

**HUDSON COUNTY COMMUNITY COLLEGE**

**Regular Meeting – Board of Trustees**

**Tuesday, October 13, 2020**

**70 Sip Avenue**

**Jersey City, NJ 07306**

**5:00 P.M.**

**VIA ZOOM**

Please download the Zoom app on a computer or mobile device and use the following Webinar ID: 978 4414 4483. Alternatively, members of the public may visit the following link and join the meeting via Video Conference:

<https://zoom.us/j/97844144483?pwd=ZmpJelJnUW9DYStLUjlfRXEwRmtSQTO9>

Members of the public may also join by telephone by dialing US: 1 (929) 205 6099 and entering the Zoom Meeting Webinar ID number: 978 4414 4483

Video functionality will only be turned on for the Hudson County Community College Board of Trustees and staff as needed. If you are a member of the public and wish to participate in the public portion of the meeting, please follow these instructions to join the virtual meeting via Zoom Audio:

1. Join the meeting using Zoom Audio. Participants can “raise their hand” with an icon.
2. All microphones of public speakers will be muted except during the public portion of the meeting. When you hear your name announced during the public portion of the meeting, you may address the Board of Trustees. After a speaker’s time expires, that individual’s microphone will be muted to allow other speakers the opportunity to address the Board. Each user will have the capability to participate via audio only.

Only members of the public using Zoom Audio will be able to participate during the public portion. Members of the public will not be able to speak in the public portion if using the telephone number option.

**AGENDA**

**I. CALL TO ORDER - FLAG SALUTE**

Mr. Netchert

**II. ROLL CALL AND RECOGNITION OF VISITORS**

**Trustees:**

Joseph Doria

Karen Fahrenholz, Secretary/Treasurer

Adamarys Galvin

Pamela Gardner

Roberta Kenny

Bakari Lee, Vice Chair

William Netchert, Chair

Jeanette Peña

Christopher Reber, President

Silvia Rodriguez

Abderahim Salhi – Student Alumni Representative

Harold Stahl

**III. COMMENTS FROM THE PUBLIC**

Mr. Netchert

- IV. CLOSED SESSION** *(The Board of Trustees will determine whether there is a need to go into closed session at the beginning of the meeting. If there is such a determination, an announcement will be made as to where the session will be placed on the agenda.)*
- V. REPORTS**
- |    |   |           |
|----|---|-----------|
| 1. | Student Government Association President's Report | Mr. Rigby |
| 2. | All College Council President's Report            | Ms. Drew  |
| 3. | President's Report                                | Dr. Reber |
- VI. REGULAR MONTHLY REPORTS AND RECOMMENDATIONS**
- |    |                              |           |
|----|------------------------------|-----------|
| 1. | Minutes of Previous Meetings | Dr. Reber |
| 2. | Gifts, Grants, and Contracts |           |
- VII. FISCAL, ADMINISTRATIVE, LEASE, AND CAPITAL RECOMMENDATIONS**
- |  |  |           |
|--|--|-----------|
|  |  | Dr. Reber |
|--|--|-----------|
- VIII. PERSONNEL RECOMMENDATIONS**
- |  |  |           |
|--|--|-----------|
|  |  | Dr. Reber |
|--|--|-----------|
- IX. ACADEMIC AND STUDENT AFFAIRS RECOMMENDATIONS**
- |  |  |           |
|--|--|-----------|
|  |  | Dr. Reber |
|--|--|-----------|
- X. NEW BUSINESS**
- |  |  |              |
|--|--|--------------|
|  |  | Mr. Netchert |
|--|--|--------------|
- XI. ADJOURNMENT**
- |  |  |              |
|--|--|--------------|
|  |  | Mr. Netchert |
|--|--|--------------|

**HUDSON COUNTY COMMUNITY COLLEGE  
BOARD OF TRUSTEES MEETING  
October 13, 2020**

**CALL TO ORDER**

**I. FLAG SALUTE**

**II. ROLL CALL AND RECOGNITION OF VISITORS**

**Trustees:**

Joseph Doria	<u>PRESENT</u>
Karen Fahrenholz, Secretary /Treasurer	<u>PRESENT</u>
Adamarys Galvin	<u>PRESENT</u>
Pamela Gardner	<u>PRESENT</u>
Roberta Kenny	<u>PRESENT</u>
Bakari Lee, Vice Chair	<u>PRESENT</u>
William Netchert, Chair	<u>PRESENT</u>
Jeanette Peña	<u>PRESENT</u>
Christopher Reber - President, ex officio	<u>PRESENT</u>
Silvia Rodriguez	<u>PRESENT</u>
Abderahim Salhi, Student Alumni Representative, ex officio	<u>PRESENT</u>
Harold Stahl	<u>PRESENT</u>

*This meeting is called in conformance with the "Open Public Meetings Act." A notice of the meeting of the Board of Trustees was transmitted to all Board members; advertised in The Jersey Journal, The Star Ledger; filed with each Office of the Hudson County Municipal Clerks; and posted on the Public Bulletin Boards of Hudson County Community College at 70 Sip Avenue, Jersey City, New Jersey and at the North Hudson Campus, Union City, New Jersey, stating the date, time and place of said meeting.*

### **MEETING INTRODUCTION**

*This meeting is called in conformance with the Open Public Meetings Act. Members of the public will now have an opportunity to address the Board of Trustees. Comments of each person will be limited to five minutes, including all responses. A member of the public may not provide any portion of his/her five-minute allotment to any other member of the public. Please be aware that the purpose of the public portion of the meeting is for the public to express any ideas, concerns or issues they may have concerning Hudson County Community College. Questions raised to the Board during the public comment period may be referred to the appropriate administrative person(s) at the College for response at a later time.*

*Any public comments made to the Board, which the Board considers obscene, harassing, or meant to incite, will be prevented by the Board. The person making these remarks may be required to relinquish the remaining time allotted to speak and will be asked to leave the Board of Trustees meeting. Public comments or questions are open to any matters over which the Board has purview and jurisdiction.*

**HUDSON COUNTY COMMUNITY COLLEGE  
BOARD OF TRUSTEES MEETING  
October 13, 2020**

***III. COMMENTS FROM THE PUBLIC***

**HUDSON COUNTY COMMUNITY COLLEGE  
BOARD OF TRUSTEES MEETING  
October 13, 2020**

**IV. CLOSED SESSION**

**HUDSON COUNTY COMMUNITY COLLEGE  
BOARD OF TRUSTEES MEETING  
October 13, 2020**

**V. REPORTS**

1. *Student Government Association President's Report*
2. *All College Council President's Report*
3. *President's Report*

*ATD Coaches: Dr. Mary Fifield and Dr. Rene Garcia*

**HUDSON COUNTY COMMUNITY COLLEGE  
BOARD OF TRUSTEES MEETING  
October 13, 2020**

**VI. REGULAR MONTHLY REPORTS AND RECOMMENDATIONS**

**1. MINUTES OF PREVIOUS MEETING**

The Minutes of the Regular Meeting of September 8, 2020 are herewith officially submitted to the Board Trustees for approval. (Attachment A)

Recommendation:

It is the recommendation of the President that the Board of Trustees accept the Minutes of the Regular Meeting of September 8, 2020.

**2. GIFTS, GRANTS, AND CONTRACTS REPORT - None**

**RESOLUTION:**

**NOW, THEREFORE, BE IT RESOLVED** that the Board of Trustees accept Item VI., Regular Monthly Reports and Recommendations 1-2.

**INTRODUCED BY:** Bakari Lee

**SECONDED BY:** Karen Fahrenholz

**DATE:** October 13, 2020

Doria, Joseph	<u>AYE</u>
Fahrenholz, Karen	<u>AYE</u>
Galvin, Adamarys	<u>AYE</u>
Gardner, Pamela	<u>AYE</u>
Kenny, Roberta	<u>AYE</u>
Lee, Bakari	<u>AYE</u>
Peña, Jeanette	<u>AYE</u>
Rodriguez, Silvia	<u>AYE</u>
Stahl, Harold	<u>AYE</u>
Netchert, William, Chair	<u>AYE</u>

10 Aye 0 Nay  
\*\*\*RESOLUTION ADOPTED\*\*\*

<i>Jennifer Oakley</i>	October 13, 2020
Signature of Recorder	Date

Minutes  
Regular Meeting  
9-8-20

**HUDSON COUNTY COMMUNITY COLLEGE**  
**Board of Trustees Meeting**  
**Remote Participation via Zoom**  
**5:00 P.M.**

**REGULAR MEETING – BOARD OF TRUSTEES**  
**September 8, 2020**

**MINUTES**

**PRESENT:** Joseph Doria; Karen Fahrenholz; Adamarys Galvin; Pamela Gardner; Roberta Kenny; Bakari Lee; William Netchert; Jeanette Peña; Christopher Reber (ex officio); Silvia Rodriguez; and Harold Stahl

*Counsel to the Board: David Blank, Esq. for Scarinci & Hollenbeck*

**ABSENT:** Abderahim Salhi, Student Alumni Representative (ex officio)

**I. CALL TO ORDER - FLAG SALUTE**

**II. ROLL CALL**

**III. COMMENTS FROM THE PUBLIC** – *There were no comments from the public.*

**IV. CLOSED SESSION** – *None*

**V. REPORTS**

**1. Student Government Association (SGA) President's Report**

*Student Government Association President Warren Rigby offered the following report.*

New candidates have been appointed to the SGA Executive Board for academic year 2020-21. Invitations will be distributed for the virtual swearing in ceremony.

Since the Coronavirus pandemic, the role of the SGA President has expanded dramatically. Discussions will continue about whether to share the responsibilities by dividing the President's role into Co-Presidents.

Student Government training specific to each Executive Board member will be provided.

Warren Rigby's term as SGA President ends October 1, 2020

**2. All College Council President's Report**

*All College Council President Lauren Drew offered the following report.*

The ACC held its first virtual meeting of the year on College Service Day, and we had a strong turnout. Thank you to everyone who helped plan the day's schedule, and a special thanks to Lilisa Williams, who helped facilitate our WebEx meeting.

The ACC Standing Committees began meeting last week and have set their major agenda items for the semester. Here is what they are planning to work on.

Over the summer, the Academic Affairs committee members helped to put together a COVID-19 syllabus statement for students taking on-ground classes. They are now reviewing a DEI statement for the syllabi and are hoping to present a draft in October. The

committee will also be taking another look at the Classroom Recording Policy and evaluating how well it covers ITV and remote teaching. They will also be re-examining attendance policies in the context of new teaching modalities, as well as policies on Directed Self-Placement (DSP).

The Technology Committee will be focusing its efforts on making sure those who need technology are able to access it. They would like to build upon the Chromebook and laptop borrowing programs that currently exist to make sure that the appropriate technology resources can get into the hands of those who need them. They also will be evaluating how well various new classroom technology setups have worked.

The Student Affairs Committee will be revisiting the Childcare Task Force work, reviewing what has already been done, and taking into account the current situation. They are also discussing a possible student survey mid-semester to examine any possible roadblocks or struggles that have emerged in the given environment.

The Space and Facilities Committee will be circling back to initiatives that were paused in the spring, such as the vaping and smoking policy, and phase two of the recycling program, which involves education for the college community. Currently, the recycling program is on hold, and garbage cans are provided in rooms that are being used.

The Development and Planning Committee will be working on awarding the Johanna van Gendt Scholarship, in addition to considering opportunities to honor other members of the community with memorial scholarships. The committee also hopes to develop innovative ideas for virtual fundraising and strengthening connections to alumni.

The College Life Committee will be continuing to work with HR on initiatives such as Steps to Wellness and the New Employee Orientation; with the Center for Teaching, Learning, and Innovation and with the Office of Faculty and Staff Development on Toastmasters and ACUE; and with IT on Technology Training. They are also looking into the possibility of a virtual Paint & Sip event.

### **3. President's Report**

*President Reber offered the following remarks.*

Good evening, Trustees, colleagues and guests.

As we approach the 19<sup>th</sup> anniversary of 9-11, a day in 2001 that changed our world and will never be forgotten, I ask you to join me in a moment of silence for all of the victims of that horrific event, including family members, first responders, and so many others in our regional, national and global communities.

*Moment of Silence*

Thank you.

It is wonderful to see you! Warren and Lauren, thank you for your remarks and for all you do for Hudson County Community College.

Last week, we began our new academic year, and we are off to a strong beginning in a time of enormous challenge. On August 28, nearly 300 faculty, staff and students attended College Service Day, our full day of professional development activities that we offer at the beginning of each new academic year. It was a particular honor for me to offer this year's State of the College address, which provided an opportunity to thank so many individuals and groups for their caring, collaborative, and often heroic work during the pandemic and beyond. This evening, I would like to share a few comments that I made at College Service Day.

All of us continue to contemplate how we might anticipate and navigate a “new normal.” All members of our College community have been through a lot together, and I have been inspired every day by the caring and selfless acts of kindness by so many students, faculty, staff, Trustees, Foundation Directors and others. Throughout the pandemic, we have supported one another every step of the way. Together, we have never lost sight of our overarching goals, and our guiding principles of safety and student success. Working as one community in more ways than ever, we have stayed on top of rapidly changing and concerning dynamics, and, as a result, we have begun our new year in the best possible way. Together, we have achieved a host of notable outcomes.

For the fall semester, we are offering a mix of remote and on-ground courses and services. This is a balanced approach that students need, including the opportunity for all students to maintain academic progress and stay on course to achieve their academic goals.

Thanks to the leadership and approval of you, our Board of Trustees, we have supported our students financially. We have kept tuition level with no tuition and fee increases through at least next June. We have allocated millions of dollars in federal stimulus funds and money raised by our HCCC Foundation, through “Hudson Helps,” to support our students with severe financial challenges to the fullest extent possible.

We have kept our food pantries open throughout the pandemic. Recently our volunteers in the food pantries began to provide HCCC community members with meals prepared by our faculty, staff and students in the Culinary Arts Institute.

We have purchased and delivered over 700 Chromebooks on loan to all students who have needed them in order to continue their studies online and remotely.

We have significantly exceeded recommendations of the Centers for Disease Control and other health agencies in our safety precautions, and have spent over \$3 million in federal stimulus funds for equipment and supplies to ensure that our campus is the safest possible environment for continued teaching, learning, and service.

Together, we have also achieved what is likely the most flexible possible range of supports, accommodations and outcomes for our employees. With the strong support of the County of Hudson, which increased the College’s annual allocation of county appropriation funding by over 11%, or \$1.9 million for the coming year, we have held all employees harmless. We kept all full-time and part-time employees, including student employees, on the payroll throughout the pandemic.

We have offered all employees the option to continue working remotely throughout the pandemic, and, continuing through this fall, if necessary, for health, family care or other reasons. Since March, and continuing through the fall semester, we have offered employees the opportunity to care for family members and children without using accumulated sick or vacation time.

Trustees, we take pride in our leadership within the community college sector, and all of higher education, for modeling high standards in all areas: safety protocols; support for students and their ability to maintain academic progress; advanced training for those teaching and learning online; and safety, support and flexibility for our employees. Collectively, these outcomes are truly extraordinary. We came together as one community – as a family – to achieve these outcomes and support one another. Trustees, thank you for your strong leadership and support during this time of great challenge, and at all times.

While we were working and studying remotely throughout the spring and summer, we learned a great deal that will help us as we gradually navigate toward a “new normal.” We have all grown in our understanding and use of technology in the delivery of our academic mission. We have learned new possibilities for removing barriers to student success and completion.

We have learned how to reach and involve people who are not always able to participate in activities on the ground.

One of the many silver linings in our experience at this time of unprecedented challenge has been the phenomenal success of our Division of Continuing Education and Workforce Development, which continued its upward trajectory of program offerings and enrollment growth in a fully remote environment throughout the pandemic. I have invited HCCC's Dean of Continuing Education and Workforce Development, Lori Margolin, to offer remarks this evening. Lori and her team continue to lead and support creative and entrepreneurial initiatives that are serving our community and our College exceedingly well.

I have asked Lori to comment upon the work of her team to develop and expand industry partnerships, promote employee development, and strengthen workforce pipelines to HCCC credit programs. After Lori speaks, I will return for some brief final remarks.

*The following hyperlink, [Continuing Education and Workforce Development: Entrepreneurial Initiatives, \(9-8-20\)](#), contains the report provided by Lori Margolin.*

*President Reber resumed his remarks.*

Trustees and colleagues, during the coming year I look forward to our continuing work together to serve our students and our community, and to realize our collective vision and aspirations for Hudson County Community College. As we begin a new year together – new in so many ways – we continue our mission-central work as a community and family that focuses on student success; on diversity, equity and inclusion; and on other related priorities and values.

As always, I would be happy to entertain any questions or comments. Thank you.

#### **VI. REGULAR MONTHLY REPORTS AND RECOMMENDATIONS**

1. *Minutes of the Regular Meeting of June 9, 2020.*

*Introduced by: Karen Fahrenholz*

*Seconded by: Jeanette Peña*

*10 Ayes.....0 Nays*

*Resolution Adopted*

#### **VII. FISCAL, ADMINISTRATIVE, LEASE, AND CAPITAL RECOMMENDATIONS 1-11**

1. *Resolution Authorizing Purchase of Interactive Projector Systems for Gabert Library Classrooms to be Funded by CARES Act Grant*
2. *Resolution Authorizing Purchase of Water Remediation Services to be Funded by CARES Act Grant*
3. *Resolution Authorizing Purchase of Water Sampling Services to be Funded by CARES Act Grant*
4. *Resolution Authorizing Purchase of Water Filters to be Funded by CARES Act Grant*
5. *Resolution Authorizing Purchase of Portable Air Purifiers to be Funded by CARES Act Grant*
6. *Resolution Authorizing Purchase of Remote Help Desk Services to be Funded by CARES Act Grant*
7. *Resolution Authorizing Purchase of Laptops to be Funded by CARES Act Grant*

8. *Resolution Authorizing Purchase of Security Camera System for 20 Enos Parking Lot to be Funded by CARES Act Grant*
9. *Resolution Authorizing Renewal of Software License*
10. *Resolution Authorizing Renewal of Maintenance Services for Fire Alarms*
11. *Resolution Rescinding Agreement for December 2020 Commencement at New Jersey Performing Arts Center*

Introduced by: Bakari Lee

Seconded by: Jeanette Peña

10 Ayes.....0 Nays

Resolution Adopted

### VIII. PERSONNEL RECOMMENDATIONS 1-11

#### 1. RETIREMENTS

First Name	Last Name	Title	Effective Date
Nelida	Mojica	Enrollment Support Assistant	December 23, 2020
Julio	Morales	Assistant Director of Financial Aid	October 30, 2020

**RECOMMENDATION:** The President, Administration and Personnel Committee recommend that the Board of Trustees approve the Retirements above as Personnel Recommendation Item No. 1.

#### 2. APPOINTMENT OF TEMPORARY FULL-TIME FACULTY THROUGH FALL 2020

First Name	Last Name	Title	Effective Date	Annual Salary
Michael	Rychel	Instructor, Business (Non-tenured)	September 9, 2020	\$53,690

**RECOMMENDATION:** The President, Administration and Personnel Committee recommend that the Board of Trustees approve the Appointment of Temporary Full-Time Faculty above as Personnel Recommendation Item No. 2.

#### 3. APPOINTMENT OF PART-TIME STAFF THROUGH SEPTEMBER 2021, AS NEEDED

First Name	Last Name	Division/Department	Title	Position ID	Supervisor
Massiel	De Los Santos	Academic Affairs/ Humanities and Social Sciences	Office Assistant	OFFAST-101021	Jacquelyn Delemos
Tyquan	Grant	Academic Affairs/ Humanities and Social Sciences	Office Assistant	OFFAST-101021	Jacquelyn Delemos
Ryan	Orbach	Academic Affairs/ Humanities and Social Sciences	Office Assistant	OFFAST-101021	Jacquelyn Delemos
Samikshya	Poudel	Academic Affairs/STEM	Office Assistant	OFFAST-101015	Burl Yearwood
Tytianna	Jackson	Student Affairs/EOF	Tutor	150515	Jose Lowe
Bianelly	Tellez	Student Affairs/EOF	Tutor	150515	Jose Lowe
Michelle	Walezak	Student Affairs/EOF	Tutor	150515	Jose Lowe

**RECOMMENDATION:** The President, Administration and Personnel Committee recommend that the Board of Trustees approve the Appointment of Part-Time Staff listed above, as needed, as Personnel Recommendation Item No. 3.

#### 4. APPOINTMENT OF NEW HIRE ADJUNCTS

<b>First Name</b>	<b>Last Name</b>	<b>Department</b>
Pamela	Henderson	Nursing and Health Sciences
Stacy	Spratley	Nursing and Health Sciences
Brianna	Taquinto	Nursing and Health Sciences
Christiana	Seiffer	STEM

**RECOMMENDATION:** The President, Administration and Personnel Committee recommend that the Board of Trustees approve the Appointment of New Hire Adjuncts listed above as Personnel Recommendation Item No. 4.

#### 5. MODIFICATION TO STAFFING TABLE

<b>Current Approved Title</b>	<b>New Title/ Deleted Title (if applicable)</b>	<b>Incumbent (If applicable)</b>	<b>Salary Adjustment (If applicable)</b>	<b>Effective Date</b>
College Lecturer (one position, unaffiliated)	<b>Change Title:</b> Clinical Site Coordinator, Nursing Program (position within the Academic Administrative Association)	No current incumbent	No current incumbent	September 9, 2020

**RECOMMENDATION:** The President, Administration and Personnel Committee recommend that the Board of Trustees approve the Modification of the Staffing Table listed above as Personnel Recommendation Item No. 5.

#### 6. Resolution on the Statement of Policy on Non-discrimination and Anti-Harassment

**WHEREAS**, the Board of Trustees ("Board") is committed to providing a working and learning environment free from discrimination and unlawful harassment; and,

**WHEREAS**, the President, Administration and Personnel Committee recommend a stand-alone Policy on Non-discrimination and Anti-Harassment as an overarching broad statement of intent of the Board; and,

**WHEREAS**, the Board will delegate to the President the responsibility to develop procedures and guidelines for the implementation of this policy.

**NOW, THEREFORE, BE IT RESOLVED** that the Board of Trustees approve the attached Policy on Non-Discrimination and Anti-Harassment.

**BE IT FURTHER RESOLVED** that the Board of Trustees authorize the College's Administration to take all steps necessary to effectuate the terms of this resolution.

#### 7. Resolution on the Statement of Policy on Sexual Harassment and Title IX

**WHEREAS**, the Board of Trustees ("Board") is committed to providing a working and learning environment free from sexual harassment and discrimination on the basis of sex in all programs and activities of the College; and,

**WHEREAS**, the President, Administration and Personnel Committee recommend a stand-alone Policy on Sexual Harassment and Title IX, as an overarching broad statement of intent of the Board; and,

**WHEREAS**, this policy will replace the current Sexual Misconduct Policy; and,

**WHEREAS**, the Board will delegate to the President the responsibility to develop procedures and guidelines for the implementation of this policy.

**NOW, THEREFORE, BE IT RESOLVED** that the Board of Trustees approve the attached Policy on Sexual Harassment and Title IX.

**BE IT FURTHER RESOLVED** that the Board of Trustees authorize the College's Administration to take all steps necessary to effectuate the terms of this resolution.

#### **8. Resolution to Extend Certain Benefits to Eligible Part-Time Employees**

**WHEREAS**, the Board of Trustees ("Board") recognizes the importance of the entirety of the College's workforce, including its part-time employees; and,

**WHEREAS**, the President, Administration and Personnel Committee recommend extending certain benefits, currently provided to full-time employees, to eligible part-time employees; and,

**WHEREAS**, these benefits include participation in the Additional Contributions Tax-Sheltered (ACTS) Program, as eligibility may be determined by the New Jersey Division of Pensions and Benefits, at no additional cost to the College; and,

**WHEREAS**, these benefits also include participation in the commuter benefit plan for qualified workplace mass transit and parking expenses, allowing employees to pay for these expenses on a tax-free basis through payroll deduction at an administrative cost to the College of \$5.25 per participant, per month; and,

**WHEREAS**, the Board will delegate to the President the responsibility to develop procedures and guidelines for the implementation of the extension of these benefits to part-time employees.

**NOW, THEREFORE, BE IT RESOLVED** that the Board of Trustees extend certain benefits outlined in this resolution to eligible part-time employees.

**BE IT FURTHER RESOLVED** that the Board of Trustees authorize the College's Administration to take all steps necessary to effectuate the terms of this resolution.

Introduced by: Karen Fahrenholz

Seconded by: Pamela Gardner

10 Ayes.....0 Nays

Resolution Adopted

#### **IX. ACADEMIC AND STUDENT AFFAIRS RECOMMENDATIONS**

1. Resolution Approving Agreement between Hudson County Community College and International Brotherhood of Electrical Workers Local 164, retroactive to September 1, 2020
2. Resolution Approving Agreement between Hudson County Community College and New Jersey City University, retroactive to September 1, 2020
3. Resolution Approving Renewal of Agreement between Hudson County Community College and Fairleigh Dickinson University, retroactive to July 1, 2020

4. *Resolution Approving Addendum to Agreement between Hudson County Community College and Hudson County Schools of Technology, retroactive to September 8, 2020*
5. *Agreement between Hudson County Community College and The North Hudson Community Action Corporation, retroactive to June 1, 2020.*

*Introduced by: Pamela Gardner*

*Seconded by: Joseph Doria*

*10 Ayes.....0 Nays*

*Resolution Adopted*

**X. NEW BUSINESS**

**XI. ADJOURNMENT 5:40 P.M.**

*Introduced by: Joseph Doria*

*Seconded by: Karen Fahrenholz*

*10 Ayes.....0 Nays*

*Resolution Adopted*

**HUDSON COUNTY COMMUNITY COLLEGE  
BOARD OF TRUSTEES MEETING  
October 13, 2020**

**VII. FISCAL, ADMINISTRATIVE, LEASE, AND CAPITAL RECOMMENDATIONS**

**1. Resolution Approving "Change Order #1" and "Change Order #2" for Student Center Renovation at 81 Sip Ave.**

**WHEREAS**, Hudson County Community College ("College") entered into a construction contract ("Contract") with APS Contracting Inc. ("APS") dated February 11, 2019 for Student Center Renovation at 81 Sip Avenue, Project Number 3297 ("Project"); and,

**WHEREAS**, the original Contract Sum under the Contract for the Project was \$6,097,000; and,

**WHEREAS**, APS submitted a change order dated May 20, 2020 ("Change Order #3") to increase the Contract Sum in an amount not to exceed \$204,659 for work regarding the construction of vestibule, card access system, and security system for the Project; and,

**WHEREAS**, Change Order #3 sought no increase in the Contract Time; and,

**WHEREAS**, the Board of Trustees of Hudson County Community College approved Change Order #3 at its June 9, 2020 meeting in an amount not to exceed \$204,659 (with the date of Substantial Completion remaining unaltered at December 13, 2019); and,

**WHEREAS**, APS has submitted a change order dated September 16, 2019 ("Change Order #1") and a change order dated November 25, 2019 ("Change Order #2"), each seeking to increase the Contract Sum in the amount of \$200,000 (for a total increase of \$400,000); and,

**WHEREAS**, Change Order #1 and Change Order #2 do not seek any increase in the Contract Time; and,

**WHEREAS**, the cost for proposed Change Order #1 and Change Order #2 are within the construction budget for the Project; and,

**WHEREAS**, the cost of these services will be funded from Chapter 12 funds; and,

**WHEREAS**, the College's Construction Manager, MAST Construction, has reviewed Change Order #1 and Change Order #2 and recommends their approval; and,

**WHEREAS**, the Administration, Finance Committee, and Capital Projects Advisory Committee recommend approval of Change Order #1 and Change Order #2.

**NOW, THEREFORE, BE IT RESOLVED** by the Board of Trustees of Hudson County Community College that:

1. The recitations above are incorporated herein as if set forth at length.
2. Change Order #1 and Change Order #2 are approved.
3. The new Contract Sum (inclusive of Change Order #1, Change Order #2, and Change Order #3) shall be at a cost not to exceed \$6,701,659.
4. There shall be no increase in the Contract Time.
5. The date of Substantial Completion shall remain December 13, 2019.
6. The Administration is authorized to take all steps necessary to effectuate the terms of this resolution.

**2. Resolution Authorizing Technical Operations and Project Management Support Services Extension**

**WHEREAS**, Hudson County Community College ("College") has a need to extend the technical operations and project management support services contract with MAST Construction Services, Inc. ("MAST"); and,

**WHEREAS**, pursuant to N.J.S.A. 18A:64A-25.5 (a) (15), this service is exempt from bidding; and,

**WHEREAS**, the anticipated extension is from December 2020 through November 2021; and,

**WHEREAS**, MAST will provide these services at a total cost not to exceed \$403,524, which represents no increase from the prior year; and,

**WHEREAS**, the cost of these services will be funded from the operating budget; and,

**WHEREAS**, the Administration, Finance Committee, and Capital Projects Advisory Committee recommend payment for these services.

**NOW, THEREFORE, BE IT RESOLVED** that the Board of Trustees of Hudson County Community College authorize the College to enter into an extension with MAST Construction Services, Inc. of Little Falls, New Jersey, at a cost not to exceed \$403,524 for the period from December 2020 through November 2021.

**BE IT FURTHER RESOLVED** that the Board of Trustees authorize the Administration to take all steps necessary to effectuate the terms of this resolution.

### **3. Resolution Authorizing Solar Panel Replacement Consultation**

**WHEREAS**, Hudson County Community College ("College") has a need to replace and recommission solar panels at the North Hudson Campus with guidance from a New Jersey licensed engineering firm; and,

**WHEREAS**, pursuant to N.J.S.A. 18A:64A-25.5 (a)(1), this service is exempt from bidding as it constitutes a professional service; and,

**WHEREAS**, Maser Consulting submitted a proposal to provide the professional services at a total cost not to exceed \$27,700; and,

**WHEREAS**, the cost of these services will be funded from the operating budget; and,

**WHEREAS**, the Administration, Finance Committee, and Capital Projects Advisory Committee recommend payment for these services.

**NOW, THEREFORE, BE IT RESOLVED** that the Board of Trustees of Hudson County Community College award a contract to Maser Consulting of Red Bank, New Jersey, to provide professional engineering services at a cost not to exceed \$27,700.

**BE IT FURTHER RESOLVED** that the Board of Trustees authorize the Administration to take all steps necessary to effectuate the terms of this resolution.

### **4. Resolution Authorizing Purchase of Chromebooks for Student Laptop Loan Program to be Funded by CARES Act Grant**

**WHEREAS**, due to COVID-19, Hudson County Community College ("College") needs to purchase four hundred (400) Chromebooks with ChromeOS Management Service perpetual licenses ("computers") for the Student Laptop Loan Program in connection with remote instruction during the COVID-19 pandemic and to support future online instruction; and,

**WHEREAS**, pursuant to N.J.S.A. 18A:64A-25.6, the College may award a contract without public advertising for bids when an emergency affecting the health, safety or welfare of occupants of college property requires the immediate delivery of the materials or supplies or the performance of the work; and,

**WHEREAS**, SHI International Corp. has quoted a price for the computers at a cost not to exceed \$178,648; and,

**WHEREAS**, the cost of these services will be funded from the United States Department of Education CARES Act Grant; and,

**WHEREAS**, the Administration and Finance Committee recommend this purchase.

**NOW, THEREFORE, BE IT RESOLVED** that the Board of Trustees of Hudson County Community College award a contract to SHI International Corp. of Somerset, New Jersey, to provide the computers as described herein at a cost not to exceed \$178,648.

**BE IT FURTHER RESOLVED** that the Board of Trustees authorize the Administration to take all steps necessary to effectuate the terms of this resolution.

**5. Resolution Authorizing Purchase of Sharp Laptops for Student Laptop Loan Program to be Funded by CARES Act Grant**

**WHEREAS**, due to COVID-19, Hudson County Community College ("College") needs to purchase one hundred (100) Sharp Dynabook Laptops with Microsoft Windows ("computers") for faculty in connection with remote instruction during the COVID-19 pandemic and to support future online instruction; and,

**WHEREAS**, pursuant to N.J.S.A. 18A:64A-25.6, the College may award a contract without public advertising for bids when an emergency affecting the health, safety or welfare of occupants of college property requires the immediate delivery of the materials or supplies or the performance of the work; and,

**WHEREAS**, Sharp Business Systems has quoted a price for the computers at a cost not to exceed \$133,900; and,

**WHEREAS**, the cost of these services will be funded from the United States Department of Education CARES Act Grant; and,

**WHEREAS**, the Administration and Finance Committee recommend this purchase.

**NOW, THEREFORE, BE IT RESOLVED** that the Board of Trustees of Hudson County Community College award a contract to Sharp Business Systems of Montvale, New Jersey, to provide the computers as described herein at a cost not to exceed \$133,900.

**BE IT FURTHER RESOLVED** that the Board of Trustees authorize the Administration to take all steps necessary to effectuate the terms of this resolution.

**6. Resolution Authorizing Purchase of Additional Webcams to be Funded by CARES Act Grant**

**WHEREAS**, due to COVID-19, Hudson County Community College ("College") needs to purchase an additional one hundred (100) webcams in order to permit interaction between students and staff while engaging in remote instruction during the COVID-19 pandemic and to support future online instruction; and,

**WHEREAS**, the College will have two hundred (200) webcams in total to assist with remote instruction; and,

**WHEREAS**, pursuant to N.J.S.A. 18A:64A-25.6, the College may award a contract without public advertising for bids when an emergency affecting the health, safety or welfare of occupants of college property requires the immediate delivery of the materials or supplies or the performance of the work; and,

**WHEREAS**, SHI International Corp. has quoted a price for the webcams at a cost not to exceed \$35,000; and,

**WHEREAS**, the cost of these services will be funded from the United States Department of Education CARES Act Grant; and,

**WHEREAS**, the Administration and Finance Committee recommend this purchase.

**NOW, THEREFORE, BE IT RESOLVED** that the Board of Trustees of Hudson County Community College award a contract to SHI International Corp. of Somerset, New Jersey, to provide the webcams as described herein at a cost not to exceed \$35,000.

**BE IT FURTHER RESOLVED** that the Board of Trustees authorize the Administration to take all steps necessary to effectuate the terms of this resolution.

**7. Resolution Authorizing Online Course Support to be Funded by CARES Act Grant**

**WHEREAS**, due to COVID-19, Hudson County Community College ("College") needs to retain a consultant for the Online Learning Division to provide instructional technology services to assist in preparing online courses during COVID; and,

**WHEREAS**, pursuant to N.J.S.A. 18A:64A-25.5 (a) (15), this service is exempt from bidding; and,

**WHEREAS**, Instructure, Inc. will provide consultation services for \$16,625; and,

**WHEREAS**, the cost of these services will be funded from the United States Department of Education CARES Act Grant; and,

**WHEREAS**, the Administration and Finance Committee recommend this purchase.

**NOW, THEREFORE, BE IT RESOLVED** that the Board of Trustees of Hudson County Community College award a contract to Instructure, Inc. of Salt Lake City, Utah, to provide online course consultation support as described herein at a cost not to exceed \$16,625.

**BE IT FURTHER RESOLVED** that the Board of Trustees authorize the Administration to take all steps necessary to effectuate the terms of this resolution.

**8. Resolution Authorizing Purchase of 20 Enos Parking Lot Signage to be Funded by CARES Act Grant**

**WHEREAS**, Hudson County Community College (“College”) needs to purchase signage for the parking lot at 20 Enos Place for student and faculty parking; and,

**WHEREAS**, Elite Signs has quoted a price to provide the signage at a cost not to exceed \$18,000; and,

**WHEREAS**, pursuant to N.J.S.A. 18A:64A-25.3, the service is exempt from public bidding as the cost does not exceed the College’s bid threshold; and,

**WHEREAS**, the cost of these services will be funded from the United States Department of Education CARES Act Grant; and,

**WHEREAS**, the Administration and Finance Committee recommend this purchase.

**NOW, THEREFORE, BE IT RESOLVED** that the Board of Trustees of Hudson County Community College award a contract to Elite Signs of Monmouth Junction, New Jersey, to provide signage as described herein at a cost not to exceed \$18,000.

**BE IT FURTHER RESOLVED** that the Board of Trustees authorize the Administration to take all steps necessary to effectuate the terms of this resolution.

**9. Resolution Authorizing Renewal of Staff and Faculty Monthly Parking at 808 Pavonia Avenue**

**WHEREAS**, Hudson County Community College (“College”) needs to provide additional parking for faculty and staff; and,

**WHEREAS**, pursuant to N.J.S.A 18A:64A-12 (I), the Board of Trustees of a County College may acquire, lease and use property that is necessary for college purposes; and,

**WHEREAS**, the anticipated term is Fiscal Year 2021; and,

**WHEREAS**, SP Plus Parking has submitted a proposal to continue to provide parking spaces at 808 Pavonia Avenue, Jersey City, New Jersey for a total cost not to exceed \$50,000, which represents the same rate and no increase from the prior year; and,

**WHEREAS**, the cost of the parking lease will be funded from the operating budget; and,

**WHEREAS**, the Administration and Finance Committee recommend this award.

**NOW, THEREFORE, BE IT RESOLVED** that the Board of Trustees of Hudson County Community College approve the lease renewal with SP Plus Parking of Jersey City, New Jersey, at a cost not to exceed \$50,000.

**BE IT FURTHER RESOLVED** that the Board of Trustees authorize the Administration to take all steps necessary to effectuate the terms of this resolution.

**10. Resolution Awarding Renewal of Maintenance Agreement for 31 Existing Sharp Multifunctional Printers/Copiers**

**WHEREAS**, Hudson County Community College (“College”) needs to renew a maintenance agreement for thirty one (31) Sharp multifunctional printers/copiers; and,

**WHEREAS**, the College owns the printers/copiers and only needs maintenance services; and,

**WHEREAS**, pursuant to N.J.S.A. 18A:64A-25.5 (a) (10), the service is exempt from public bidding; and,

**WHEREAS**, the term for these services is through September 30, 2021; and,

**WHEREAS**, Sharp Business Systems submitted a proposal to deliver these services at a total cost of \$45,000, which represents no increase from the prior year; and,

**WHEREAS**, the cost of these services will be funded from the operating budget; and,

**WHEREAS**, the Administration and Finance Committee recommend this award.

**NOW, THEREFORE, BE IT RESOLVED** that the Board of Trustees of Hudson County Community College hereby award a contract to Sharp Business Systems of Montvale, New Jersey, to provide the maintenance services as described herein at a total cost of \$45,000.

**BE IT FURTHER RESOLVED** that the Board of Trustees authorize the Administration to take all steps necessary to effectuate the terms of this resolution.

#### **11. Resolution Awarding Renewal of Mediasite Video Cloud Storage Agreement**

**WHEREAS**, Hudson County Community College ("College") needs to renew its Mediasite Video Cloud agreement to permit the College to continue to have its recorded videos stored off-site; and,

**WHEREAS**, pursuant to N.J.S.A. 18A:64A-25.5 (a) (10), the service is exempt from public bidding; and,

**WHEREAS**, the term for this service is one (1) year; and,

**WHEREAS**, New Era Technology, the current vendor providing the service, submitted a proposal for 4,000 hours of video cloud storage at a cost not to exceed \$22,500, which represents an increase of 1.3% from the prior year; and,

**WHEREAS**, the cost of these services will be funded from the operating budget; and,

**WHEREAS**, the Administration and Finance Committee recommend this award.

**NOW, THEREFORE, BE IT RESOLVED** that the Board of Trustees of Hudson County Community College hereby award a contract to New Era Technology of West Chester, Pennsylvania, to provide video cloud storage as described herein at a cost not to exceed \$22,500.

**BE IT FURTHER RESOLVED** that the Board of Trustees authorize the Administration to take all steps necessary to effectuate the terms of this resolution.

#### **12. Resolution Authorizing Purchase of Software to Access Benefits Screening**

**WHEREAS**, Hudson County Community ("College") needs to purchase a license for Single Stop software to provide access to benefits screening and counseling, community resources, application assistance, and wraparound services such as legal advice, financial counseling, and tax preparation services for students and their immediate family members; and,

**WHEREAS**, pursuant to N.J.S.A. 18A:64A:25.5 (a) (3), this service is exempt from bidding as materials or supplies that are patented or copyrighted; and,

**WHEREAS**, Single Stop USA, Inc. has submitted a proposal to supply the software license at a cost not to exceed \$102,500; and,

**WHEREAS**, the term of this contract is until October 21, 2023; and,

**WHEREAS**, it is anticipated that the cost of these services will be funded from a third-party grant; and,

**WHEREAS**, due to the time frame needed to implement the software, the College's meeting schedule, and the anticipated date of the grant award, the College has determined it is in its and its students' best interests to award this contract subject to receipt of grant financing in order to implement the software as soon as possible upon receipt of the grant funds; and,

**WHEREAS**, the Administration and Finance Committee recommend this award subject to the conditions set forth herein.

**NOW, THEREFORE, BE IT RESOLVED** that the Board of Trustees of Hudson County Community College award a contract to Single Stop USA, Inc. of New York, New York, to provide a license at a cost not to exceed \$102,500, subject to the following stated conditions:

1. That the award is subject to receipt of grant funding to pay for the software;
2. That the contract shall not be signed and that no action shall be taken related to the contract or binding the Board of Trustees or the College until grant funding is received.

**BE IT FURTHER RESOLVED** that once grant funding is received, the Board of Trustees authorize the Administration to take all steps necessary to effectuate the terms of this resolution.

### **13. Resolution Authorizing Purchase of LinkedIn Learning Services for Alumni**

**WHEREAS**, Hudson County Community College ("College") desires to support alumni success and research by providing access to digital learning resources; and,

**WHEREAS**, pursuant to N.J.S.A. 18A:64A-25.5 (a) (1), specialized library services are exempt from public bidding; and,

**WHEREAS**, LinkedIn Learning quoted a price for the service at a cost not to exceed \$12,000; and,

**WHEREAS**, the term for these services is Fiscal Year 2021; and,

**WHEREAS**, it is anticipated that the cost of these services will be funded from a third-party grant; and,

**WHEREAS**, due to the time frame needed to implement the software, the College's meeting schedule, and the anticipated date of the grant award, the College has determined it is in its and its students' best interests to award this contract subject to receipt of grant financing in order to implement the software as soon as possible upon receipt of the grant funds; and,

**WHEREAS**, the Administration and Finance Committee recommend this award subject to the conditions set forth herein.

**NOW, THEREFORE, BE IT RESOLVED** that the Board of Trustees of Hudson County Community

College award a contract for alumni learning services to LinkedIn of Sunnyvale, California, as described herein at a cost not to exceed \$12,000, subject to the following conditions:

1. That the award is subject to receipt of grant funding to pay for the software;
2. That the contract shall not be signed and that no action shall be taken related to the contract or binding the Board of Trustees or the College until grant funding is received.

**BE IT FURTHER RESOLVED** that once grant funding is received, the Board of Trustees authorize the Administration to take all steps necessary to effectuate the terms of this resolution.

#### **14. Resolution Authorizing Purchase of Customer Relationship Management Platform**

**WHEREAS**, Hudson County Community College ("College") desires to license software for a Customer Relationship Management ("CRM") platform for customized reporting and tracking for the grant program; and,

**WHEREAS**, pursuant to N.J.S.A. 18A:64A-25.5 (a) (3), the procurement is exempt from public bidding as materials or supplies that are copyrighted; and,

**WHEREAS**, Salesforce.com quoted a price for the software license at a cost not to exceed \$15,120; and,

**WHEREAS**, the term for this service is from November 1, 2020 through October 31, 2021; and,

**WHEREAS**, it is anticipated that the cost of these services will be funded from a third-party grant; and,

**WHEREAS**, due to the time frame needed to implement the software, the College's meeting schedule and the anticipated date of the grant award, the College has determined it is in its and its students' best interests to award this contract subject to receipt of grant financing in order to implement the software as soon as possible upon receipt of the grant funds; and,

**WHEREAS**, the Administration and Finance Committee recommend this award subject to the conditions set forth herein.

**NOW, THEREFORE, BE IT RESOLVED** that the Board of Trustees of Hudson County Community College award a contract for a software license for a Customer Relationship Management platform to Salesforce.com, Inc. of San Francisco, California, as described herein at a cost not to exceed \$15,120, subject to the following conditions:

1. That the award is subject to receipt of grant funding to pay for the software;
2. That the contract shall not be signed and that no action shall be taken related to the contract or binding the Board of Trustees or the College until grant funding is received.

**BE IT FURTHER RESOLVED** that once grant funding is received, the Board of Trustees authorize the Administration to take all steps necessary to effectuate the terms of this resolution.

#### **15. Resolution Approving Agreement Renewal Between Hudson County Community College and Classroom Au Pair**

**WHEREAS**, Hudson County Community College ("College") desires to renew its agreement with Classroom Au Pair, LLC in offering an au pair program ("Program"); and,

**WHEREAS**, the Program requires an Affiliation Agreement between the parties that sets forth the roles, responsibilities, requirements, and other terms of the agreement covering students and faculty; and,

**WHEREAS**, tuition for the Program is \$240 per student; and,

**WHEREAS**, the term of the agreement is from November 1, 2020 until October 31, 2022; and,

**WHEREAS**, the Administration and Finance Committee recommend this agreement.

**NOW, THEREFORE, BE IT RESOLVED** that the Board of Trustees of Hudson County Community College hereby approve the agreement renewal with Classroom Au Pair, LLC of Brooklyn, New York, for implementing the Program.

**BE IT FURTHER RESOLVED** that the Board of Trustees authorize the Administration to take all steps necessary to effectuate the terms of this resolution.

**16. Resolution Authorizing Agreement between Hudson County Community College and Peace Care, Inc. through NJHealthWorks Apprenticeship Grant**

**WHEREAS**, Hudson County Community College's Division of Continuing Education and Workforce Development ("College") desires to enter into a Memorandum of Understanding ("MOU") with Peace Care, Inc. ("PCI") for the Apprenticeship Certified Nursing Program ("Program"); and,

**WHEREAS**, the College will provide one-hundred seventy-four (174) hours of Related Technical Instruction for the Program to incumbent employees at PCI; and,

**WHEREAS**, the term of the agreement is two (2) years; and,

**WHEREAS**, the tuition for the Program is \$2,500 per student; and,

**WHEREAS**, the tuition will be paid as follows: NJHealthWorks Apprenticeship Grant agrees to pay \$2,000 per student and PCI agrees to pay \$500 per student; and,

**WHEREAS**, the Administration and Finance Committee recommend this agreement.

**NOW, THEREFORE, BE IT RESOLVED** that the Board of Trustees of Hudson County Community College approve the agreement for the Program between Hudson County Community College and Peace Care, Inc. of Jersey City, New Jersey.

**BE IT FURTHER RESOLVED** that the Board of Trustees authorize the Administration to take all steps necessary to effectuate the terms of this resolution.

**17. Resolution Approving In-County Tuition Rate for Agreement Between Hudson County Community College and International Brotherhood of Electrical Workers**

**WHEREAS**, the International Brotherhood of Electrical Workers, Local 164 (IBEW Local 164), currently includes more than 2,000 active members who work in Bergen, Hudson, and Essex counties; and,

**WHEREAS**, the College's administration has identified organized labor as a strategic partner; and,

**WHEREAS**, Hudson County Community College seeks to enter into an agreement with IBEW Local 164, whereby College credit will be granted to those who have demonstrated academic proficiency in the study

of Construction Management, and who have successfully completed the Electrical Training Alliance IBEW-NECA apprenticeship program, retroactive to September 1, 2020 ("Qualified IBEW Students"); and,

**WHEREAS**, this academic credit will be applied toward the College's Associate of Applied Science Degree in Construction Management; and,

**WHEREAS**, the College wishes to promote enrollment and expand the partnership by offering in-county tuition rates to Qualified IBEW Students in order to create new opportunities for postsecondary educational attainment for members, and support the College's mission and enrollment goals; and,

**WHEREAS**, the Agreement between the College and IBEW Local 164 is a novel program and serves as a model for future agreements with building trades and other members of organized labor to grant college credit to active members; and,

**WHEREAS**, the Agreement will remain in effect for three (3) years unless terminated by either party in accordance with the parameters established in the Agreement; and,

**WHEREAS**, the Administration, Academic and Student Affairs Committee, and Finance Committee recommend the approval of this agreement between Hudson County Community College and IBEW Local 164.

**NOW, THEREFORE, BE IT RESOLVED** that those members of IBEW Local 164 participating in this program will pay a Hudson County resident tuition rate regardless of residential status, retroactive to September 1, 2020.

**BE IT FURTHER RESOLVED** that the Board of Trustees authorize the College's Administration to take all steps necessary to effectuate the terms of this resolution.

#### **18. Resolution Authorizing Temporary Flu Clinic**

**WHEREAS**, Hudson County Community College ("College") wants to set up a temporary clinic to offer the administration of flu vaccines to students and employees; and,

**WHEREAS**, the North Hudson Community Action Corporation ("NHCAC"), with administrative services in Union City, New Jersey, provides the administration of flu shots to community members at no cost; and,

**WHEREAS**, NHCAC is proposing to offer and administer flu shots to students and employees of the College on the College's Journal Square and North Hudson campuses, at no cost to the College or to those who receive a flu shot.

**NOW, THEREFORE, BE IT RESOLVED** that the Board of Trustees of Hudson County Community College authorize NHCAC to set up a temporary clinic to offer the administration of flu vaccines to students and employees, at no cost to the College or to those who receive a flu shot.

**BE IT FURTHER RESOLVED** that the Board of Trustees authorize the Administration to take all steps necessary to effectuate the terms of this resolution.

**NOW, THEREFORE, BE IT RESOLVED**, that the Board of Trustees approve the recommendations of the President, Administration, and Finance Committee as outlined above in **Item VII. Fiscal, Administrative, Lease and Capital Recommendations 1-18:**

1) Resolution Approving "Change Order #1" and "Change Order #2" for Student Center; 2) Resolution Authorizing Technical Operations and Project Management Support Services Extension; 3) Resolution Authorizing Solar Panel Replacement Consultation; 4) Resolution Authorizing Purchase of Chromebooks for Student Laptop Loan Program to be Funded by CARES Act Grant; 5) Resolution Authorizing Purchase of Sharp Laptops for Student Laptop Loan Program to be Funded by CARES Act Grant; 6)

Resolution Authorizing Purchase of Additional Webcams to be Funded by CARES Act Grant; 7) Resolution Authorizing Online Course Support to be Funded by CARES Act Grant; 8) Resolution Authorizing Purchase of 20 Enos Parking Lot Signage to be Funded by CARES Act Grant; 9) Resolution Authorizing Renewal of Staff and Faculty Monthly Parking at 808 Pavonia Avenue; 10) Resolution Awarding Renewal of Maintenance Agreement for 31 Existing Sharp Multifunctional Printers/Copiers; 11) Resolution Awarding Renewal of Mediasite Video Cloud Storage Agreement; 12) Resolution Authorizing Purchase of Software to Access Benefits Screening; 13) Resolution Authorizing Purchase of LinkedIn Learning Services for Alumni; 14) Resolution Authorizing Purchase of Customer Relationship Management Platform; 15) Resolution Approving Agreement Renewal Between Hudson County Community College and Classroom Au Pair; 16) Resolution Authorizing Agreement between Hudson County Community College and Peace Care, Inc. through NJHealthWorks Apprenticeship Grant; 17) Resolution Approving In-County Tuition Rate for Agreement Between Hudson County Community College and International Brotherhood of Electrical Workers; and 18) Resolution Authorizing Temporary Flu Clinic.

**INTRODUCED BY:** Bakari Lee

**SECONDED BY:** Pamela Gardner

**DATE:** October 13, 2020

Doria, Joseph	<u>AYE</u>
Fahrenholz, Karen	<u>AYE</u>
Galvin, Adamarys	<u>AYE</u>
Gardner, Pamela	<u>AYE</u>
Kenny, Roberta	<u>AYE</u>
Lee, Bakari	<u>AYE</u>
Peña, Jeanette	<u>AYE</u>
Rodriguez, Silvia	<u>AYE</u>
Stahl, Harold	<u>AYE</u>
Netchert, William, Chair	<u>AYE</u>

10 Aye 0 Nay  
**\*\*\*RESOLUTION ADOPTED\*\*\***

Jennifer Oakley October 13, 2020  
 Signature of Recorder Date

**HUDSON COUNTY COMMUNITY COLLEGE  
BOARD OF TRUSTEES MEETING  
October 13, 2020**

**VIII. PERSONNEL RECOMMENDATIONS**

**1. APPOINTMENT OF STAFF**

<b>First Name</b>	<b>Last Name</b>	<b>Title</b>	<b>Effective Date</b>	<b>Annual Salary</b>
Ara	Karakashian	Acting Associate Dean, Business, Culinary Arts and Hospitality Management	October 14, 2020 through August 31, 2021, as needed	\$95,000
Jazmene	Mosley	Student Success Coach	October 19, 2020	\$40,000

**RECOMMENDATION:** The President, Administration and Personnel Committee recommend that the Board of Trustees approve the Appointment of Staff above as Personnel Recommendation Item No. 1.

**2. APPOINTMENT OF TEMPORARY FULL-TIME FACULTY FOR FALL 2020**

<b>First Name</b>	<b>Last Name</b>	<b>Title</b>	<b>Effective Date</b>	<b>Annual Salary</b>
Sasha Danuta	Bakula	Instructor, English & ESL, Non-tenured	September 2, 2020	\$ 53,690
Troy	Burris	Instructor, English & ESL, Non-tenured	September 2, 2020	\$ 53,690
Sonja	Rodiger-Radovic	Instructor, English & ESL, Non-tenured	September 2, 2020	\$ 53,690
Ruth	Sezer	Instructor, English & ESL, Non-tenured	September 2, 2020	\$ 53,690
Walter	Lindsey	Instructor, Humanities & Social Sciences, Non-tenured	September 2, 2020	\$ 53,690

**RECOMMENDATION:** The President, Administration and Personnel Committee recommend that the Board of Trustees approve the Appointment of Temporary Full-Time Faculty above as Personnel Recommendation Item No. 2.

**3. APPOINTMENT OF PART-TIME STAFF THROUGH OCTOBER 2021, AS NEEDED**

<b>First Name</b>	<b>Last Name</b>	<b>Division/Department</b>	<b>Title</b>	<b>Position ID</b>	<b>Supervisor</b>
Mariana	Flores	Accessibility Services	Notetaker/Reader	READER-150525	Karine Davis
Mohamed	Makalou	Accessibility Services	Notetaker/Reader	READER-150525	Karine Davis
Jacqueline	Molina	Accessibility Services	Notetaker/Reader	READER-150525	Karine Davis
Gabriele	Rosado	Accessibility Services	Notetaker/Reader	READER-150525	Karine Davis
Otoniel	Bolanos- Vargas	Continuing Education & Workforce Development	PT Instructor	PTINST-103005	Catherina Mirasol
Anthony	Campos	Continuing Education & Workforce Development	PT Instructor	PTINST-103005	Catherina Mirasol
Alain	Chahine	Continuing Education & Workforce Development	PT Instructor	PTINST-103005	Catherina Mirasol
Chimere	Diaw	Continuing Education & Workforce Development	PT Instructor	PTINST-103005	Catherina Mirasol
Laverne	Ploom	Continuing Education & Workforce Development	PT Instructor	PTINST-102010; Evaluatator 102010; PTINST-	Catherina Mirasol

				103005; and Evaluator 103005	
Alexandra	Rojas	Continuing Education & Workforce Development	PT Instructor	PTINST-103005	Catherina Mirasol
Katherine	Sorto	Continuing Education & Workforce Development	Customer Service Assistant	CATAST-102010	Catherina Mirasol
Gianny	Suero	English and ESL	Office Assistant	OFFAST-101035	Jenny Bobea
Rishmitha	Talusani	English and ESL	Office Assistant	OFFAST-101035	Jenny Bobea
Neil	Witt	EOF	PT EOF Recruiter	RECRUIT-603040	Jose Lowe
Marvin	Alas	ITS	Instructional Lab Assistant	ISTLAB-253025	Diana Perez
Bersabe	Argueta	ITS	Instructional Lab Assistant	ISTLAB-253025	Diana Perez
Jonathan	Brito	ITS	Instructional Lab Assistant	ISTLAB-253025	Diana Perez
Randy	Ceballos	ITS	Instructional Lab Assistant	ISTLAB-253025	Diana Perez
Magda	Dimanche	ITS	Instructional Lab Assistant	ISTLAB-253025	Diana Perez
Esraa	Emam	ITS	Instructional Lab Assistant	ISTLAB-253025	Diana Perez
Muhammad	Faruque	ITS	Instructional Lab Assistant	ISTLAB-253025	Diana Perez
Rosennies	Feliz	ITS	Instructional Lab Assistant	ISTLAB-253025	Diana Perez
Anup	Ghimire	ITS	Instructional Lab Assistant	ISTLAB-253025	Diana Perez
Shubham	Gohel	ITS	Instructional Lab Assistant	ISTLAB-253025	Diana Perez
Tayyaba	Hafeez	ITS	Instructional Lab Assistant	ISTLAB-253025	Diana Perez
Jorge	Hernandez	ITS	Instructional Lab Assistant	ISTLAB-253025	Diana Perez
Aman	Hirpara	ITS	Instructional Lab Assistant	ISTLAB-253025	Diana Perez
Akif	Iftikhar	ITS	Instructional Lab Assistant	ISTLAB-253025	Diana Perez
Justin	Jandik	ITS	Instructional Lab Assistant	ISTLAB-253025	Diana Perez
Vinisha	Kapadia	ITS	Instructional Lab Assistant	ISTLAB-253025	Diana Perez
Nelson	Lovera	ITS	Instructional Lab Assistant	ISTLAB-253025	Diana Perez
Tiffany	Marzano	ITS	Instructional Lab Assistant	ISTLAB-253025	Diana Perez
Reinier	Medero	ITS	Instructional Lab Assistant	ISTLAB-253025	Diana Perez
Daniela	Medina	ITS	Instructional Lab Assistant	ISTLAB-253025	Diana Perez
Jankiben	Nayee	ITS	Instructional Lab Assistant	ISTLAB-253025	Diana Perez
Akshit	Patel	ITS	Instructional Lab Assistant	ISTLAB-253025	Diana Perez

Akul	Patel	ITS	Instructional Lab Assistant	ISTLAB-253025	Diana Perez
Chirag	Patel	ITS	Instructional Lab Assistant	ISTLAB-253025	Diana Perez
Jinal	Patel	ITS	Instructional Lab Assistant	ISTLAB-253025	Diana Perez
Kinnari	Patel	ITS	Instructional Lab Assistant	ISTLAB-253025	Diana Perez
Rutvik	Patel	ITS	Instructional Lab Assistant	ISTLAB-253025	Diana Perez
Nisarg	Patel	ITS	Instructional Lab Assistant	ISTLAB-253025	Diana Perez
Shivani	Patel	ITS	Instructional Lab Assistant	ISTLAB-253025	Diana Perez
Karan	Patel	ITS	Instructional Lab Assistant	ISTLAB-253025	Diana Perez
Vivek	Patel	ITS	Instructional Lab Assistant	ISTLAB-253025	Diana Perez
Harshal	Patil	ITS	Instructional Lab Assistant	ISTLAB-253025	Diana Perez
Jonathan	Ramos	ITS	Instructional Lab Assistant	ISTLAB-253025	Diana Perez
Karl	Ramos	ITS	Instructional Lab Assistant	ISTLAB-253025	Diana Perez
Agourram	Reda	ITS	Instructional Lab Assistant	ISTLAB-253025	Diana Perez
Maria	Rodriguez	ITS	Instructional Lab Assistant	ISTLAB-253025	Diana Perez
Matthew	Roperos	ITS	Instructional Lab Assistant	ISTLAB-253025	Diana Perez
Selena	Suarez	ITS	Instructional Lab Assistant	ISTLAB-253025	Diana Perez
Heather	Tabora	ITS	Instructional Lab Assistant	ISTLAB-253025	Diana Perez
Parth	Trivedi	ITS	Instructional Lab Assistant	ISTLAB-253025	Diana Perez
Rushi	Trivedi	ITS	Instructional Lab Assistant	ISTLAB-253025	Diana Perez
Ana	Velasquez	ITS	Instructional Lab Assistant	ISTLAB-253025	Diana Perez
Aphyra	Verna	ITS	Instructional Lab Assistant	ISTLAB-253025	Diana Perez
Fabiola	Jisaphat	Nursing and Health Sciences	PT Skills Lab Tutor	101016	Geraldine Kiefer-Necklen

**RECOMMENDATION:** The President, Administration and Personnel Committee recommend that the Board of Trustees approve the Appointment of Part-Time Staff listed above, as needed, as Personnel Recommendation Item No. 3.

#### **4. APPOINTMENT OF NEW HIRE ADJUNCT INSTRUCTORS**

<b><i>First Name</i></b>	<b><i>Last Name</i></b>	<b><i>Department</i></b>
Ghenaj	Sanih	STEM
Michelle	Vera	English and ESL

**RECOMMENDATION:** The President, Administration and Personnel Committee recommend that the Board of Trustees approve the Appointment of New Hire Adjunct Instructors listed above as Personnel Recommendation Item No 4.

#### 5. MODIFICATION TO STAFFING TABLE

<b>Current Approved Title</b>	<b>New Title(s)/Change of Title(s)</b>	<b>Incumbent (If applicable)</b>	<b>Salary Adjustment (If applicable)</b>	<b>Effective Date</b>
New Title	<i>Alumni Manager, Continuing Education &amp; Workforce Development</i>	New Position	Grant Funded	October 14, 2020
New Title	<i>Business Developer, Continuing Education &amp; Workforce Development</i>	New Position	Grant Funded	October 14, 2020
New Title	<i>Coordinator, Healthcare Programs, Continuing Education &amp; Workforce Development</i>	New Position	Grant Funded	October 14, 2020
New Title	<i>Financial Counselor, Continuing Education &amp; Workforce Development</i>	New Position	Grant Funded	October 14, 2020
New Title	<i>Health Program Recruiter and Job Developer, Continuing Education &amp; Workforce Development</i>	New Position	Grant Funded	October 14, 2020
New Title	<i>Program Assistant, Continuing Education &amp; Workforce Development</i>	New Position	Grant Funded	October 14, 2020
New Title	<i>Project Director, Continuing Education &amp; Workforce Development</i>	New Position	Grant Funded	October 14, 2020
<i>College Lecturer, Nursing</i>	<b>Change Title:</b> <i>Instructor, Nursing</i> (Tenure–Track Position, Professional Association)	No current incumbent	No current incumbent	October 14, 2020
<i>College Lecturer, Radiography</i>	<b>Change Title:</b> <i>Instructor, Radiography</i> (Tenure–Track Position, Professional Association)	No current incumbent	No current incumbent	October 14, 2020

**RECOMMENDATION:** The President, Administration and Personnel Committee recommend that the Board of Trustees approve the Modifications of the Staffing Table listed above as Personnel Recommendation Item No 5.

#### 6. 2019-2020 Performance Bonus for Dr. Christopher M. Reber, President HCCC

**WHEREAS**, the Board of Trustees of Hudson County Community College (the “Board”) and Dr. Christopher M. Reber (the “President”) entered into an employment contract for a term of three (3) years, commencing on July 1, 2019 and ending June 30, 2022 (the “Agreement”); and,

**WHEREAS**, Paragraph 3 of the Agreement provides that the Board may, in its discretion, provide the President with an annual bonus; and,

**WHEREAS**, pursuant to Paragraph 3 of the Agreement and in recognition of the extraordinary leadership exhibited by Dr. Reber during the COVID-19 global pandemic and the social uprising resulting from the murder of George Floyd, all as more fully supported by the survey results submitted by the Board in connection with the Board’s Annual Retreat, the Board desires to pay a one-time performance bonus in the amount of \$10,000 to the President for the 2019-2020 school year.

**NOW, THEREFORE, BE IT RESOLVED**, that the Board of Trustees of Hudson County Community College hereby approve the payment of a one-time performance bonus in the amount of \$10,000 for the 2019-2020 school year to the President.

**NOW, THEREFORE, BE IT RESOLVED** that the Board of Trustees approve the recommendations of the President, Administration and Personnel Committee as outlined above in **Item VIII. Personnel Recommendations 1-6:**

1) Appointment of Staff; 2) Appointment of Temporary Full-Time Faculty for Fall 2020; 3) Appointment of Part-Time Staff through October 2021, As Needed; 4) Appointment of New Hire Adjunct Instructors; 5) Modification To Staffing Table; and 6) 2019-2020 Performance Bonus For Dr. Christopher M. Reber, President HCCC.

**INTRODUCED BY:** Karen Fahrenholz

**SECONDED BY:** Harold Stahl

**DATE:** October 13, 2020

Doria, Joseph	<u>AYE</u>
Fahrenholz, Karen	<u>AYE</u>
Galvin, Adamarys	<u>AYE</u>
Gardner, Pamela	<u>AYE</u>
Kenny, Roberta	<u>AYE</u>
Lee, Bakari	<u>AYE</u>
Peña, Jeanette	<u>AYE</u>
Rodriguez, Silvia	<u>AYE</u>
Stahl, Harold	<u>AYE</u>
Netchert, William, Chair	<u>AYE</u>

10 Aye 0 Nay  
**\*\*\*RESOLUTION ADOPTED\*\*\***

<u>Jennifer Oakley</u>	<u>October 13, 2020</u>
Signature of Recorder	Date

**HUDSON COUNTY COMMUNITY COLLEGE  
BOARD OF TRUSTEES MEETING  
October 13, 2020**

**IX. ACADEMIC AND STUDENT AFFAIRS**

**1. Resolution to Approve Student Success Action Plan**

**WHEREAS**, Hudson County Community College ("College") aspires to be an institution of first choice for the students and communities it serves through a demonstrated commitment to excellence and innovation; and,

**WHEREAS**, the College is committed to providing high-quality educational opportunities that promote student success and are accessible, comprehensive, and learning centered; and,

**WHEREAS**, the College has developed a Student Success Action Plan (Attachment I) as a result of its robust engagement with the Achieving the Dream organization; and,

**WHEREAS**, the Student Success Action Plan aligns with other strategic initiatives at the College including the work of the President's Advisory Council on Diversity, Equity, and Inclusion and the Academic Master Plan 2020-23; and,

**WHEREAS**, the Student Success Action Plan contains two overarching priorities: (1) Increasing fall-to-fall persistence for first-time/full-time students from 58% to 64% by June 2024; and (2) Creating a culture of care that supports all students in persisting (fall-to-fall) from 61% to 67% by June 2024 as well as specific initiatives that will guide the College's Student Success work and will be regularly assessed in service of the College's commitment to continuous improvement; and,

**WHEREAS**, the Administration, and Academic and Student Affairs Committee, recommend the approval of the Student Success Action Plan.

**NOW, THEREFORE, BE IT RESOLVED** that the Board of Trustees of Hudson County Community College hereby approve the Student Success Action Plan.

**BE IT FURTHER RESOLVED** that the Board of Trustees authorize the College's Administration to take all steps necessary to effectuate the terms of this resolution.

**2. Resolution to Approve Addendum to Existing Agreement Between Hudson County Community College and Fairleigh Dickinson University to offer a new transfer pathway from HCCC's A.S. Computer Science Option in Cybersecurity Degree to FDU's B.S. Computer Science Program (Concentration in Cybersecurity and Information Assurance) for HCCC Students**

**WHEREAS**, Hudson County Community College ("College") seeks to optimize community engagement through the development of academic pathways with K-20 partners and in support of the College's mission to provide high-quality educational opportunities that promote student success; and,

**WHEREAS**, the College has an existing agreement with Fairleigh Dickinson University ("FDU") that was renewed on July 1, 2020 to offer HCCC students a pathway to earning baccalaureate degrees; and,

**WHEREAS**, the College offers an Associate of Science in Computer Science Option in Cybersecurity Degree program as part of its inventory of programs, and a central goal of the program is the successful transfer of its students to a four-year university; and,

**WHEREAS**, FDU offers a Bachelor of Science in Computer Science (Concentration in Cybersecurity and Information Assurance) Degree program; and,

**WHEREAS**, HCCC seeks to add to its existing Agreement with FDU (Attachment II) whereby students who earn an Associate of Science in Computer Science Option in Cybersecurity Degree at the College will be able to transfer seamlessly into the Bachelor of Science in Computer Science (Concentration in Cybersecurity and Information Assurance) Degree program at FDU, retroactive to August 31, 2020; and,

**WHEREAS**, the terms of the existing Agreement between the College and FDU remain unchanged and in full force; and,

**WHEREAS**, the Administration, and Academic and Student Affairs Committee, recommend the approval of the addendum to the existing agreement between Hudson County Community College and Fairleigh Dickinson University.

**NOW, THEREFORE, BE IT RESOLVED** that the Board of Trustees of Hudson County Community College approve the amended agreement between Hudson County Community College and Fairleigh Dickinson University, retroactive to August 31, 2020.

**BE IT FURTHER RESOLVED** that the Board of Trustees authorize the College's Administration to take all steps necessary to effectuate the terms of this resolution.

**3. Resolution to Approve Addendum to Existing Agreement Between Hudson County Community College and Fairleigh Dickinson University to offer a new transfer pathway from HCCC's A.S. Computer Science Option in Cybersecurity Degree to FDU's B.S. Information Technology program (Concentration in Security and Forensics) for HCCC Students**

**WHEREAS**, Hudson County Community College ("College") seeks to optimize community engagement through the development of academic pathways with K-20 partners and in support of the College's mission to provide high-quality educational opportunities that promote student success; and,

**WHEREAS**, the College has an existing agreement with Fairleigh Dickinson University ("FDU") that was renewed on July 1, 2020 to offer HCCC students a pathway to earn baccalaureate degrees; and,

**WHEREAS**, the College offers an Associate of Science in Computer Science Option in Cybersecurity Degree program as part of its inventory of programs, and a central goal of the program is the successful transfer of its students to a four-year university; and,

**WHEREAS**, FDU offers a Bachelor of Science in Information Technology (Concentration in Security and Forensics) Degree program; and,

**WHEREAS**, HCCC seeks to add to its existing Agreement with FDU (Attachment III) whereby students who earn an Associate of Science in Computer Science Option in Cybersecurity degree at the College will be able to transfer seamlessly into the Bachelor of Science in Information Technology (Concentration in Security and Forensics) Degree program at FDU, retroactive to August 31, 2020; and,

**WHEREAS**, the terms of the existing Agreement between the College and FDU remain unchanged and in full force; and,

**WHEREAS**, the Administration, and Academic and Student Affairs Committee, recommend the approval of the addendum to the existing agreement between Hudson County Community College and Fairleigh Dickinson University.

**NOW, THEREFORE, BE IT RESOLVED** that the Board of Trustees of Hudson County Community College approve the amended agreement between Hudson County Community College and Fairleigh Dickinson University, retroactive to August 31, 2020.

**BE IT FURTHER RESOLVED** that the Board of Trustees authorize the College's Administration to take all steps necessary to effectuate the terms of this resolution.

**4. Resolution to Approve Dual Admissions Agreement Between Hudson County Community College and New Jersey City University to Offer an A.S. in Exercise Science to B.S. in Exercise Science Degree Pathway**

**WHEREAS**, Hudson County Community College ("College") seeks to optimize community engagement through the development of seamless academic pathways with K-20 partners and in support of the College's mission to provide high-quality educational opportunities that promote student success; and,

**WHEREAS**, the College offers an Associate of Science in Exercise Science degree program as part of its inventory of programs; and,

**WHEREAS**, a central goal of the Associate of Science in Exercise Science degree program is the successful transfer of its students to a four-year university; and,

**WHEREAS**, New Jersey City University ("NJCU") offers a Bachelor of Science in Exercise Science degree program through its College of Professional Studies; and,

**WHEREAS**, the College seeks to enter into an agreement (Attachment IV) with NJCU whereby students who earn an Associate of Science in Exercise Science degree at the College will be able to transfer seamlessly into the Bachelor of Science in Exercise Science degree program at NJCU, effective January 1, 2021; and,

**WHEREAS**, this Agreement will be reviewed by both parties every three years; and,

**WHEREAS**, the Administration, and Academic and Student Affairs Committee, recommend the approval of the agreement between Hudson County Community College and New Jersey City University.

**NOW, THEREFORE, BE IT RESOLVED** that the Board of Trustees of Hudson County Community College approve the agreement between Hudson County Community College and New Jersey City University, effective January 1, 2021.

**BE IT FURTHER RESOLVED** that the Board of Trustees authorize the College's Administration to take all steps necessary to effectuate the terms of this resolution.

**5. Resolution to Approve Agreement between Hudson County Community College and Peace Care St. Ann's and St. Joseph's**

**WHEREAS**, Hudson County Community College (“College”) offers a Certified Nurse Aide (“CNA”) NJHealthWorks Scaling Apprenticeship Program through its Division of Continuing Education and Workforce Development (“CEWD”); and,

**WHEREAS**, the CNA Apprenticeship Program requires employment at a healthcare facility in a position with a salary less than current CNA employee salaries during Required Technical Instruction (RTI); and,

**WHEREAS**, the CNA Apprenticeship Program requires a mentor from Peace Care St. Ann’s and St. Joseph’s to oversee the apprentice following RTI and successfully passing CNA certification exam; and,

**WHEREAS**, Peace Care St. Ann’s and St. Joseph’s has the capacity to meet these needs of the CNA Apprenticeship Program; and,

**WHEREAS**, Hudson County Community College seeks to enter into an agreement (Attachment V) with Peace Care St. Ann’s and St. Joseph’s whereby students enrolled in the CNA Apprenticeship Program will be able to complete all requirements of the NJHealthWorks Scaling Apprenticeship Grant at Peace Care St. Ann’s and St. Joseph’s, through December 31, 2022; and,

**WHEREAS**, this Agreement will remain in effect through December 31, 2022 unless otherwise terminated by either party in accordance with the parameters established in the Agreement; and,

**WHEREAS**, the Administration, and Academic and Student Affairs Committee, recommend the agreement between Hudson County Community College and Peace Care St. Ann’s and St. Joseph’s.

**NOW, THEREFORE, BE IT RESOLVED** that the Board of Trustees of Hudson County Community College approve the agreement between Hudson County Community College and Peace Care St. Ann’s and St. Joseph’s, effective October 13, 2020.

**BE IT FURTHER RESOLVED** that the Board of Trustees authorize the College’s Administration to take all steps necessary to effectuate the terms of this resolution.

**6. Resolution to Approve New and On-going Partnerships with Hudson County High Schools for the Delivery of Credit Course Instruction for Academic Year 2020-21.**

**WHEREAS**, Hudson County Community College (“College”) seeks to optimize community engagement through the development of academic pathways with K-20 partners and in support of the College’s mission to provide high-quality educational opportunities that promote student success; and,

**WHEREAS**, the College offers high school students in Hudson County the opportunity to enroll in credit-bearing college classes through the Early College Program, and the College has Agreements (Attachment VI) with public school districts, charter schools, and private schools in Hudson County to deliver instruction in selected credit courses for high school students on the HCCC campuses or high school sites; and,

**WHEREAS**, the College seeks to continue to deliver the Early College program to Hudson County high school students in AY 2020-21, and the Administration, and Academic and Student Affairs Committee, recommend the approval of new and on-going partnerships with Hudson County High Schools for the delivery of credit course instruction for Academic Year 2020-21.

**NOW, THEREFORE, BE IT RESOLVED** that the Board of Trustees of Hudson County Community College approve the new and on-going partnerships with Hudson County High Schools for the delivery of credit course instruction for Academic Year 2020-21.

**BE IT FURTHER RESOLVED** that the Board of Trustees authorize the College's Administration to take all steps necessary to effectuate the terms of this resolution.

**7. Resolution to Approve Adjustment to the Add/Drop Date on the Spring 2021 Academic Calendar**

**WHEREAS**, Hudson County Community College ("College") is committed to ensuring students' success, and the College develops an academic calendar that outlines important dates pertinent to academic terms; and,

**WHEREAS**, the Board of Trustees has determined that the College's academic calendar will include a fourteen-day period after the start of the 15-week regular term for students to make changes to their course schedules while not incurring any financial penalty for removing a class from their schedules; and,

**WHEREAS**, the spring 2021 semester has a start date of Monday, January 25, 2021, and the last day for students to adjust their course schedules without financial penalty falls on Sunday, February 7, 2021; and,

**WHEREAS**, this is a potential barrier for students as access to College services on the weekend is limited; and,

**WHEREAS**, the Divisions of Academic Affairs and Student Affairs jointly recommend moving the last day for students to adjust their course schedules without financial penalty to Monday, February 8, 2021 with the withdrawal period beginning on Tuesday, February 9, 2021 (Attachment VII); and,

**WHEREAS**, the Administration, and Academic and Student Affairs Committee, recommend adjusting the last day to add/drop from Sunday, February 7, 2021 to Monday, February 8, 2021.

**NOW, THEREFORE, BE IT RESOLVED** that the Board of Trustees of Hudson County Community College approve the adjustment in the last day to add/drop from Sunday, February 7, 2021 to Monday, February 8, 2021, effective upon approval.

**BE IT FURTHER RESOLVED** that the Board of Trustees authorize the College's Administration to take all steps necessary to effectuate the terms of this resolution.

**NOW, THEREFORE, BE IT RESOLVED** that the Board of Trustees approve the recommendations of the President, the Administration, and the Academic and Student Affairs Committee as outlined above in **Item IX. Academic and Student Affairs Recommendations 1 - 7:**

(1) Resolution Approving Student Success Action Plan; (2) Resolution Approving the Amended Agreement between Hudson County Community College and Fairleigh Dickinson University, retroactive to August 31, 2020; (3) Resolution Approving the Amended Agreement between Hudson County Community College and Fairleigh Dickinson University, retroactive to August 31, 2020; (4) Resolution Approving the Agreement between Hudson County Community College and New Jersey City University, effective January 1, 2021; (5) Resolution Approving the Agreement between Hudson County Community College and Peace Care St. Ann's and St. Joseph's, effective October 13, 2020; (6) Resolution Approving the New and On-going partnerships with Hudson County High Schools for the Delivery of Credit Course Instruction for Academic Year 2020-21; and (7) Resolution Approving an Adjustment to the Add/Drop Date on the Spring 2021 Academic Calendar, effective upon approval.

**INTRODUCED BY:** Pamela Gardner

**SECONDED BY:** Silvia Rodriguez

**DATE:**October 13, 2020

Doria, Joseph	<u>AYE</u>	
Fahrenholz, Karen	<u>AYE</u>	
Galvin, Adamarys	<u>AYE</u>	
Gardner, Pamela	<u>AYE</u>	Abstain on #6
Kenny, Roberta	<u>AYE</u>	
Lee, Bakari	<u>AYE</u>	
Peña, Jeanette	<u>AYE</u>	
Rodriguez, Silvia	<u>AYE</u>	
Stahl, Harold	<u>AYE</u>	
Netchert, William, Chair	<u>AYE</u>	

10 Aye 0 Nay\*\*\***RESOLUTION ADOPTED**\*\*\*Jennifer Oakley

Signature of Recorder

October 13, 2020

Date



**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 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.

Heather DeVries  
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 Program  
 Dr. Pamela Bandyopadhyay, Associate Dean for Academic Development and Support Services  
 Alcia Batchelor, Student Representative  
 Archana Bhandari, Executive Director for the Center for Online Learning  
 Jenny Bobea, Associate Dean of English and ESL  
 Koral Booth, Student Representative  
 Joseph Caniglia, Associate Professor, Academic Foundations English & Learning Community Coordinator  
 Shannonine Caruana, Associate Professor, ESL  
 Dr. Nicholas Chiaravalloti, Vice President for External Affairs and Senior Counsel to the President  
 Jennifer Christopher, Director of Communications  
 Dr. David Clark, Associate Dean of Student Affairs  
 Patricia Clay, Chief Information Officer  
 Katricia Colon, Student Representative  
 Heather DeVries, Assistant Dean of Curriculum & Academic Assessment  
 Paul Dillon, Associate Dean of Business, Culinary Arts, and Hospitality Management  
 Lisa Dougherty, Vice President for Student Affairs and Enrollment  
 Dr. Sheila Dynan, Associate Dean of Student Success  
 Jason Figueroa, Assistant Director, North Hudson Campus  
 Dr. Eric Friedman, Executive Vice President and Provost  
 Suri Hidalgo, Student Representative  
 Dr. Darryl Jones, Associate Vice President for Academic Affairs  
 Ara Karakashian, Associate Professor, Hospitality Management  
 Hillary Kouevi, Student Representative  
 Crystal Newton, Student Representative  
 Lauren O'Gara, Assistant Professor, Academic Foundations English  
 Jennie Pu, Dean of Libraries  
 Dr. Christopher Reber, President  
 Alexa Riano, Executive Administrative Assistant to the Vice President for External Affairs  
 Jacqueline Safont, Director of Accessibility Services  
 Tyler Sarmiento, Student Representative  
 John Scanlon, Executive Director of Institutional Research  
 Kailyn Segovia Vazquez, Student Representative  
 Robin Singer, Assistant Professor, Early Childhood Education  
 Abou Traore, Student Representative



## Table of Contents

<b><i>Section 1: Where We Started.....</i></b>	<b><i>5</i></b>
<b><i>Section 2: How We Organized Our Student Success Work.....</i></b>	<b><i>6</i></b>
<b><i>Section 3: What We Learned .....</i></b>	<b><i>8</i></b>
<b><i>Section 4: Our Student Success Vision .....</i></b>	<b><i>21</i></b>
<b><i>Section 5: Our Action Plan Priority Goals .....</i></b>	<b><i>22</i></b>
<b><i>Section 6: Our Detailed Action Plan .....</i></b>	<b><i>24</i></b>
<b><i>Section 7: How We Will Approach Sustainability and Continuous Improvement .....</i></b>	<b><i>38</i></b>
<b><i>Appendix A.....</i></b>	<b><i>42</i></b>



### 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***

***Name, title and email of the person(s) with primary responsibility for monitoring progress of the Action Plan:***

***Heather DeVries***

*Co-Chair, HCCC's "Dream Team"*

[hdevries@hccc.edu](mailto:hdevries@hccc.edu)

***Dr. Sheila Dynan***

*Co-Chair, HCCC's "Dream Team"*

[sdynan@hccc.edu](mailto:sdynan@hccc.edu)

## 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 outsize 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
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)	Y	Y	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>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	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>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></p> <p>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></p> <p>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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Faculty and staff voice (focus groups or surveys)	Y	N	<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</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</p>

			<p>survey collected demographic data across several dimensions, responses were not 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>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> <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>
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<p>Institutional Capacity Assessment (ICAT); Capacity Café</p>	<p>Y</p>	<p>ICAT Disaggregated by functional area and role, but not by race/ethnicity and gender</p>	<p>The ICAT Survey provided HCCC with a clearer picture of its functional capacity across the seven dimensions of 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</p>	<p>HCCC's Executive Summary of ICAT &amp; Capacity Café findings is included (Appendix A).</p>
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			different functional areas.	
Business process mapping	Y	N	Student Onboarding Think Tank	<p><u>Advising Feedback Surveys Spring 2019 and Fall Registration 2019:</u></p> <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	Assessment of the Multiple Measures Pilot revealed that the initial placement standards established by the Task Force were too stringent.

			<p>Measures in spring 2019. The Task Force that was created to develop the placement standards and the 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 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>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>	<p>1. Increased % of students earning 6 ESL credits in their first semester</p> <p>2. Increased % of students exiting ESL in their first academic year</p>	<p>Examine placement processes to promote acceleration</p> <p>Examine exit processes to promote acceleration; assess the exit process; benchmark it against research-based best practices</p> <p>Norming exercises for ESL faculty for ESL exams</p> <p>Transition Levels 0 and 1 to non-credit</p> <p>Create an alternate pathway for students to gain English proficiency</p>	<p>Distribution of new ESL students across levels</p> <p>% of students being placed by Directed Self Placement (DSP) or Multiple Measures (MM) (as compared to placement via Accuplacer)</p> <p>Outcomes of students being placed via DSP or MM (as compared to placement via Accuplacer)</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</p>	<p>Funding for professional development, and training, rubric development, curriculum development</p> <p>Technology</p> <p>Staffing</p> <p>Space</p> <p>Time</p>	<p>COVID-19</p> <p>Budget realities</p> <p>Faculty consensus</p>

<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)	<p>% of students repeating a level</p> <p>% of student attrition across levels</p> <p>% of ESL students earning a 2.0 GPA, disaggregated by initial level of placement</p> <p>% of students retained as a result of a retention alert</p>	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>	<p>(Separate measures for AFE and AFM)</p> <p>1. Increased % of students earning 6 AF credits in their first semester</p> <p>2. Increased % of students earning a 2.0 GPA in their first semester</p>	<p>Examine placement processes to promote acceleration</p> <p>Examine exit processes to promote acceleration; assess the exit process; benchmark it against research-based best practices</p> <p>Encourage the in-term reporting (attendance,</p>	<p>Distribution of new students across levels of AFE and AFM</p> <p>% of students being placed by Directed Self Placement (DSP) or Multiple Measures (MM) (as compared to placement via Accuplacer)</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	<p>Funding for professional development, and training, rubric development, curriculum development</p> <p>Technology</p> <p>Staffing</p>	<p>COVID-19</p> <p>Budget realities</p> <p>Faculty consensus</p>

<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>
			<p>Level English or Mathematics</p> <p>Average # of semesters enrolled in Academic Foundations course work prior to enrolling in ENG-101 and/or college-level mathematics</p>			

**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	<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 ESL exams [department-approved rubric]</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 ESL courses) and % of those students who were retained as a result</p>

<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>

<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>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>

<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>2. Address equity gaps by removing barriers that prevent students from persisting towards their academic goals</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)	Clarify the testing and placement options for students, including international students  Create equitable course schedules and program offerings  Revise CSS-100 curriculum to place a greater focus on students' academic plans and future goals  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 & Arabic)	% of students testing via Accuplacer versus Multiple Measures (MM) or Directed Self Placement (DSP)  Academic outcomes of students testing via Accuplacer versus MM or DSP  % of students enrolled in CSS-100 in their first semester who pass the course and their academic performance in the subsequent semester  % of students overall who enroll in CSS-100 and pass and their academic performance in the subsequent semester  % students who have earned 67% of credits attempted in a given	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 operating at scale.	Funding for professional development, training, and 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>
			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

<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 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>			

**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>

<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>
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> <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>

<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>
	AY 2020-21: Create repository of student stories and data from students who have benefited from Hudson Helps/Emergency Funds in fundraising campaign
4. Address equity gaps by connecting students with academic supports	<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> <p>By the end of spring 2021: Assess the possibilities for small support groups for students and create a proposal</p>

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

### A. Evaluation Planning:

	Data Collection Sources & Procedures	Analysis Methods	Person(s) Responsible for Collection & Analysis	Due Dates	How Will Data Be Used
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

Heather DeVries  
HCCC Dream Team Co-Chair  
hdevries@hccc.edu  
201-360-4660

Dr. Sheila Dynan  
HCCC Dream Team Co-Chair  
sdynan@hccc.edu  
201-360-4230

**Addendum to HCCC-FDU Scholars Agreement  
Between Fairleigh Dickinson University  
And  
Hudson County Community College**

On this 31<sup>st</sup> day of August, 2020 by and among:

Farleigh Dickinson University (FDU), a non-profit corporation of the State of New Jersey, having an address at 1000 River Road, Teaneck, NJ 07666.

AND

Hudson County Community College (HCCC), located at 70 Sip Avenue, Jersey City, NJ 07306.

Whereas, FDU offers a Bachelor of Science (BS) degree program in Computer Science, with Concentration on Cybersecurity and Information Assurance, that is approved by the State of New Jersey Office of the Secretary of Higher Education (the "Baccalaureate Degree Program");

Whereas, HCCC offers an Associate of Science (AS) degree program in Computer Science program, with Cybersecurity Option, that is approved by the State of New Jersey Office of the Secretary of Higher Education (the "Associate Degree Program");

Whereas, FDU and HCCC have entered into a Dual Admission Agreement dated October 31, 2018 for a program known as the HCCC-FDU Scholars Program, which enables HCCC students to complete the upper division courses required for FDU undergraduate degree programs and selected combined bachelor's/master's programs upon completion of an associate's degree from HCCC. The HCCC-FDU Scholars Program provides the necessary support and administrative services for HCCC students to transition to Bachelor of Arts, Bachelor of Science and combined bachelor's/master's degree programs at FDU.

Whereas, FDU and HCCC are mutually desirous of providing for the establishment, direction, and operation of an articulation for the benefit of students of HCCC transferring to FDU, pursuant to which FDU would accept the educational credits issued by HCCC and treat completion of the Associate Degree Program as sufficient of completing associated courses in the Baccalaureate Degree Program of FDU;

Now, therefore, in consideration of the mutual promises, covenants, and agreements herein contained, the receipt and sufficiency of which is hereby acknowledged, the parties hereto do hereby covenant and agree as follows:

**1. The Agreement**

Students who are enrolled in HCCC's Associate Degree Program shall have the option to apply to the Baccalaureate Degree Program under the terms of the HCCC-FDU Scholars Program agreement.

Upon completion of the Associate Degree Program, students who have taken courses as specified in Attachment A: Transfer Articulation Plan for HCCC's AS in Computer Science Program, with Cybersecurity Option, to FDU's BS in Computer Science Program, with Concentration on Cybersecurity and Information Assurance, will be granted 58 credits in the Baccalaureate Degree Program.

**2. Reaffirmation Of Other Terms And Conditions.**

Except as expressly modified by this Addendum, all other terms and provisions of the HCCC-FDU Scholars Program agreement shall remain in full force and effect, unmodified and unrevoked, and the same are hereby reaffirmed and ratified by FDU and HCCCC as if fully set forth herein.

IN WITNESS WHEREOF the parties hereunto set their hands and seals or cause these present to be signed by their proper corporate officers and caused their proper corporate seals affixed, on this day and year written above

HUDSON COUNTY COMMUNITY COLLEGE:

FAIRLEIGH DICKINSON UNIVERSITY:

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Dr. Christopher M. Reber  
President

---

Dr. Gillian A. Small  
University Provost and Senior Vice  
President for Academic Affairs

**Attachment A: Transfer Articulation Plan** *(rev. 8/8/20)*  
**for**  
**Hudson County Community College's (HCCC) AS in Computer Science Program, with**  
**Cybersecurity Option**  
**to**  
**Fairleigh Dickinson University's (FDU) BS in Computer Science Program, with Concentration**  
**on Cybersecurity and Information Assurance (CSIA)**

HCCC's AS in Computer Science Program, with Cybersecurity Option	Credited Towards Courses in FDU's BS in Computer Science, with Concentration on CSIA
<b>First Semester</b>	
CSS 100 – College Student Success, <a href="#">1 Credit</a>	UNIV1001 Transitioning to University Life, <a href="#">1 Credit</a>
ENG 101 – College Composition <a href="#">1, 3 Credits</a>	WRIT1002 Composition I: Rhetoric and Inquiry, <a href="#">3 Credits</a>
CSC 113 – Computer Logic & Discrete Math, <a href="#">3 Credits</a>	ENGR2286 Digital System Design, <a href="#">3 Credits</a>
MATH 111 – Calculus I, <a href="#">4 Credits</a>	MATH1201 Calculus I, <a href="#">4 Credits</a>
CSC 117 – Java Programming, <a href="#">3 Credits</a>	CSCI1201 Computer Programming I, <a href="#">3 Credits</a>
ENG 112 – Speech, <a href="#">3 Credits</a>	UNIV1002 Preparing for Professional Life, <a href="#">1 Credit</a>
<b>Second Semester</b>	
MAT 112 – Calculus II, <a href="#">4 Credits</a>	MATH2202 Calculus II, <a href="#">4 Credits</a>
ENG 102 – College Composition II, <a href="#">3 Credits</a>	WRIT1003 Composition II: Research & Argument, <a href="#">3 Credits</a>
CSC 214 - Data Structures & Advanced Programming, <a href="#">3 Credits</a>	CSCI2232 Data Structures, <a href="#">3 Credits</a>
CSC 232 – Cybersecurity, <a href="#">3 Credits</a>	CSCI3410 Foundations of Cybersecurity, <a href="#">3 Credits</a>
PHL 218 – Contemporary Moral Issues, <a href="#">3 Credits</a>	Ethical and Moral Analysis: ENGR3000 Modern Technologies: Principles, Applications and Impacts, <a href="#">3 Credits</a>
<b>Third Semester</b>	
XXX xxx – Social Science Elective, <a href="#">3 Credits</a>	Social/Behavioral Science: ENGR4210 Managerial and Engineering Economic Analysis, <a href="#">3 Credits</a>
YYY yyy – Humanities Elective, <a href="#">3 Credits</a>	Humanities Elective, <a href="#">3 Credits</a>
CSC 226 – Database Design & Concepts , <a href="#">3 Credits</a>	CSCI3268 Database Systems, <a href="#">3 Credits</a>
CSC 227 – Operating Systems, <a href="#">3 Credits</a>	CSCI3278 Operating System, <a href="#">3 Credits</a>
CSC 245 – Ethical Hacking, <a href="#">3 Credits</a>	Technical Elective, <a href="#">3 Credits</a>
<b>Fourth Semester</b>	
* CSC 242 – Computer Forensics, <a href="#">3 Credits</a> CSC 235 – Network Security, <a href="#">3 Credits (Select this)</a>	Computer Science Elective, <a href="#">3 Credits</a>
* CSC 230 – Data Communication Concepts, <a href="#">3 Credits</a> CSC 240 – Intro to Networks and Networking, <a href="#">3 Credits (Select this)</a>	CSCI3240 Computer Networks, <a href="#">3 Credits</a>
*MAT 114 – Intro to Statistics and Probability (non-Calculus-based), <a href="#">3 Credits</a> A <a href="#">calculus-based</a> Statistics and Probability course if available at HCCC or MAT 215 Linear Algebra that is available at HCCC, <a href="#">3 Credits (Select this)</a>	MATH3237 Probability and Statistics, a <a href="#">calculus-based</a> course, <a href="#">3 Credits</a> , or MATH3220 Linear Algebra, <a href="#">3 Credits</a>
ZZZ zzz – Humanities or Social Science Elective, <a href="#">3 Credits</a>	Free Elective, <a href="#">3 Credits</a>

\* These courses are for students who want to graduate with AS in Computer Science program, with Cybersecurity Option, but are not accepted as transfer credits towards FDU's BS Computer Science (BSCS) program, with Concentration on CSIA (BSCS-CSIA). Students interested in pursuing the BSCS-CSIA at FDU should take the alternate courses offered to get 58 credits transferred and take the remaining 62 credits at FDU for 120 credits.

**Addendum to HCCC-FDU Scholars Agreement  
Between Fairleigh Dickinson University  
And  
Hudson County Community College**

On this 31<sup>st</sup> day of August, 2020 by and among:

Farleigh Dickinson University (FDU), a non-profit corporation of the State of New Jersey, having an address at 1000 River Road, Teaneck, NJ 07666.

AND

Hudson County Community College (HCCC), located at 70 Sip Avenue, Jersey City, NJ 07306.

Whereas, FDU offers a Bachelor of Science (BS) degree program in Information Technology, with Concentration on Security and Forensics, that is approved by the State of New Jersey Office of the Secretary of Higher Education (the "Baccalaureate Degree Program");

Whereas, HCCC offers an Associate of Science (AS) degree program in Computer Science, with Cybersecurity Option, that is approved by the State of New Jersey Office of the Secretary of Higher Education (the "Associate Degree Program");

Whereas, FDU and HCCC have entered into a Dual Admission Agreement dated October 31, 2018 for a program known as the HCCC-FDU Scholars Program, which enables HCCC students to complete the upper division courses required for FDU undergraduate degree programs and selected combined bachelor's/master's programs upon completion of an associate's degree from HCCC. The HCCC-FDU Scholars Program provides the necessary support and administrative services for HCCC students to transition to Bachelor of Arts, Bachelor of Science and combined bachelor's/master's degree programs at FDU.

Whereas, FDU and HCCC are mutually desirous of providing for the establishment, direction, and operation of an articulation for the benefit of students of HCCC transferring to FDU, pursuant to which FDU would accept the educational credits issued by HCCC and treat completion of the Associate Degree Program as sufficient of completing associated courses in the Baccalaureate Degree Program of FDU;

Now, therefore, in consideration of the mutual promises, covenants, and agreements herein contained, the receipt and sufficiency of which is hereby acknowledged, the parties hereto do hereby covenant and agree as follows:

**1. The Agreement**

Students who are enrolled in HCCC's Associate Degree Program shall have the option to apply to the Baccalaureate Degree Program under the terms of the HCCC-FDU Scholars Program agreement.

Upon completion of the Associate Degree Program, students who have taken courses as specified in Attachment A: Transfer Articulation Plan for HCCC's AS in Computer Science Program, with Cybersecurity Option, to FDU's BS in Information Technology Program, with Concentration on Security and Forensics, will be granted 52 credits in the Baccalaureate Degree Program.

**2. Reaffirmation Of Other Terms And Conditions.**

Except as expressly modified by this Addendum, all other terms and provisions of the HCCC-FDU Scholars Program agreement shall remain in full force and effect, unmodified and unrevoked, and the same are hereby reaffirmed and ratified by FDU and HCCCC as if fully set forth herein.

IN WITNESS WHEREOF the parties hereunto set their hands and seals or cause these present to be signed by their proper corporate officers and caused their proper corporate seals affixed, on this day and year written above

HUDSON COUNTY COMMUNITY COLLEGE:

FAIRLEIGH DICKINSON UNIVERSITY:

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Dr. Christopher M. Reber  
President

---

Dr. Gillian A. Small  
University Provost and Senior Vice  
President for Academic Affairs

**Attachment A: Transfer Articulation Plan** *(rev. 8/8/20)*  
**for**  
**Hudson County Community College's (HCCC) AS in Computer Science Program, with**  
**Cybersecurity Option**  
**to**  
**Fairleigh Dickinson University's (FDU) BS in Information Technology Program, with**  
**Concentration on Security and Forensics**

HCCC's AS in Computer Science Program, with Cybersecurity Option	Credited Towards Courses in FDU's BS in Information Technology Program, with Concentration on Security and Forensics
<b>First Semester</b>	
CSS 100 – College Student Success, <a href="#">1 Credit</a>	UNIV1001 Transitioning to University Life, <a href="#">1 Credit</a>
ENG 101 – College Composition I, <a href="#">3 Credits</a>	WRIT1001 Composition I: Rhetoric and Inquiry, <a href="#">3 Credits</a>
CSC 113 – Computer Logic & Discrete Math, <a href="#">3 Credits</a>	ENGR2286 Digital System Design, <a href="#">3 Credits</a>
MATH 111 – Calculus I, <a href="#">4 Credits</a>	MATH1105 College Algebra, <a href="#">4 Credits</a>
CSC 117 – Java Programming, <a href="#">3 Credits</a>	INFO2101 Computer Programming for IT I, <a href="#">3 Credits</a>
ENG 112 – Speech, <a href="#">3 Credits</a>	UNIV1002 Preparing for Professional Life, <a href="#">1 Credit</a>
<b>Second Semester</b>	
MAT 112 – Calculus II, <a href="#">4 Credits</a>	MATH1107 PreCalculus, <a href="#">4 Credits</a>
ENG 102 – College Composition II, <a href="#">3 Credits</a>	WRIT1002 Composition II: Research & Argument, <a href="#">3 Credits</a>
CSC 214 - Data Structures & Advanced Programming, <a href="#">3 Credits</a>	CSCI2232 Data Structures, <a href="#">3 Credits</a>
CSC 232 – Cybersecurity, <a href="#">3 Credits</a>	INFO4410 Foundations of Cybersecurity, <a href="#">3 Credits</a>
PHL 218 – Contemporary Moral Issues, <a href="#">3 Credits</a>	Ethical and Moral Analysis: ENGR3000 Modern Technologies: Principles, Applications and Impacts, <a href="#">3 Credits</a>
<b>Third Semester</b>	
* <i>XXX xxx – Social Science Elective, 3 Credits</i> ECO-201 Principles of Macroeconomics, <a href="#">3 credits (Select this)</a>	ENGR4210 Managerial and Engineering Economic Analysis, <a href="#">3 Credits</a>
YYY yyy – Humanities Elective, <a href="#">3 Credits</a>	
CSC 226 – Database Design & Concepts , <a href="#">3 Credits</a>	CSCI3268 Database Systems, <a href="#">3 Credits</a>
CSC 227 – Operating Systems, <a href="#">3 Credits</a>	INFO4278 Operating System, <a href="#">3 Credits</a>
CSC 245 – Ethical Hacking, <a href="#">3 Credits</a>	IT Elective, <a href="#">3 Credits</a>
<b>Fourth Semester</b>	
* <i>CSC 235 – Network Security, 3 Credits</i> CSC 242 – Computer Forensics, <a href="#">3 Credits (Select this)</a>	CRIM2218 Computer Technologies and Cyber Crime, <a href="#">3 Credits</a>
* <i>CSC 230 – Data Communication Concepts, 3 Credits</i> CSC 240 – Introd. to Networks and Networking, <a href="#">3 Credits (Select this)</a>	INFO4101 Data Communication & Computer Networks I, <a href="#">3 Credits</a>
MAT 114 – Introd. to Statistics and Probability, <a href="#">3 Credits</a>	MATH2337 Applied Statistics I, <a href="#">3 Credits</a>
ZZZ zzz – Humanities or Social Science Elective, <a href="#">3 Credits</a>	

\* These courses are for students who want to graduate with AS in Computer Science program, with Cybersecurity Option, but are not accepted as transfer credits towards FDU's BS Information Technology (BSIT) program with Concentrations on Security & Forensics (BSIT-SF). Students interested in pursuing the BSIT-SF at FDU should take the alternate courses offered to get 52 credits transferred and take the remaining 68 credits at FDU for 120 credits.

*ATTACHMENT IV  
ITEM IX - Academic and Student Affairs  
Resolution 4.*

# **DUAL ADMISSIONS PROGRAM AGREEMENT**

Between

**HUDSON COUNTY COMMUNITY COLLEGE**

And

**NEW JERSEY CITY UNIVERSITY**

**EFFECTIVE DATE: January 1, 2021**

## **I. Purpose and Goals**

This program is designed to offer students a unique opportunity to complete a bachelor's degree "seamlessly" at two institutions of higher education. Under this agreement, students will enter into a sequential degree program wherein a Bachelor of Science (B.S.) in Exercise Science (ES) degree at New Jersey City University (NJCU) is predicated upon conferral of an Associate of Science (A.S.) [or Associate of Arts (A.A.)] degree at Hudson County Community College (HCCC). Students who participate in this program will be initially identified by HCCC, who will provide notification to NJCU prior to the completion of designated A.S./A.A. degree program, HCCC will monitor the academic progress of students covered by this Dual Admissions Program Agreement. Students who subsequently complete their A.S./A.A. degree program and fulfill all criteria of this Dual Admissions Program Agreement will enter NJCU as fully matriculated students with junior-year standing.

## **II. Benefits/Advantages of This Program**

- Creation of a four-year plan for completing the Bachelor of Science in Exercise Science (ES) degree;
- Provision of early planning with HCCC and NJCU counselors to ensure a smooth transfer;
- Special advising from NJCU faculty while enrolled at HCCC;
- Prospective students will be offered admissions and financial aid advising through scheduled visits to the HCCC campus;
- Ability to earn both associate's and bachelor's degrees while maximizing transferability of credits;
- A guarantee that students who meet the stated criteria will have a reserved place in the Exercise Science (ES) degree program at NJCU;
- Graduation requirements at NJCU will not change as long as the student meets the criteria outlined under V. Time Limits;
- Access to NJCU financial aid counselors to facilitate early financial planning and estimates of financial aid and scholarships while students are enrolled at HCCC;
- An opportunity for students to meet with college administrators and faculty members at special advising and orientation programs;
- A welcome to NJCU with notification of a student's acceptance into the Dual Admissions Program;
- An NJCU faculty member may teach a course at HCCC as agreed upon;
- A workshop will be taught at NJCU by NJCU faculty to acquaint students with the campus, its faculty, staff and students.

## **III. Requirements for Admission to NJCU under the Dual Admissions Program Agreement**

Admission to NJCU is contingent upon a student's:

- Admission to HCCC;
- Completion and submission of the Dual Admissions Program Application and the Academic Record Release Form at time of acceptance to HCCC;
- Attainment of a grade point average of 2.0 or higher at HCCC;
- Meeting the general admission criteria of NJCU;
- Submission of official transcripts of HCCC and all previously attended programs;
- Submission of official transcripts of all previous college work at each institution attended;

#### **IV. The Dual Admissions Program Application Process and Procedures**

1. The NJCU Office of Admissions will mail HCCC Dual Admissions Program applicants a letter of welcome with notification of his/her acceptance into the Dual Admissions Program upon receipt of the Dual Admissions Program Application and Academic Record Release Form. NJCU will waive the application fee. The notification letter will outline the parameters and guarantees of the Program and include instructions the student must follow to maintain eligibility in the Program. Students will be assigned an advisor at each of the participating institutions.
2. HCCC will maintain records of students enrolled in the Program and will provide, free of charge, NJCU Office of Admissions with copies (preferably electronic) of student transcripts on or about February 1<sup>st</sup> in the year of the student's graduation. NJCU will provide HCCC with aggregate data on retention and graduation rates for students who transfer to NJCU under this Dual Admissions Program Agreement.
3. Representatives of NJCU will meet with students in the Dual Admissions Program at HCCC as needed, but not less than annually. The purpose of these meetings is to provide information about NJCU and its services, re-emphasize NJCU's final application requirements, and answer student questions. Dual Admissions Program students will be invited and encouraged to attend NJCU's early scheduling/advisement sessions for new students.

#### **V. Time Limit**

Students completing the A.S./A.A.-degree course work at HCCC and matriculating at NJCU within four years of the student's first enrollment in an Exercise Science course at HCCC will follow the undergraduate college degree requirements in place at NJCU at the time of initial enrollment in an Exercise Science (ES) course at HCCC. If more than four years elapses between the date of initial enrollment in an Exercise Science (ES) course at HCCC and the date of matriculation at NJCU, the student must fulfill the degree requirements in place at the time of entrance to NJCU.

#### **VI. Transferability of Credits**

Dual Admissions Program students entering NJCU with an A.S./A.A. degree will receive credit for all NJCU general studies requirements. NJCU will accept a maximum of 60 credits when the student enters the University with an A.S./A.A. degree.

Transfer of credits in excess of the 60 credits noted in the agreement will be evaluated on a case-by-case basis and only as these credits apply to the Exercise Science (ES) program at NJCU.

Students entering the Exercise Science (ES) program through this dual admissions agreement may not transfer into another NJCU major without a re-evaluation of his or her original transcript(s). This evaluation will be completed based on existing policy applied to all A.S./A.A. transfer students. A maximum of 60 credits may be applied to NJCU degree requirements, assuming a minimum grade of "C" is earned for all such accepted credits.

## **VII. Bachelor of Science in Exercise Science Curriculum Requirements**

Attachment A, entitled, "Exercise Science (ES) Program - Summary of Program Courses," Attachment B, entitled, "Exercise Science (ES) Program - Course Requirements," and Attachment C, entitled "Exercise Science (ES) Program - Course Descriptions," are appended to this Agreement.

## **VIII. Institutional Responsibilities**

NJCU and HCCC agree to promote the Dual Admissions Program in appropriate college publications and at recruitment and outreach activities.

A representative of the faculty or admissions office from NJCU will participate in the orientation and open house sessions at HCCC.

## **IX. Agreement Review**

NJCU and HCCC will notify one another of curricular changes upon institutional approval. The Dual Admissions Program Agreement shall be reviewed and modified, as needed, every three years by officials at NJCU and HCCC.

This agreement represents the entire agreement between NJCU and HCCC through their authorized agents and will be deemed fully executed on the date of the last signature. All negotiations, oral agreements, and understandings are merged herein and any change(s) in the terms must be made in writing and signed by all parties.

## **X. Anticipated Date of Implementation**

The terms of this Agreement become effective January 1, 2021.

## XI. General Provisions

- a. Neither party shall have the right to assign this agreement without the prior written consent of the other party.
- b. This agreement constitutes the entire agreement of the parties with respect to the subject matter hereof. No modification hereof shall be binding upon any of the parties hereto unless made in writing and signed by the parties.
- c. The parties are not and shall not be considered partners and are not agreeing to a joint venture. The execution of this agreement does not, and shall not, constitute a partnership or a principal/agent relationship between the parties hereto.
- d. Each party represents to the other that the persons signing this agreement have the full authority to do so.
- e. The parties may execute this agreement in two counterparts, each of which shall have full legal force and effect.
- f. This agreement shall be interpreted and construed under the laws of the state of New Jersey, principles of conflicts of law notwithstanding.
- g. If any provision of this agreement shall be held invalid by a court of law for any reason, the remaining provisions shall remain in full force and effect.
- h. This agreement may not be waived, changed, modified, or altered, except by an instrument signed by both parties, unless otherwise provided for in this agreement.

## XII. Approvals

For **Hudson County Community College**

\_\_\_\_\_  
 Dr. Eric M. Friedman  
 Executive Vice President  
 Hudson County Community College

Date: \_\_\_\_\_

\_\_\_\_\_  
 Dr. Christopher Reber  
 President  
 Hudson County Community College

Date: \_\_\_\_\_

For **New Jersey City University**

\_\_\_\_\_  
Dr. Tamara Jhashi  
Provost and Senior Vice President  
New Jersey City University

Date: \_\_\_\_\_

\_\_\_\_\_  
Dr. Sue Henderson  
President  
New Jersey City University

Date: \_\_\_\_\_

**ATTACHMENT A  
NEW JERSEY CITY UNIVERSITY  
HUDSON COUNTY COMMUNITY COLLEGE**

<b>Hudson County Community College Exercise Science A.S.</b>	
<b>Course</b>	<b>Credits</b>
BIO 211 - Anatomy and Physiology II	4
EXS 101 - Introduction to Exercise Science	2
EXS 102 - Resistance Training Methods	3
EXS 103 - Aerobic Training	3
EXS 201 - Biomechanics	3
EXS 202 - Exercise Physiology	3
EXS 203 - Exercise Measurement and Prescription	4
HLTH 103 - Principles of First Aid	3
HLT 124 - Health and Wellness	3
PFT 103 - Health Fitness Management	3
EXS 115 - Sports Nutrition	3
<b>Total_HCCC credits</b>	<b>34??</b>
<b>New Jersey City University B.S. Exercise Science</b>	
<b>Course</b>	<b>Credits</b>
FES 207 - Introduction to Exercise Science	3
FES 410 - Motor control & learning/w lab	4
FES 205 - Prevention and Treatment of Athletic Injuries	3
FES 4 - Biomechanics of Human Movement	3

FES 314 - Life Span Motor Development	3
FES 315 - Structural Kinesiology	3
FES 325 - Exercise Testing & Prescription	3
FES 422 - Physiology of Exercise	3
FES 344 - Psycho Social Dimension of Sports	3
FES 320 - Sports Nutrition	3
FES 4 - Contemporary Issues in Exercise Science (Capstone)	3
FES 326 - Adapted Physical Education	3
FES 407 - Responding to Emergencies	3
FES - Internship in Exercise Science	3
<b>Total NJCU credits</b>	<b>43</b>
<b>TOTAL CREDITS EARNED FOR BS or BA</b>	

**ATTACHMENT B**  
**Exercise Science - Course Requirements**  
**(Sample Design for Students Entering in the Fall Semester)**

Freshman Year			
Semester 1	Credits	Semester 2	Credits
ENGL 101 English Composition 1	4-6	ENGL 102 English Composition II	4-6
MATH 106 Algebra for College Students	3	FES 207 Intro to Exercise Science	3
PSYC 110 Introduction to Psychology	3	MATH 112 Intermediate Algebra	3
INTD 101 Orientation to College	1	Gen Ed. Tier I	3
Gen. Ed. Tier I	3		
TOTAL	14-16		14-16
Sophomore Year			
Semester 3	Credits	Semester 4	Credits
BIOL 236 Principles of Anatomy and Physiology I	4	BIOL 237 Prin. of Anatomy and Physiology II	4
HLTH 203 Cultural Aspects of Health	3	HLTH 301 Health Counseling	3
FES 314 Life Span Motor Development	3	FES 407 - Responding to Emergencies	3
Gen Ed. Tier I	3	FES 315 Structural Kinesiology	3
FES Elective	2	Gen Ed. Tier I	3
TOTAL	15		16
Junior Year			
Semester 5	Credits	Semester 6	Credits
FES 326 Adapted Physical Education	3	FES 325 Exercise Testing and Prescription	3
FES 205 Prevention and Treatment of Athletic Injuries	3	FES Elective	2
FES 320 Sports Nutrition	3	FES 410 Motor Control and Learning & lab	4
FES 344 Psycho-Social Aspects of Sport	3	Gen. Ed. Tier II	3
Gen Ed. Tier II	3	Gen. Ed. Tier II	3
TOTAL	15		15
Senior Year			
Semester 7	Credits	Semester 8	Credits
FES XXX Contemporary Issues in Ex. Science	3	FES Internship in Exercise Science	3
FES 422 Exercise Physiology	3	FES Biomechanics & lab	3
Gen Ed. Tier II	3	Gen. Ed. Tier III Capstone	3
		FES Elective	3

Elective	3	Elective	3
Gen. Ed. Tier II	3		
TOTAL	15		15

**Total credits: 120**

**ATTACHMENT C**  
**NEW JERSEY CITY UNIVERSITY**  
**Exercise Science Department**  
**Course Descriptions**

**[List all NJCU courses including Catalog Number, Course Title, Credits, and Course Description.]**

**FES 207 Introduction to Exercise Science (3 Credits)**

This course provides an introduction to the field of exercise and sport science with particular focus on the key concepts of the sub-disciplines and the diverse range of professional careers associated with physical activity. Students will be exposed to the key issues and challenges of exercise science and sport including the structure of the industry, as well as career opportunities and pathways.

**FES 410 Motor Control and Learning (4 Credits)**

This course examines the behavioral, physiological, and psychological principles underlying motor control and motor learning. Specific topics include classifications and measurement of motor performance; the role and function of sensory processes, perception, memory, and attention; and the delivery of feedback and structure of practice.

**FES 314 Life Span Motor Development (3 Credits)**

This course examines how interactions of the developing and maturing individual, the environment, and the task being performed bring about changes in a person's movement.

**FES 315 Structural Kinesiology (3 Credits)**

This course examines the fundamental anatomical analysis of human movement and sports skills. The course exposes students to the field of athletic training, physical therapy, and other medical specialties, and gives a straightforward view of human anatomy and its relation to movement. This is a required course for the students in the Exercise Science Major, and those completing a Minor in Fitness, Exercise and Sports.

**FES 320 Sports Nutrition (3 Credits)**

A broad overview of the physiological aspects of nutrition and exercise programs are provided in this course. Proper selection of food for different age groups and genders is discussed. Physiological aspects of exercise and its effect on the cardiovascular system, metabolism, obesity and weight control are reviewed. Selection of type, intensity and frequency of an exercise program for children, women, middle-aged and senior citizens is considered.

**FES 325 Exercise Testing and Prescription (3 Credits)**

Exercise Testing and Prescription provides instruction in performing appropriate and reliable fitness and functional assessment, followed by guidelines for designing customized exercise programs to improve the fitness level of the general and special population. The course synthesizes research and practice with concepts and theories from exercise physiology,

kinesiology, measurement, psychology, and nutrition to clearly convey how assessments of physical fitness inform the design of individualized exercise programs.

### **FES 326 Adapted Physical Education (3 Credits)**

Adapted Physical Education will provide students in the fields of exercise science an overview of best practices to adapt physical activity and exercise for individuals with disabilities with a specific focus on children and adults with disabilities and/or chronic conditions.

### **FES 344 Psychosocial Aspects of Sport (3 Credits)**

Explores the psychological determinants and consequences of physical activity, with an emphasis on psychological factors relevant to enhancing sport performance. Students will also analyze key theories in exercise psychology in order to understand exercise's influence on psychological health outcomes.

### **FES 407 Responding to Emergencies (3 Credits)**

Core knowledge and materials that introduce students to a basic understanding of the human body under normal and adverse conditions are reviewed in this course. The nature, cause and first aid care for emergency health procedures are reviewed. American Red Cross Standard First Aid Certification and C.P.R. Certification may be earned.

### **FES 205 Prevention & Treatment of Athletic Injuries (3 Credits)**

This course reviews the practice and theory of athletic training procedures utilized for the immediate and temporary care of trauma, concussions, sprains, abrasions, lacerations and other injuries.

### **FES 3 Contemporary Issues in Exercise Science (3 Credits)**

Students examine contemporary research and new/contentious issues in exercise science.

Students discuss relevant issues facing society regarding exercise, fitness, athletic performance, kinematic movement, motor development, and biomechanical analysis. The course challenges students to analyze and synthesize current topics and offer solutions to benefit exercise science research and related industries.

**ATTACHMENT V**  
**ITEM IX - Academic and Student Affairs**  
**Resolution 5.**



**MEMORANDUM OF UNDERSTANDING (MOU)**  
**BETWEEN:**  
**HUDSON COUNTY COMMUNITY COLLEGE**  
**AND**  
**PEACE CARE, INC.**

**Between:**  
**Hudson County Community College (HCCC) and Peace Care, Inc. for**  
**the Apprenticeship Certified Nurse Aide (CNA) Program (the “Program”).**

**Description of Services**

HCCC, through the Division of Continuing Education & Workforce Development (CEWD) and the Center for Business & Industry (CBI), will provide 174 hours of Related Technical Instruction (RTI) of Program to incumbent employees at Peace Care Inc. Funding for the training will be provided by Bergen County College through the NJHealthWorks Scaling Apprenticeship Grant.

**Outline of the Apprenticeship C.N.A. Program:**

- C.N.A. Instruction - 90 hours
  - Orientation - 8 hours
  - Medical terminology - 23 hours
  - Dementia - 16 hours
  - CPR/BLS for Healthcare Providers - 5 hours
  - NHA PersonAbility - 22 hours
  - Fundamental Workplace Skills - 10 hours
- Total hours of the Apprenticeship C.N.A. Program - 174 hours

**Roles and Responsibilities**

It is agreed that the following will be the roles and responsibilities of the participating organizations:

**Peace Care, Inc.**

- a. Peace Care, Inc., agrees to provide staff for information sessions.

- b. Peace Care, Inc., agrees to identify and provide a staff member for day-to-day communications between Peace Care, Inc., and HCCC, CEWD, CBI.
- c. Peace Care, Inc., agrees to select and refer incumbent employees to enroll in the Program.
- d. Peace Care, Inc., agrees to change the title, job description and salary of those who have passed the New Jersey Department of Health written exam.
- e. Peace Care, Inc., agrees to work with incumbent employees to adjust their schedule so that they can attend the Program.
- f. Peace Care, Inc., agrees to identify and provide a mentor to oversee each apprentice during his/her on-the-job learning (one apprentice to one mentor).
- g. Peace Care, Inc., agrees to complete the CNA competency checklist for each registered apprentice while learning on-the-job.
- h. Peace Care, Inc., agrees to make sure the registered apprentice has the necessary instruction and guidance by a mentor or supervisor from Peace Care, Inc., to perform tasks safely, correctly, and efficiently.
- i. Peace Care, Inc., agrees not to discriminate against any student with respect to recruitment and participation in the Program.
- j. Peace Care, Inc., agrees to hold HCCC, its employees, staff, directors, trustees, agents and assigns harmless for any damages incurred by HCCC and actions brought against HCCC resulting from HCCC's participation, instruction, or other student interaction to the extent Peace Care, Inc. or Program participants.

#### HCCC

- a. HCCC agrees to review the schedule with a Peace Care, Inc., representative prior to recruitment.
- b. HCCC will determine student eligibility requirements based on funding guidelines.
- c. HCCC agrees to provide staff for information sessions and explain the eligibility criteria for the NJHealthWorks Scaling Apprenticeship Grant.
- d. HCCC agrees to provide administrative oversight for the Program.
- e. HCCC agrees to include the first and second sets of CNA testing and certification fees as part of the tuition. Any testing beyond this will be the obligation of the student.
- f. HCCC agrees to provide rooms, books, and appropriate instructional materials, included in the tuition.
- g. HCCC agrees to hold Peace Care, Inc., harmless for any third-party actions brought against Peace Care, Inc. resulting from Peace Care, Inc.'s participation, instruction, or other student interaction to the extent caused by HCCC.

#### **Funding for Training and Invoicing:**

- a. Funding for training will be provided by Bergen County College through the NJHealthWorks Scaling Apprenticeship Grant.
- b. HCCC will invoice the funders according to their invoice procedures.
- c. Peace Care, Inc., agrees to pay HCCC an amount of \$500.00 per student by the end of the 6<sup>th</sup> business day from the start of the Program. See the following table:

<b>Apprenticeship C.N.A. Program</b>	
HCCC NJHealthWorks Apprenticeship Grant covers	\$2,000.00 per student

Employer responsibility for payment	\$500.00 per student
Total Program Cost	\$2,500.00

- d. HCCC will invoice Peace Care, Inc., by the end of the 6<sup>th</sup> business day of the start the Program.

### **Cancellation Policy**

HCCC and Peace Care, Inc. retain the right to cancel this agreement upon the provision of 30 business days' written notice to the other party. All students actively enrolled at the time of the cancellation will be allowed to complete the course subject to the terms and conditions above.

### **Provisions and Amendments**

This Memorandum of Understanding contains all provisions agreed upon by the parties. Any amendments to this Memorandum of Understanding must be in writing and signed by either parties or their duly authorized representative. It is further understood that the term of this agreement between the parties will begin on October 14, 2020 and end on October 14, 2022. Any continuation is subject to a new agreement.

### **Hudson County Community College**

Name: Dr. Christopher Reber  
 Title: President of Hudson County Community College

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

### **Peace Care, Inc.**

Name: Cheryl B. Dorn, MSW, LNHA  
 Title: Chief Operating Officer of Peace Care, Inc.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**New and on-going Partnerships with Hudson County High Schools for the  
Delivery of Credit Course Instruction for Academic Year 2020-2021  
under the Early College Program.**

Hudson County Community College (HCCC) proposes agreements with school districts, charter, and private schools in Hudson County for delivery of instruction in selected credit courses and degree programs for high school students on the HCCC or high school campuses. Students enroll in up to eighteen (18) credits per year and receive college credit upon successful completion of courses. Agreements with Bayonne High School, High Tech High School, Hoboken High School, Lincoln High School, Innovation High School, Snyder High School, Ferris High School, Dickinson High School, and Marist High School will continue to allow students to exceed 36 credits to obtain an Associate Degree. They will have access to HCCC's academic advising program, tutoring services, library resources and computer laboratories. In order to participate in the Early College Program, students must successfully complete the College Placement Test (CPT) for required prerequisite courses, and must have the approval of their parents/guardians and guidance counselors.

The tuition for the Early College Program will be determined on an annual basis by agreement with the individual school districts, charter, or private schools, and based on the type of selected course(s), instructor(s), and location. For the 2020-2021 academic year (Fall/Spring/Summer I/Summer II) the majority of course offerings will carry a tuition rate of \$74.50 per credit, and will be applied for classes taught by HCCC faculty on the HCCC or high school campus.

Differentiated tuition per credit will be applied for courses taught on the high school campus by the high school faculty during the day (\$37.25) or where HCCC provides some equipment/supplies (\$74.50). The College will waive all general HCCC fees with the exception of selected laboratory fees. HCCC will not bill students directly for tuition, unless the school district identifies the students as self-paying students. Any required transportation or textbook will be provided by the high school or student.

**A. Bayonne Board of Education (Bayonne High School)**

Bayonne Board of Education partnered with Hudson County Community College (HCCC) to provide an Associate Degree in Liberal Arts to their incoming freshmen students for the 2020-2021 Academic Year.

The instruction will be performed by either HCCC faculty on the Hudson County Community College campus or HCCC-approved High School faculty on the high school campus for the 2020-2024 academic years.

Students beginning in the ninth grade will have the opportunity to enroll in college-level courses on the high school and/or HCCC campuses. Some courses will be taught concurrently, enabling students to satisfy high school course requirements while earning college credit.

**B. Harrison Board of Education (Harrison High School)**

Since 2014, the inaugural year of Early College's partnership with Harrison High School, over 100 students have been served and supported. Harrison High School will continue their partnership for the sixth year and will be selecting seniors who are college ready to take Psychology, Sociology, Speech, and Political Science at the Journal Square Campus at Hudson County Community College taught by HCCC faculty. Our partnership includes a two-year culinary program in which students will earn 8 credits towards a Culinary Arts Degree. The program starts in the junior year and ends their senior year. The courses, in sequential order, are Introduction to Hospitality, Food and Sanitation, Table Service, and Production Kitchen Skills I. Students in the graduating class of 2018 were part of the first senior class at Harrison to complete the program and receive a certificate of completion on May 11, 2018. Fifteen students are currently enrolled in the program.

### **C. Hoboken Board of Education (Hoboken High School)**

Hoboken High School entered the first academic partnership through Early College for the 2019-2020 academic year. Freshmen students were accepted in fall 2019 and are taking concurrent courses in Introduction to Computers and Speech. Students are in a program that will allow them to earn an Associate Degree in Liberal Arts.

### **D. Hoboken Charter School**

Hoboken Charter School may enroll students in up to 18 college-credit courses at the HCCC campus. This is the second year students will enroll in courses.

### **E. Hudson County Schools of Technology (County Prep High School)**

For the past ten years, sophomore, juniors, and seniors had the opportunity to take six college level courses. The list of courses includes: Introduction to Psychology, English Composition I, English Composition II, Speech, College Algebra, and Pre-calculus.

A Psychology course has been offered during the day for the past 3 years and is taught by an HCCC approved high school instructor. Through this arrangement, students satisfy their high school curriculum requirement and earn college credits for the course as well. The partnership will continue for the upcoming 2020-2021 academic year.

Select courses from the Associate in Applied Science in Early Childhood Education will be offered as a result of a grant received for the 2020-2021 academic year by the high school. The grant will cover the tuition for 9 participating students at a total of \$7,375.50. The grant will also pay for any books required by the courses, which the school will purchase directly. The students will have the opportunity to earn 11 CDP credits which will permit them to sit for the Childcare Development Associate (CDA) license upon high school graduation.

### **F. Hudson County Schools of Technology (High Tech High School)**

Recently, 11 High Tech High School graduates earned their Associate Degree in Environmental Studies at the same time that they earned their high school diplomas. Additional cohorts will take courses towards the Associate Degree in Environmental Studies, and a new pathway in Science and Mathematics. Select courses will be taught concurrently, enabling students to satisfy the requirements for the high school curriculum while earning college credit.

The high school recently received the Expanding Pre-Apprenticeship in a New Direction (ExPAND) Grant. The grant will pay the tuition for 11 students to take Fundamentals of Engineering Design (EGS-100) at the high school.

Additionally, Early College will continue to enroll sophomores, juniors, and seniors for Introduction to Psychology and Principles of Sociology for the Fall and Spring Semesters.

#### **G. Jersey City Board of Education (Jersey City Public High Schools)**

For the past seven years, HCCC and Jersey City Board of Education (JCBOE) have partnered to offer college level courses in Criminal Justice and Culinary Arts to high school students from Lincoln High School. Since the Summer I, 2014 semester, JCBOE juniors have enrolled in Introduction to Psychology and Principles of Sociology. General education course offerings in English Composition I, College Algebra, Introduction to Psychology and Principles of Sociology have been extended to seniors since Spring 2015.

During the 2020–2021 academic year, students ranging from 10th through 12th grades will enroll in college-level courses on the high school and/or HCCC campuses. This opportunity is known as *Early College Plus* (previously known as LEAP Plus). In addition, starting with freshmen during the 2020-2021 academic year, students will eventually have the opportunity to earn up to 60 credits and an Associate Degree. Students will be introduced to career pathways options including but not limited to the fields of Environmental Studies, Studio Arts, Business Administration, and Criminal Justice. Courses will be taught concurrently, enabling students to satisfy the requirements for the high school curriculum while also earning college credits. Many of these students will be able to take their remaining courses during their senior year on HCCC's Journal Square campus. During 2020-2021, the first cohort of eligible seniors will be taking 12 credit or more, if possible, with an HCCC faculty member teaching in a remote modality. Upon completion they will earn the Associate Degree at the same time that they earn their High School Diploma.

Also for the 2020-2021 academic year, up to 20 students will enroll in three Culinary Arts courses (Food Sanitation and Culinary Principles, Pantry and Breakfast Cookery, and Bakeshop I). The classes will be taught remotely by HCCC faculty for 12 Fridays in both the fall and spring Semesters. Students will earn seven college credits upon successful completion of the program. Additionally, students who successfully complete the Food Handler Exam will receive a Food Handler Certificate from The National Restaurant Association. JCBOE will cover the costs related to tuition, fees, supplies, textbooks, uniforms, and other program related expenses. An end of the year ceremony will be held in May.

For the Police and Fire Program, up to 25 students are expected to enroll in two 3-credit Criminal Justice courses (Introduction to Criminal Justice and Introduction to Criminal Law) remotely. The differentiated tuition rate of \$74.50 per credit, per student will be applied. JCBOE will pay HCCC up to \$11,175.00 for the program.

#### **H. Kearny Board of Education (Kearny High School)**

For over 10 years, the College has offered evening courses for members of the community at KHS, and has allowed Kearny High School juniors to enroll in evening courses at the high school with an additional Early College section of Introduction to Psychology. The KHS seniors enroll in courses offered during the day at the Kearny Board of Education site. During the Spring 2018 semester, the day students enrolled in College Composition I with ALP 073. The course allows students who are not placed into college-level coursework in English to enroll in College Composition I with a concurrent English workshop. College-ready students were also enrolled in the ALP sections. All students successfully passed the course. The tuition was paid for through the College Readiness Now IV Grant. The Day Program students will continue enrolling in the following course: Principles of Sociology, Speech, Computers and Computing, Introduction to Political Science, and Criminal Justice. In addition, juniors and seniors will be able to enroll in evening courses at Kearny High School location in the Spring semester.

#### **I. Marist High School**

Since 2014, the inaugural year of the College's partnership with Marist High School through the Early College Program, 90 seniors earned a total of six college credits through enrollment in College Composition I and Introduction to Literature.

During the 2019 – 2020 academic year, students ranging from ninth and tenth grades enrolled in college-level courses at the high school. Starting with the incoming freshmen, students had the opportunity to earn college credits towards an Associate Degree. The students were introduced to career pathway options including Business Administration and Liberal Arts. Courses were taught concurrently, enabling students to satisfy the requirements for the high school curriculum while earning college credits. The first cohort of freshmen students started in the Summer II 2018 semester and they earned seven credits by the end of the academic year. The credits gradually increased to 30 total credits. Unfortunately, due to the closure of the school, the program will cease with the exception of the College Now cohort of students continuing their studies at HCCC to earn their Associate Degree. In addition, those students who would have been rising seniors will have the opportunity to complete required courses for a high school diploma. The courses will include one of each from the following subjects: Social Science, Math, English, and Philosophy.

#### **J. METS Charter School (METS)**

Since 2014, the inaugural year of the College's partnership with the METS (a charter school located in Jersey City focusing on STEM-related studies), approximately 400 juniors and seniors were enrolled in courses in Physics, Chemistry, Psychology, Biology, Political Science, Pre-Calculus, Calculus, College Algebra, and English. During the 2019-2020 year, the seniors took additional courses on the HCCC campus. Unfortunately, the partnership ceased due to closure of the school.

#### **K. Miftaahul Uloom Academy (MUA)**

Miftaahul Uloom Academy (MUA) is a private Islamic school located in Union City. MUA participates in Early College as a way to supplement the high school curriculum and enhance students' overall academic experience. In the 2019-2020 academic year, approximately 20 students enrolled in up to six college-level

courses at the HCCC campus. This will be the 13th consecutive year MUA permits students to enroll in up to 36 credits and unlimited non-credit offerings determined by the College Placement Test (CPT), as well as advisement received from both HCCC and MUA staff members. Beginning in the 2019-2020 academic year, MUA begun allowing sophomore students to participate in the Early College program as well.

#### **L. North Bergen Board of Education (North Bergen High School)**

HCCC and North Bergen High School will continue to partner for 2020-2021 academic year to provide students with access to Introduction to Psychology and other select courses on the HCCC campus. NBHS will offer sophomore students the opportunity to apply to the Early College program.

During the 2017-2018 academic year, students enrolled in Principles of Accounting I, taught at the high school during the day by an approved HCCC high school instructor. For the 2020-2021 academic year, students will enroll in Principles of Accounting I, II, and Computerized Accounting.

For the 2020-2021, NBHS will introduce an additional concurrent course, Principles of Management. All classes that are offered at the high school are taught by HCCC-approved high school instructors. Courses will be offered for a full academic year, following the high school calendar.

#### **M. Rising Star Academy (RSA)**

Rising Star Academy, an Islamic school located in Union City, established a partnership with HCCC in 2011 to provide a diverse selection of courses for the high school students. The courses included: Speech, Principles of Sociology, English Composition I and II, Introduction to Chemistry, Introduction to Computers and Computing, and Introduction to Psychology. Approximately 20 students are selected each year to take 6-18 college credits at the North Hudson campus. RSA allows sophomore students in their sophomore through senior years to participate in the program. In the 2020-2021 academic year, the partnership will include a section of Anatomy and Physiology I, taught by the school's principal, who was approved by the Associate Dean of Science, Technology, Engineering and Mathematics as well as the Coordinator of Biology to teach the course concurrently.

#### **N. Union City Board of Education (Union City High School)**

HCCC and the Union City Board of Education have partnered for 10 years to offer college-level courses for their high school students. In the 2020-2021 academic year, courses will be offered to students from Union City High School (UCHS) at the high school. The partnership began with allowing 11 high school students to take courses in the Culinary Program. The courses were Food Sanitation and Culinary Principles, Pantry and Breakfast Cookery, and Bakeshop I. Classes were taught by HCCC faculty on the HCCC campus for 12 Fridays in both the Fall and Spring Semesters. Students earned seven (7) college credits upon successful completion of the program. Due to COVID, the culinary program will be postponed until the 2021-2022 academic year.

In the 2020-2021 academic year, the program allowing students to take courses in the Associate in Applied Science in Early Childhood Education program will be to include 15 participating students. The Perkins

funded students will enroll in 11 credits, which will qualify them to sit for the examination to earn the Childcare Development Associate (CDA) license upon high school graduation.

For the third year, the Hospitality Management program will continue in the Spring 2021 Semester. Students will take Introduction to Hospitality Management during their sophomore year at the high school with high school instructors approved by the department. The junior students will enroll in Front Office Operations and Event Planning in Travel & Tourism. The senior students will enroll in Restaurant Operations Management I and Food, Beverage and Labor Cost Control. UCHS will coordinate placement for externship with local businesses.

In addition to the previously mentioned programs, UCHS will also continue to permit their students to earn general education credits in Child Care, and Hospitality Management on the HCCC campus. Courses in English, Speech, and College Algebra will also continue to be offered at the high school campus.

#### **O. Weehawken Board of Education (Weehawken High School)**

As of the Summer I 2016 semester, Weehawken High School entered into a partnership with HCCC. The Introduction to Psychology and American Sign Language I courses were offered at the high school campus, taught by an instructor from the College. In the 2020-2021 academic year, students will continue to have the option to take Introduction to Psychology or American Sign Language I with the College.

#### **P. West New York Board of Education (Memorial High School)**

Continuing our partnership for the seventh year, students at Memorial High School are able to enroll in Calculus, and English Composition I, all of which are to be offered at the high school and taught by HCCC approved high school instructors. Placement is determined according to College placement requirements.

### **INVENTORY OF SCHOOL DISTRICTS:**

Separate agreements have been executed with the following school districts:

- (a) Bayonne Board of Education – Bayonne High School
- (b) Harrison Board of Education - Harrison High School
- (c) Hoboken Board of Education – Hoboken High school
- (d) Hoboken Charter School
- (e) Hudson County Schools of Technology Board of Education - County Prep High School
- (f) Hudson County Schools of Technology Board of Education - High Tech High School
- (g) Jersey City Board of Education
  - a. William L. Dickinson High School
  - b. Henry Snyder High School
  - c. James J. Ferris High School
  - d. Liberty High School
  - e. Infinity Institute
  - f. Innovation High School

- g. McNair Academy
- h. Lincoln High School
- (h) Kearny Board of Education – Kearny High School
- (i) Marist High School
- (j) METS Charter School
- (k) Miftaahul Uloom Academy
- (l) North Bergen Board of Education- North Bergen High School
- (m) Rising Star Academy
- (n) Union City Board of Education – Union City High School
- (o) Weehawken Board of Education – Weehawken High School
- (p) West New York Board of Education - Memorial High School

# HUDSON COUNTY COMMUNITY COLLEGE ACADEMIC CALENDAR ❖ WINTER/SPRING 2021

## Winter Intersession

**Jan. 5 – Jan. 20**      **Winter Intersession**      **Last day to add: 1/5/2021**      **Last day to drop: 1/6/2021**

## Semester Start-Up Events

Thurs. Jan. 21 College Service Day  
Thurs. 21 All College Faculty Orientation – 6 p.m.

## 15-Week Terms: Regular, Online Regular/Hybrid, Early College, & Culinary Evening: January 25 – May 17

December 1, 2020			Deadline to Apply for May Graduation	
Mon.	Jan.	18	Martin Luther King, Jr. Day – College closed	
Mon.	Jan.	25	Classes begin for Regular, Online Regular/Hybrid, Early College & Culinary Evening Sessions	
Fri. Mon.	Feb. Feb.	1 8	Last day to add* ONR/Hybrid classes Last day to drop** ONR/Hybrid classes	*Registration should always occur prior to the first day of class. If a class has already met, registration may be permitted before the class meets for a second time.
Mon. Mon.	Jan. Feb.	25 8	Add*/Drop** Period for 15-Week Regular, Early College & Culinary Evening Terms	
Fri.	Feb.	12	Classes in session - Administrative Offices Closed	
Mon.	Feb.	15	Presidents’ Day – No classes - College closed	**For a complete list of refund dates, please consult the Winter/Spring 2021 Student Refund Calendar.
Mon.	Mar.	15	Midterm exams/Advisement Period	
Sun.		21		
Sun.	Mar.	28	Last day to submit Midterm Advisory Grades	
Mon.	Mar.	29	Spring Break – No classes	
Sun.	Apr.	4		
Fri. Sun.	Apr.	2 4	Easter break	
Mon.	Apr.	12	Last day to complete official withdrawal	
Tues. Mon.	May	12 17	Last classes and/or final exams	
Thurs.	May	20	Last day to submit final grades	

## Important Dates for Special Sessions

### Culinary (Day) Cycles:

<b>Jan. 25 – Feb. 25</b>	<b>Culinary Cycle I</b>	Last day to add: 1/29	Last day to drop: 2/5	Last day to withdraw: 2/12
<b>Mar. 1 – Apr. 8</b>	<b>Culinary Cycle II</b>	Last day to add: 3/5	Last day to drop: 3/12	Last day to withdraw: 3/19
<b>Apr. 12 – May 17</b>	<b>Culinary Cycle III</b>	Last day to add: 4/16	Last day to drop: 4/23	Last day to withdraw: 4/30

### 7-Week Online Sessions: Online A & Online B

<b>Jan. 25 – Mar. 14</b>	<b>Online Session A</b>	Last day to add: 1/26	Last day to drop: 2/1	Last day to withdraw: 3/6
<b>Mar. 22 – May 17</b>	<b>Online Session B</b>	Last day to add: 3/23	Last day to drop: 3/29	Last day to withdraw: 5/1

### 10-Week & 12-Week Terms: “Q” Sections, Off-Site Sections & College Student Success Courses

<b>Jan. 25 – Apr. 12</b>	<b>College Student Success (10-week)</b>	<b>Last day to add*/drop**:</b> 2/8	Last day to withdraw: 3/22
<b>Feb. 16 – May 3</b>		Last day to add*/drop**: 2/22	Last day to withdraw: 4/12
<b>Feb. 16 – May 17</b>	<b>“Q” Sections &amp; Off-Site (12-week)</b>	Last day to add*/drop**: 2/22	Last day to withdraw: 4/12

*Note: The college reserves the right to modify the calendar. Academic Affairs • ACP Approved 10-29-2019*

**HUDSON COUNTY COMMUNITY COLLEGE  
BOARD OF TRUSTEES MEETING October  
13, 2020**

**X. NEW BUSINESS**

**HUDSON COUNTY COMMUNITY COLLEGE  
BOARD OF TRUSTEES MEETING  
October 13, 2020**

**XI. ADJOURNMENT**

**THAT**, the meeting be adjourned at 5:54 P.M.

**INTRODUCED BY:** Pamela Gardener

**SECONDED BY:** Harold Stahl

**DATE:** October 13, 2020

Doria, Joseph	<u>AYE</u>
Fahrenholz, Karen	<u>AYE</u>
Galvin, Adamarys	<u>AYE</u>
Gardner, Pamela	<u>AYE</u>
Kenny, Roberta	<u>AYE</u>
Lee, Bakari	<u>AYE</u>
Peña, Jeanette	<u>AYE</u>
Rodriguez, Silvia	<u>AYE</u>
Stahl, Harold	<u>AYE</u>
Netchert, William, Chair	<u>AYE</u>

10 Aye 0 Nay

**\*\*\*RESOLUTION ADOPTED\*\*\***

<u><i>Jennifer Oakley</i></u>	<u>October 13, 2020</u>
Signature of Recorder	Date