



# Academic Master Plan

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*2020-2023*

HUDSON COUNTY COMMUNITY COLLEGE



## **Academic Master Plan 2020-2023**

### **The Academic Master Plan Process**

In the summer of 2019, Dr. Eric Friedman, Executive Vice President and Provost, commissioned the design of a three-year plan for the Academic Affairs Division of Hudson County Community College. The Academic Master Plan (AMP) is intended to define strategic direction for the academic branch of the College for the next three years. It will also provide essential building blocks for the College's next Strategic Plan.

The AMP planning process took several months and was inclusive. The resulting document is comprehensive, reflecting a number of developments at the College. In spring 2019, the College's accreditation was reaffirmed by the Middle States Commission on Higher Education. In its report, the peer evaluation team affirmed that, "the institution is unafraid and dedicated to identifying new strategies to advance and influence student success, both in and out of the classroom," and challenged the College to continue building capacity in "aligning, implementing, and assessing the impact of the College's student success work." Based on the momentum of the self-study and peer review process, the Academic Affairs Division continues to work on areas of commendation and to respond to suggestions in the development of the Academic Master Plan.

The AMP context is also inflected by two related mission-critical endeavors that have engaged the college community. In order to bolster its student success efforts, HCCC has joined *Achieving the Dream*, a national network of community colleges focused on improving equitable outcomes for students through the use of data-informed practices. Through its participation in *Achieving the Dream*, HCCC has renewed its laser focus on student success, and has launched several initiatives to move the needle on key student success metrics: persistence, retention, completion, and transfer rates. Also in 2019, President Chris Reber commissioned the President's Advisory Council on Diversity, Equity, and Inclusion (PACDEI). The Council is charged to contribute, "to the achievement and continuous improvement of policies, procedures, programs, services, and outcomes in support of a college culture that values, respects, and

celebrates diversity in all of its forms.” The initial work of PACDEI has influenced the planning process, and when viewed together, Achieving the Dream, PACDEI, and the AMP bring into clear focus the campus-wide embrace of equity-minded student success.

A third notable component of this context is the continued evolution of the structure and leadership of the Academic Affairs Division. This academic year, the College welcomed Dr. Darryl Jones, the first Associate Vice President of Academic Affairs, to provide vision, leadership, and supervision to all credit-bearing instructional areas. The Office of Institutional Research has also come under the aegis of Academic Affairs within the last year, and the College welcomed John Scanlon as its Executive Director. We engaged an external consultant, Dr. James Davy, to launch the planning process, which was deliberately reiterative, inclusive, and interactive. The volunteer planning team, listed below, met throughout the process.

Archana Bhandari	Executive Director of Online Learning
Jenny Bobea	Honors Program Lecturer
Phil Cafasso	Associate Dean of Humanities and Social Sciences
Shannonine Caruana	Assistant Professor of ESL
Dr. Christopher Conzen	Executive Director for the Secaucus Center
Dr. Peter Cronrath	Business Instructor
Heather DeVries*	Assistant Dean of Curriculum and Academic Assessment
Paul Dillon	Associate Dean of Business, Culinary and Hospitality
Kenny Fabara	Assistant Director of Writing Center and Retention Services
Dr. Eric Friedman*	Executive Vice President and Provost
Dr. Darryl Jones*	Associate Vice President of Academic Affairs
Ara Karakashian	Associate Professor of Culinary Arts
Lori Margolin	Dean of Continuing Education and Workforce Development
Dr. Patrick Moore	Associate Professor of Psychology
Jennie Pu	Dean of College Libraries
Yeury's Pujols	Executive Director of North Hudson Campus
Dr. Paula Roberson	Director, Center for Teaching, Learning and Innovation
John Scanlon*	Executive Director of Institutional Research and Planning
Kathleen Smith-Wenning	Director of Health Related Programs
Michelle Vitale	Director of Cultural Affairs
Christopher Wahl*	Assistant Vice President of Academic Affairs
Susannah Wexler	Associate Professor of English
Lilisa Williams	Director of Faculty and Staff Development
Rong Xiao	Accounting Lecturer
Dr. Burl Yearwood	Associate Dean of STEM
Pamela Bandyopadhyay	Associate Dean, Academic Development and Support Services
Joseph Caniglia	Interim Dean of English and ESL

\*denotes membership on core planning group

Dr. Davy facilitated the process using an *appreciative inquiry* approach. In November 2019, 50 participants from across the College engaged in an exploration of the strengths, opportunities, aspirations, and results in interactive SOAR fora. Prior to the sessions, attendees reviewed the previous Academic Master Plan, the 2016-2021 College Strategic Plan, and the Middle States visiting team report. During the fora, pairs of attendees examined the landscape of the College and developed aspirational statements based on existing strengths. Dr. Davy compiled and shared the results of these sessions with the planning team, which held a half-day workshop in early January to sort the emergent themes into three overarching strategic directions, each with a clearly articulated vision statement.

At the January 2020 College Service Day, the entire college community had an opportunity to review the emergent strategic directions and to define related initiatives. Dr. Davy used the results of this session to draft the plan, which was shared with the College in the spring. The planning committee once again convened in late April and early May to refine language of the plan, assign responsibility for individual initiatives, and identify key action steps.

The 2020-2023 AMP contains three overarching strategic directions, each driven by three specific initiatives.

- **Advancing a Culture of Care through a Strong Focus on Equity**
  - Redesign ESL and Developmental Education Programs
  - Improve Inclusivity and Accessibility for Students
  - Develop a College-wide Student Mentoring Program
  
- **Advancing a Culture of Student Success and Completion through Faculty Engagement**
  - Fully Launch the Center for Teaching, Learning and Innovation
  - Transform Recruitment of Full-time Faculty to Reflect Needs of a 21<sup>st</sup> Century Community College
  - Support Development of New Faculty from Onboarding through Tenure Review and Beyond
  
- **Advance a Culture of Student Success and Completion through Collaborative Pathways and Partnerships**
  - Define the University Center and Enhance 4-year Transfer Pathways
  - Elevate the Availability of Academic Service Learning, Internships, Apprenticeships, and Partnerships
  - Create a Comprehensive Strategic Plan for Hudson Online

After the final session of the planning committee, the Academic Master Plan was accepted by Dr. Friedman, shared with the Academic Affairs Division, the President’s Executive Council, and the Academic and Student Affairs Committee of the Board of Trustees.

### Strategic Direction A: Advancing a Culture of Care through a Strong Focus on Equity

*Vision: HCCC commits to an academic culture of student success that promotes equity and embraces inclusion. This approach removes barriers in order to meet students’ diverse needs.*

#### 1. **Redesign ESL and Developmental Education Academic Programs**

The purpose of this initiative is to accelerate students to college-level coursework, enhance early and sustained student engagement, and improve the key metrics of student retention and completion.

1.1. **Responsibility for Implementation:** English and ESL Division faculty and administration; Academic Foundations Math faculty and administration.

1.2. **Planning and Implementation Partners:** Faculty, College administration (including North Hudson Campus); Advisement and Counseling Services; ADJ Academic Support Services; College Libraries; Continuing Education; Testing and Assessment; Center for Teaching, Learning, and Innovation; Center for Online Learning; President’s Advisory Council for Diversity, Equity, and Inclusion (PACDEI).

#### 1.3. **Action Steps:**

1.3.1. Identify and develop a toolbox of proven, scalable, best practices for acceleration and early student engagement.

1.3.2. Redesign placement processes and practices, curriculum, and assessment to maximize acceleration and early student engagement.

1.3.3. Create a working group to facilitate an assessment for the redesign initiative.

1.3.4. Collaborate with the Center for Teaching, Learning, and Innovation and the Office of Faculty and Staff Development to offer discipline-specific professional development.

1.3.5. Evaluate and assess annually.

## 2. **Improve Inclusivity and Accessibility for Students.**

This initiative is designed to foster the health and well-being of students especially those with disabilities, by helping them overcome obstacles that may otherwise prevent them from attaining academic, personal, and professional goals.

2.1. **Responsibility for Implementation:** Office of Accessibility Services.

2.2. **Planning and Implementation Partners:** Associate Vice President for Academic Affairs; Associate Dean of Student Success; PACDEI; All College Council; Center for Online Learning; College Libraries; College Facilities and Security Department; Academic Support Services; Office of Faculty and Staff Development.

2.3. **Action Steps:**

2.3.1. Appoint an ADA/504 Coordinator, and authorize Coordinator to actively monitor compliance across campuses.

2.3.2. Adopt a new service delivery model for the Office of Accessibility Services.

2.3.3. Develop a comprehensive compliance plan for the College incorporating action steps for addressing barriers to access.

2.3.4. Develop a comprehensive protocol and training for engagement of the CARE Team that is understood and effectively implemented by faculty.

2.3.5. Evaluate and assess annually.

## 3. **Develop College-wide Student Mentoring Program.**

This initiative is designed to build upon strong mentoring models that provide wraparound support to students.

3.1. **Responsibility for Implementation:** Academic Divisions, Office of School and College Relations, and Department of Cultural Affairs.

3.2. **Planning and Implementation Partners:** Academic Divisions; Honors Program; ADJ Academic Support Services; Student Life and Leadership; Education Opportunity Fund (EOF), Enrollment Management; Department of Cultural Affairs; PACDEI; and external partners (i.e. America Needs You, Year Up, and The Coalition of Latino Pastors and Ministers).

### 3.3. Action Steps:

- 3.3.1. Convene planning and implementation with all collaborators.
- 3.3.2. Develop shared guidelines and responsibilities for mentorships in each program.
- 3.3.3. Train, develop, and assign mentors.
- 3.3.4. Evaluate and assess annually.

## Strategic Direction B: Advancing a Culture of Student Success and Completion through Faculty Engagement

*Vision: HCCC invests in innovative professional development aimed at facilitating faculty engagement in student success and completion. The College values recruiting and developing a diverse faculty, participating in high quality research-based professional development, and committing to equitable teaching and learning experiences for students.*

### 4. Fully Launch the Center for Teaching, Learning and Innovation (CTLI)

The CTLI will provide a place where faculty will engage in dialogues, focus groups, and learning experiences focused on equity-minded teaching and learning experiences that lead to student success.

4.1. **Responsibility for Implementation:** Office of Academic Affairs and CTLI.

4.2. **Planning and Implementation Partners:** CTLI Advisory Board; Division Deans; Faculty and Staff Development; ADJ Academic Support Services Department of Cultural Affairs; Continuing Education and Workforce Development; College Libraries; PACDEI, Office of Accessibility Services; external industry partners.

### 4.3. Action Steps:

- 4.3.1. Ensure cross-membership of CTLI Advisory Board with other mission-critical committees.
- 4.3.2. Define physical space for CTLI, including appropriate layout and technology.
- 4.3.3. Develop a 5-year plan to advance best practices in faculty teaching and learning, research, and collaboration.
- 4.3.4. Develop a process for faculty to apply for institutionally funded grants for action research.
- 4.3.5. Evaluate and assess annually.



**5. Transform Recruitment of Full-time Faculty to Reflect Needs of a 21<sup>st</sup> Century Community College**

This initiative will ensure transparency in allocating faculty positions based on strategic need, promote diversity of faculty to reflect the student population, and encourage faculty engagement.

- 5.1. **Responsibility for Implementation:** Office of Academic Affairs.
- 5.2. **Planning and Implementation Partners** Human Resources, The Finance Division, Professional Association, and PACDEI.
- 5.3. **Action Steps:**
  - 5.3.1. Review and clarify the procedures related to the hiring of tenure track faculty.
  - 5.3.2. Initiate a task force to identify and craft recommendations and goals to resolve issues related to the conversion of full-time lecturer positions to tenure track positions and to clarify procedures related to the hiring and/or conversion of adjunct positions and TFT positions to tenure track.
  - 5.3.3. Revise hiring practices to increase the diversity of faculty.
  - 5.3.4. Using data to predict enrollment trends and program need, develop a prioritization plan for new faculty lines, with a special emphasis on high-impact, early momentum courses (e.g. College Student Success, introductory major courses, and introductory mathematics).
  - 5.3.5. Evaluate and assess annually.

**6. Support Development of New Faculty from Onboarding through Tenure Review and Beyond**

This initiative will provide high quality faculty support to promote student success and excellence in pedagogy throughout their tenure at the college.

- 6.1. **Responsibility for Implementation:** Academic Affairs, Faculty and Staff Development.
- 6.2. **Planning and Implementation Partners:** Human Resources; Center for Online Learning; Professional Association, Registrar; Information Technology Services (ITS); CTLI; Division Deans, Accessibility Services.



### 6.3. Action Steps:

6.3.1. Expand faculty orientation for all full- and part-time faculty to include user-friendly guides to HCCC Portal, Canvas, and Gradebook, as well as pedagogical training.

6.3.2. Convene planning and implementation collaborators to review tenure processes at peer institutions and recommend policy and procedure updates, including the development of a mentoring program.

6.3.3. Review and make recommendations regarding the self-evaluation process with consideration given to e-portfolio, and other innovations.

6.3.4. Evaluate and assess annually.

## Strategic Direction C: Advance a Culture of Student Success and Completion through Collaborative Pathways and Partnerships

*Vision: HCCC is a vibrant hub of educational, industry, and community partnerships. We serve as an engine for socio-economic mobility, global engagement, and academic service learning that promotes social justice and empowers students to be agents of change.*

### 7. Define University Center and Enhance 4-year Transfer Pathways

The purpose of this initiative is to articulate a clear understanding of transfer pathways and options in easily understandable terms.

7.1. **Responsibility for Implementation:** All offices engaged in High School and University relationships.

7.2. **Planning and Implementation Partners:** University partners (including NJ Transfer); New Jersey Council of County Colleges; Continuing Education and Workforce Development; Center for Online Learning; Academic Divisions; Students/Alumni; Facilities; Cultural Affairs; PACDEI; and the Student Affairs Division.

#### 7.3. Action Steps:

7.3.1. Identify and create space for University Center.

7.3.2. Develop content and marketing plans reflective of community needs.

7.3.3. Make recommendations regarding the creation of an infrastructure that will support the goals of the University Center.

7.3.4. Expand the set of pathway agreements, including online opportunities.

7.3.5. Work with university partners to incorporate laddering program credits for transfer (workforce development, early college, work/life portfolios).

7.3.5. Evaluate and assess annually.

## **8. Elevate the Availability of Academic Service Learning, Internships, Apprenticeships and Partnerships**

This initiative is designed to make experiential learning available to students enabling them to develop the skills needed to secure gainful employment. This program will also assist local businesses in meeting their employment needs with qualified, skilled employees.

**8.1. Responsibility for Implementation:** Continuing Education and Workforce Development, Academic Divisions.

**8.2. Planning and Implementation Partners:** CTLI; Career Services; external businesses and organizations; government and private funders; Cultural Affairs; university partners; College Libraries; local employers; faith-based community; public sector organizations; and community centers.

### **8.3. Action Steps:**

8.3.1. Convene a planning retreat.

8.3.2. Create a task force for identifying funding sources for experiential learning opportunities; establish a strong employer/ business advisory council.

8.3.3. Create a group to investigate best practices for academic service learning, its integration into the college learning environment, and the development of plans within and between divisions.

8.3.4. Continue development of specialized curriculum to support specific objectives and needs of business partners.

8.3.5. Review and revise the process for ensuring credit for experiential learning.

- 8.3.6. Continue the exploration of study abroad programming.
- 8.3.7. Develop recruitment and marketing strategies, including enhanced communication techniques training.
- 8.3.8. Work with faculty, staff, businesses, and funders to launch new apprenticeship experiential learning programs.
- 8.3.9. Evaluate and assess annually.

**9. Create a Comprehensive Strategic Plan for Hudson Online**

The purpose of this initiative is to increase market penetration through the further definition of a virtual college that serves a diverse community of online learners.

- 9.1. Responsibility for Implementation:** The Center for Online Learning.
- 9.2. Planning and Implementation Partners:** Academic Divisions; Communications; Enrollment Management; College Libraries.
- 9.3. Action Steps:**
  - 9.3.1. Identify programs for online development with Divisions.
  - 9.3.2. Plan timelines and development schedules and develop courses.
  - 9.3.2. Ensure quality of existing and new programs.
  - 9.3.4. Launch and market the programs.
  - 9.3.5. Evaluate and assess annually.