

Question 9 [“Are faculty and staff culturally, racially and socio-economically representative of the student populations they serve?”].

**Qualitative Data: Capacity Café Roundtables**

The qualitative data collected during the Capacity Café roundtables deepened our understanding of the quantitative ICAT data. The Core Team of the Dream Team reviewed the worksheets and analyzed the data for common themes. The results of the Core Team’s thematic analysis is included as part of the Executive Summary. A visual representation of themes contained in the worksheets is attached for continued reference by the college community.

**Areas of Strength:**

- The raw data collected via the Capacity Café Worksheets emphasized that HCCC provides a caring and supportive atmosphere for its students.

**Areas of Potential Concern and Follow Up:**

- The raw data collected via the Capacity Café Worksheets emphasized the need for not only additional communication across campus to break down silos but more also targeted communication to particular groups and in particular media.
- The raw data collected via the Capacity Café Worksheets emphasized the need for regular assessment of programs and initiatives, particularly those that begin as a “pilot.”

**Feedback:**

Two points of feedback were common during data collection. First, some members of the campus community expressed concern that, for particular questions, the ICAT did not include a response that they felt matched their perception. Second, some members of the campus community expressed confusion over which role and/or functional area accurately matched their positions at HCCC.

**Next Steps:**

Next steps include holding open fora on the dates and times below where this data will be discussed in more depth. The open fora will include time for conversation, questions, and feedback.

- Thursday, March 12, 2020 from 12:30 to 2:00 p.m. in the Culinary Conference Center.
- Thursday, March 19, 2020 from 12:30 to 2:00 p.m. in the Multipurpose Room of the North Hudson Campus.

Following the open fora, HCCC’s Dream Team will begin to identify two or three focused Student Success Goals and develop related action items and assessment metrics for these goals.

If you have any further questions, please do not hesitate to reach out to either

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