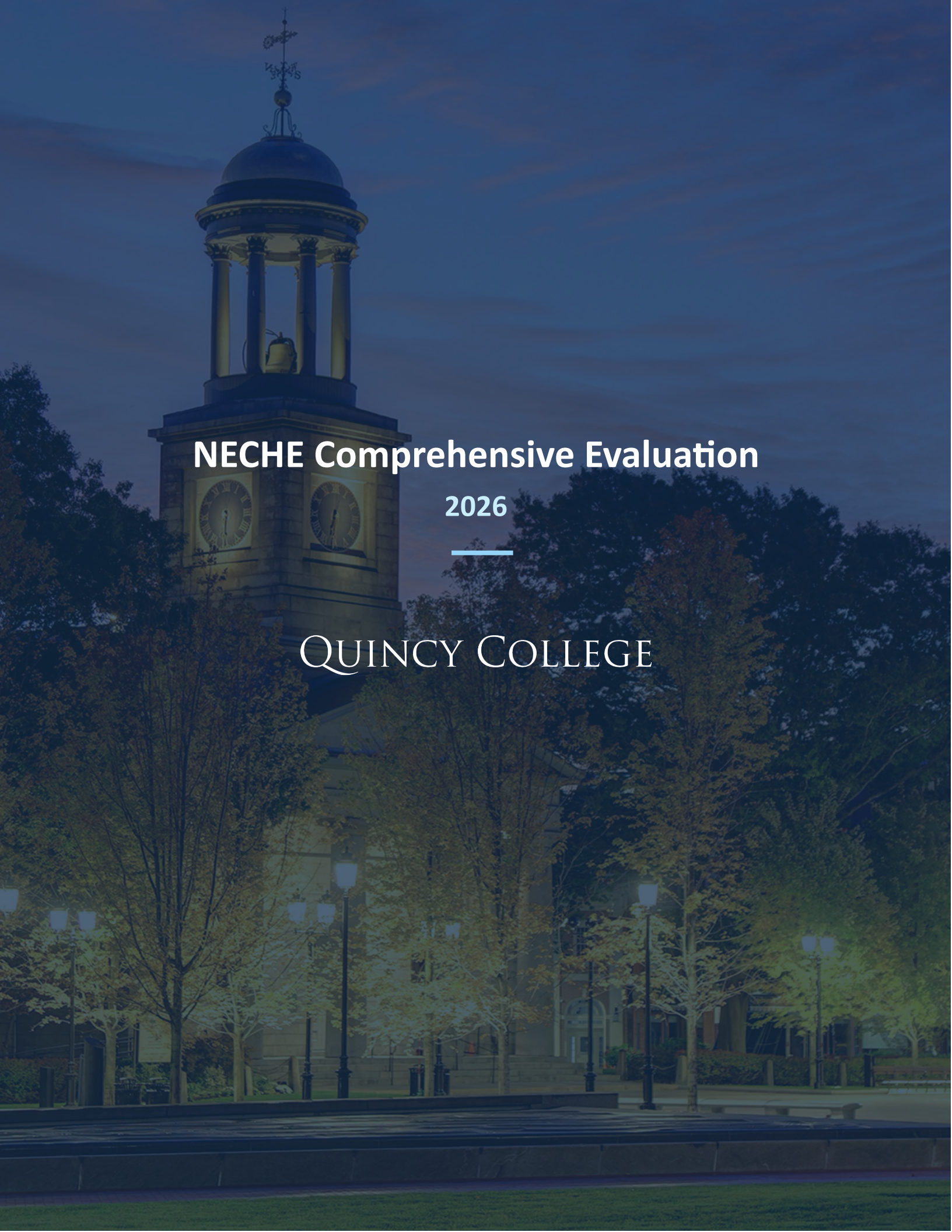


A photograph of Quincy College's clock tower at dusk. The tower is illuminated, showing its dome and clock faces. The sky is a deep blue with some clouds. Trees with autumn foliage are in the foreground, and a paved plaza is visible at the bottom.

NECHE Comprehensive Evaluation

2026

QUINCY COLLEGE



Quincy College
Quincy, Massachusetts

2026 NECHE COMPREHENSIVE EVALUATION

Prepared for
New England Commission of Higher Education

Fall 2026

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Introduction to the Self–Study Process

Quincy College began preliminary planning for its Fall 2026 Comprehensive Evaluation and Self-Study in Spring 2024 through discussions with the President’s Executive Leadership Team. The self-study was undertaken to evaluate the College’s institutional effectiveness and capacity in relation to the New England Commission of Higher Education (NECHE) Standards for Accreditation and to prepare for peer review as part of the Fall 2026 comprehensive evaluation. From the outset, the College approached the self-study not only as an accreditation requirement, but also as an opportunity for institutional reflection, evaluation, and continuous improvement.

The self-study process was intentionally inclusive and participatory. Faculty, librarians, administrators, staff, and a student representative participated in working groups organized around the NECHE Standards in effect when the process began. The College formally launched the self-study in February 2025 with a college-wide presentation outlining NECHE expectations, the accreditation process, and the work ahead. Nine writing-team chairs led teams that included 55 faculty and librarians, 67 administrators and staff members, and one student representative. In March 2025, President Richard DeCristofaro formally charged the Self-Study Steering Committee, composed of the self-study co-chairs and writing-team chairs.

In April 2025, the Steering Committee and Standards Writing Teams began research, evidence collection, and drafting. Follow-up meetings provided guidance on the use of evidence, appraisal, and narrative development. A comprehensive review of committee work was conducted between August and October 2025, with structured feedback provided to the working groups. Committees continued refining their narratives through December 2025, after which Self-Study Co-Chairs Karen Manning, Vice President of Academic Affairs, and Laura Biechler, Vice President of Enrollment Management and Student Financial Assistance, synthesized the materials into an institution-wide narrative.

As NECHE completed its transition from nine Standards for Accreditation to five revised Standards effective July 1, 2026, Quincy College reorganized and refined the self-study to align with the 2026 Standards. The transition also provided an opportunity to reduce duplication, strengthen appraisal, and more clearly connect mission, governance and planning, academic quality, institutional resources, educational effectiveness and student success, integrity, transparency, and public accountability.

Throughout Spring and Summer 2026, the College continued to refine the self-study by strengthening appraisal and projections, validating institutional data, aligning narrative claims with supporting evidence, and developing an electronic resource room for the evaluation team. Executive Leadership, writing-team chairs, faculty, staff, institutional leaders, and the Board of Governors participated in review and preparation. Members of the College community were also provided opportunities to review the self-study and provide feedback prior to submission.

The Executive Leadership Team established three primary goals for the self-study: to demonstrate educational quality and institutional effectiveness by examining how academic programs, student services, instructional locations, and delivery modalities are planned, evaluated, and improved; to tell Quincy College’s institutional story through evidence by connecting the College’s mission, student

characteristics, enrollment and outcome trends, strategic priorities, and resource decisions to institutional planning and decision-making; and to respond directly to NECHE's Areas of Emphasis by identifying where matters raised in Commission correspondence have been addressed and presenting evidence of progress, areas of continued attention, and priorities for future improvement.

Particular attention was given to matters identified in NECHE correspondence and relevant Massachusetts Department of Higher Education communications during the accreditation cycle. The College examined progress in institutional planning and governance, financial stability, enrollment management, academic quality, faculty and staff sufficiency, baccalaureate education, assessment, educational effectiveness, and student success. These matters are addressed within the applicable Standards rather than as separate topics, allowing the College to evaluate progress within the broader context of institutional effectiveness.

Taken as a whole, the self-study provides a candid, evidence-based assessment of Quincy College at an important point in its institutional development. The process affirmed significant progress while identifying areas requiring continued attention. The College used the self-study to examine not only what it does, but how well its practices are working and where further improvement is needed. These findings inform the appraisal and projections presented throughout the report.

NECHE Self-Study Committee

(Committees worked in previous NECHE Standards)

Karen Manning, *Self-Study, Co-Chair*

Laura Biechler, *Self-Study, Co-Chair*

Standard 1,2,3	Standard 4	Standard 5	Standard 6
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Bridget Fong	Elizabeth Lee	David Huynh	Kimberly Edouard
Andrea McLain	Jason Paynich	Karen Manning	Leor Alcalay
Jim Fox	Jason Roberts	Rob Pitts	Mariana Matrajt
Deb Panasuk	Tyler Seagraves	Ritu Patel	Jim Peters
Cathie Maloney	Deborah Saitta-Ringger	Jeffrey Marzluf	David Ricca
Susan Wright Thomas	Thomas Connolly	Melissa Lord	Sarah Dolan
Julia Hultin	Michael Jarowski	Robert Newell	Judy Wong
Scott Pickard	John Mollica	Denise Kielczewski	Kristin Noone
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Tim Morris	Louis Alexander	Rachel Sanon	Laurel Kornhiser
		Shauna Rowland	Diane Gillis
		Angie Zhen	
		Charlie Norvish	
		Karen Scheele	
		Karen Conlon	
		Gabby McColgan	
		Tom Pham	
		Angelica Santiago	
		Glenn Gaudreau	
		Karen Buzzelle	
		Danielle Levesque	
		Kenny Nguyen	
		Heather Keen	
		Jillian Been	
		Craig Rondeau	
		Tiffany Waymer	
Standard 7	Standard 8		Standard 9
Martin Ahern	Yi Ni		Mike Moynihan
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Shana Shields	Carol DiFalco		Alison MacDonald
Russell Bedard	Carol Pepoli		Tricia Fiasconaro
Kara Bobrov	Lisa Desrussieux		Karin Cunnie
Leanne DiLeo	Beck Hing Lee		Suzanne Thibault
Kate Lopci	Isso Bayala		Jessica Cherry
Allen Mo	Christie Amoroso		
Jim Downey	Rupa Nijhawan		
	Ken Texeira		
	Jennifer Davis		
	Kara Corvino		
	Erica Devine		
	Henry Rubin		
	Erin Downing		
	L Desrussieux		

Standard Steering Committee

- **Standard 1, 2, 3:** Jim Fox and Andrea McLain
- **Standard 4:** Steven Dooner and Jason Payne
- **Standard 5:** Meghan Giovannoni
- **Standard 6:** Kristin Noone and David Ricca
- **Standard 7:** Martin Ahern and Jim Downey
- **Standard 8:** Mariana Matrajt and L Desrussieux
- **Standard 9:** Jessica Cherry and Suzanne Thibault

Institutional Overview

Quincy College was founded in 1958 as a municipally affiliated public institution and has served Quincy, Southeastern Massachusetts, and the Greater Boston region for nearly seven decades. From its earliest years, the College has been defined by educational access, responsiveness to community needs, and regional service. Today, Quincy College continues that role by providing certificate, associate, and baccalaureate pathways designed to support transfer, workforce preparation, career advancement, and lifelong learning.

Quincy College occupies a distinctive position within Massachusetts higher education as a municipally affiliated public college. The College's mission states:

Quincy College offers open-access and selective programs focusing on academic achievement and excellence, fostering diversity, providing economic opportunity, promoting community involvement, and supporting lifelong learning. We foster valuable learning relationships that inspire students to realize their educational and professional futures.

The College's Board-approved values—Access, Community, Diversity, Affordability, Excellence, Integrity, and Trust—provide an additional foundation for institutional priorities and decision-making. The mission is reflected in the College's open-access educational pathways, selective programs, baccalaureate education, workforce programming, transfer opportunities, dual enrollment and Early College initiatives, and community partnerships.

Academic Programs, Locations, and Modalities

Quincy College offers a broad portfolio of certificate and associate degree programs across business, liberal arts, social sciences and education, health sciences and administration, and science and technology. During the 2025–2026 academic year, the College offered three baccalaureate programs: the Bachelor of Science in Business Management, Bachelor of Science in Computer Science, and Bachelor of Science in Psychology. The expansion of baccalaureate education represents a significant development in the College's academic history and reflects its continued evolution in response to student, community, transfer, and workforce needs.

In Spring 2026, the Massachusetts Department of Higher Education and NECHE approved the College's fourth baccalaureate program, the Bachelor of Science in Nursing (RN-to-BSN). The program, initially planned for Summer 2026, began with its first cohort in Fall 2026. The addition of the RN-to-BSN provides a pathway for registered nurses to advance their education while supporting regional healthcare workforce needs.

The College's primary campus is located in downtown Quincy, Massachusetts, and the College also operates its Plymouth Campus. Courses and programs are offered through multiple instructional modalities, including in-person, online, hybrid, and HyFlex learning, providing flexibility for traditional college-age students, adult learners, working students, high school students, and others whose educational goals and circumstances require multiple pathways to participation.

During much of the accreditation cycle, Quincy College offered workforce and certificate programming at ArLab, a Boston instructional location operated in partnership with JVS Boston. The four-year collaboration expanded access to workforce training in areas including Certified Nursing Assistant, Patient Care Technician, Biotech Manufacturing Associate, and the Biotech GMP Certificate. Quincy College's regular participation at the ArLab instructional location concluded in August 2026. The partnership with JVS Boston continues, with future joint programming to be offered at the Quincy Campus. Two previously scheduled noncredit Certified Nursing Assistant classes remain at ArLab through completion in November and December 2026.

Student Population and Enrollment

In Fall 2025, Quincy College enrolled 3,264 students based on the October 15 IPEDS census, with full-time equivalent enrollment of 1,939. Of the Fall 2025 population, 759 students were new degree-seeking, 218 were new non-degree-seeking, 2,030 were continuing degree-seeking, and 257 were continuing non-degree-seeking. Continuing degree-seeking students represented 62% of total enrollment. Women represented 59% of enrollment, with 1,936 women and 1,328 men.

Baccalaureate students have become an increasingly significant component of the College's enrollment. Bachelor's degree-seeking enrollment increased from 82 students, or 3% of enrollment, in Fall 2022 to 396 students, or 12%, in Fall 2025. This growth has broadened opportunities for students to continue their education at Quincy College while also increasing the importance of sustained attention to upper-division curriculum, faculty qualifications and sufficiency, assessment, academic resources, and student support.

The geographic composition of enrollment reflects the College's longstanding connection to Quincy and surrounding communities. Quincy remains the College's largest feeder community, while students also come in significant numbers from communities including Weymouth, Boston, Dorchester, Plymouth, and other areas of Southeastern Massachusetts and Greater Boston. The College's locations, instructional modalities, and partnerships support access for a student population that includes traditional-age students, working adults, part-time students, high school students, and students pursuing career advancement or transfer.

Early College, Dual Enrollment, and Educational Access

Partnerships with area high schools have become an increasingly important component of Quincy College's access mission. Dual-enrollment registrations were projected to exceed 600 during 2025–2026 as the College expanded its secondary-school partnerships. The Early College partnership with Quincy Public Schools grew to 328 students in Fall 2025, and an additional Early College partnership with Avon Middle High School began in Fall 2025 with 27 students.

State Early College reporting provides another measure of this growth. From FY2022 through FY2025, 573 unique students participated in Early College courses, with annual participation increasing from 155 students in FY2022 to 306 students in FY2025. In addition, Quincy College and Quincy Public Schools have aligned Career Vocational and Technical Education pathways in Early Education and Care, Criminal Justice, Business Technology, and Healthcare with related Quincy College coursework and programs.

The healthcare pathway is particularly illustrative of the College's effort to connect secondary education, college credit, and regional workforce preparation. Students in the Quincy Public Schools CVTE pathways can earn Quincy College credit aligned with Early Childhood Education, Criminal Justice, Business, and healthcare/allied-health programs. The July 2026 Factbook also provides an early indication of sustained engagement in Early College: 303 of the 306 students counted in the FY2025 annual Early College headcount enrolled in Spring FY2025. While this measure does not by itself establish longer-term college completion, it gives the College a stronger basis for examining whether expanded access is leading to continued participation and eventual matriculation, persistence, and credential attainment.

These initiatives reflect a broader institutional emphasis on creating pathways into higher education and strengthening connections among secondary education, college-level study, transfer, and employment. They also align with the College's current strategic emphasis on educational access through recruitment pipelines, affordability, partnerships with schools and employers, and improved enrollment systems.

Institutional Development During the Accreditation Cycle

The current accreditation cycle has been a period of substantial institutional change. Quincy College navigated pandemic-related enrollment disruption, financial pressures, organizational change, and challenges within several academic and workforce areas while rebuilding institutional capacity. More recently, the College has moved from a primary focus on financial recovery and operational stabilization toward a broader emphasis on strategic growth, student success, educational effectiveness, and long-term sustainability.

A significant development has been the expansion of academic pathways. Baccalaureate education in Business Management, Computer Science, and Psychology has created additional opportunities for students to continue their education at Quincy College, while approval and launch of the RN-to-BSN program further extends the College's baccalaureate portfolio. At the same time, the College has continued to develop workforce, certificate, associate degree, transfer, Early College, and dual-enrollment pathways in response to student and regional needs.

Institutional planning has also become more integrated. Coordination among Academic Affairs, Enrollment Management, Student Success, Finance, Institutional Research and Effectiveness, and other administrative areas has strengthened the College's ability to connect enrollment forecasting, resource allocation, academic priorities, assessment, and student outcomes. Current strategic and enrollment planning efforts increasingly use institutional evidence to identify priorities, evaluate progress, and inform decisions.

This more integrated approach is supported by a cross-functional, team-based structure that Quincy College has used for more than four years to translate institutional priorities into coordinated action across divisions. Executive Leadership and cross-divisional teams routinely bring together Academic Affairs, Enrollment Management, Student Success, Finance, Human Resources, Institutional Research and Effectiveness, Mission Support, and other areas around shared priorities rather than treating planning as a series of separate divisional activities. During Summer 2026, the College developed an illustrated Institutional Effectiveness Framework to make these relationships more explicit by connecting

mission, strategic priorities, implementation, evidence, assessment, governance, and continuous improvement. The framework formalizes and clarifies existing practice; because it is newly articulated, the College does not yet present the framework itself as evidence of effectiveness. Its value will be determined by whether the College can more consistently document decisions, follow-through, and measurable results across strategic priorities.

The same team-based approach increasingly supports a culture of assessment. Academic and administrative teams are expected to bring evidence into planning discussions, identify what the evidence suggests, assign responsibility for action, and return to results in subsequent review. The College recognizes that this practice is not yet equally mature across all areas. Its value will be demonstrated only as more teams can document a complete evidence-to-action-to-reassessment cycle and show whether changes improved student learning, student success, or institutional performance.

The Strategic Plan 2026–2028 reflects this development. The planning process identified student success and equity, institutional growth and sustainability, and community, respect, and inclusivity as central priorities. The resulting plan is organized around six strategic themes: Program Development; Educational Access; Student Success; High-Quality Teaching, Learning, and Academic Excellence; Human, Information, and Capital Resources; and Financial Stability and Resource Development. Each theme is supported by goals, initiatives, and implementation actions intended to make institutional priorities measurable and actionable. [Quincy College Strategic Plan 2026–2028](#)

The Strategic Enrollment Plan 2025–2028 complements the Strategic Plan through four interconnected pillars—Recruitment, Retention, Student Success, and Data-Informed Decision Making—and translates institutional priorities into enrollment strategies and measures. It also makes explicit that enrollment management is cross-divisional work involving Admissions, Student Success, Marketing, Workforce Development, Financial Aid, Institutional Research and Effectiveness, and other areas. The plan calls for evaluation of dual-enrollment participation, high-school-to-college conversion, persistence, retention, course success, and related measures rather than relying on enrollment growth alone. The Strategic Enrollment Plan is maintained in the NECHE electronic resource room.

Among the priorities identified for 2026–2028 are continued development of baccalaureate programs, integration of emerging technologies, growth of the Plymouth Campus and regional partnerships, support for an inclusive student experience, and continued attention to institutional sustainability. These priorities reflect the College’s movement toward a more coordinated approach to educational access, program development, student outcomes, workforce responsiveness, and resource planning.

Student Success and Educational Effectiveness

Access and enrollment remain central to Quincy College’s mission, but institutional planning increasingly considers the **full student lifecycle**, including persistence, retention, successful credit completion, graduation, transfer, employment, and further education. Fall-to-Spring persistence has remained approximately 65–66% in recent years. For students enrolled in Fall 2025, persistence was 65% overall, 76% for full-time students, and 59% for part-time students. The difference between full- and part-time students underscores an area requiring continued institutional attention.

Successful credit completion presents a more immediate challenge. The July 2026 Factbook identifies a decline in the annual successful credit-completion rate from 78.4% in AY2024–2025 to 62% in AY2025–2026, with a preliminary AY2025–2026 rate of 54% among part-time students. These results reinforce the need to examine barriers to student progress and to determine whether interventions intended to improve persistence and completion are producing the desired outcomes. This issue is examined more fully in Standard 4.

During the accreditation cycle, the College strengthened advising, tutoring, early intervention, financial aid outreach, wellness services, institutional research, and other supports intended to address student needs. Student success is increasingly treated as a shared institutional responsibility across Academic Affairs, Enrollment Management and Student Financial Assistance, Student Success, faculty, and Institutional Research and Effectiveness. The College’s emerging Student Success Model seeks to organize this work more systematically around academic readiness and support, community and belonging, and student care and success. Because the model remains in development, the College does not regard its establishment—or the implementation of individual activities—as evidence of effectiveness. Its value will be assessed through subsequent evidence of persistence, successful credit completion, progression, completion, and other student outcomes, with particular attention to the weaker outcomes identified for part-time students.

Institutional Strengths and Continuing Challenges

The self-study identified several areas of institutional progress. Enrollment has recovered from pandemic-era declines; educational pathways have expanded through baccalaureate education, Early College, dual enrollment, workforce education, and community partnerships; and institutional research and cross-divisional planning capacity have strengthened. The College has also established a clearer strategic direction that connects program development, educational access, student success, academic quality, institutional resources, and financial sustainability.

At the same time, the self-study identified areas requiring sustained attention. Persistence, retention, successful credit completion, graduation, transfer, and post-completion outcomes remain important institutional priorities. Assessment practices have strengthened, although their maturity varies across programs, particularly as newer baccalaureate programs develop longitudinal evidence of student learning and program effectiveness. Continued program growth also requires ongoing evaluation of faculty and staff sufficiency, academic and student support, technology, facilities, and other institutional resources. Long-term financial resilience remains dependent upon realistic enrollment planning, effective resource allocation, student persistence and completion, and the College’s ability to align program development with student and regional needs.

Taken together, the accreditation cycle reflects an institution moving from a period of stabilization toward a more integrated approach to strategic planning and institutional effectiveness. Quincy College enters the Fall 2026 comprehensive evaluation with recovered enrollment, expanded educational pathways, stronger institutional research and planning capacity, and an increased emphasis on evidence of student success. The College also recognizes that continued improvement is needed in student persistence and completion, assessment, resource alignment, and the systematic evaluation of

institutional effectiveness. These strengths and challenges provide important context for the five Standards that follow.

Standard 1: Mission, Organization, Governance and Planning

Mission

Description

Quincy College's mission provides the foundation for institutional planning, governance, academic programming, resource allocation, and evaluation:

Quincy College offers open-access and selective programs focusing on academic achievement and excellence, fostering diversity, providing economic opportunity, promoting community involvement, and supporting lifelong learning. We foster valuable learning relationships that inspire students to realize their educational and professional futures.

The mission was most recently revised in Fall 2019 and is established in Board Policy 1.01. The College's Board-approved values - Access, Community, Diversity, Affordability, Excellence, Integrity, and Trust - further define the principles that guide institutional priorities and decision-making.

The mission is reflected in the College's academic and workforce portfolio, open-access and selective admission practices, transfer pathways, baccalaureate education, Early College and dual enrollment partnerships, student support services, and workforce education. Board Policy 1.04 further connects the mission to student transition to four-year institutions and careers, workforce preparation, academic support, employer-responsive education, community education, and lifelong learning.

Mission priorities are incorporated into the Strategic Plan (2026-2028), Strategic Enrollment Plan (2025-2028), annual budgeting and resource allocation, academic planning, and institutional assessment. The current Strategic Plan organizes institutional work around six themes: Program Development; Educational Access; Student Success; High-Quality Teaching, Learning, and Academic Excellence; Human, Information, and Capital Resources; and Financial Stability and Resource Development.

As shown in Table 1.A, recent enrollment, baccalaureate growth, and Early College participation provide selected indicators of how the College's access, diversity, and educational-opportunity mission is expressed in current institutional activity.

Table 1.A. Mission in Action: Selected Institutional Indicators

Indicator	Most Recent Evidence	Mission Relevance
Fall 2025 credit enrollment	3,264 unique students	Scale of access and educational opportunity
Fall 2025 FTE	1,939	Instructional scale and resource planning
Students from racial/ethnic minority groups	52% of Fall 2025 enrollment	Diversity and access
Bachelor's degree-seeking enrollment	396 students in Fall 2025	Continued education and affordable baccalaureate pathways
Early College - Quincy Public Schools	328 students in Fall 2025	Access pipeline and college readiness
Early College - Avon	27 students in Fall 2025	Regional access and college readiness

Faculty feedback gathered during the self-study provides additional evidence that the College's mission is understood and enacted at the program level. Faculty described mission fulfillment through

curriculum, instructional delivery, workforce preparation, transfer, community engagement, and support for continued learning.

Table 1.B illustrates how the mission is translated into practice across academic programs through transfer, workforce preparation, continued education, and responsiveness to student and regional needs.

Table 1.B. Examples of Mission Fulfillment Across Academic Programs

Program/Area	Examples of Mission Fulfillment
Biotechnology	Promotes economic opportunity by preparing students for well-paying biotechnology careers; faculty identified examples of students moving from public assistance into sustainable employment.
Biology	Supports academic achievement and educational advancement by preparing students for successful transfer into strong baccalaureate programs.
Human Services	Prepares graduates for immediate entry-level employment while also providing pathways for continued education. Courses are offered in multiple modalities to meet students where they are.
Nursing	Advances lifelong learning through affordable and accessible nursing education and continued educational pathways.
Physical Therapist Assistant	Connects learning with community involvement through service and prepares students for employment through multiple instructional modalities, applied learning, and clinical affiliations.
Early Childhood & Elementary Education	Advances access through online, hybrid, and HyFlex options and incorporates Universal Design principles into coursework to meet the needs of diverse learners.
Surgical Technology	Provides accessible, career-focused education that prepares students to meet workforce and community needs.
Exercise Science	Connects academic learning with workforce preparation through hands-on experiences that develop skills needed in professional settings.
Radiologic Technology	Prepares graduates for highly skilled entry-level healthcare roles through career-focused education and clinical preparation.
Business	Develops workplace soft skills and foundational business knowledge transferable across professions while emphasizing individual attention, community, and a sense of belonging.
English	Supports diversity and lifelong learning while developing writing, reading, oral communication, critical thinking, interpretation, and creativity - foundational abilities used across College programs.
Criminal Justice	Advances access and affordability through multiple learning modalities and comparatively low-cost educational pathways.
Psychology	Promotes academic achievement and community involvement through workshops, information sessions, research assistantships, internships, volunteer opportunities, field trips, guest speakers, conferences, and engagement with dual-enrollment students. Faculty also support graduate-school preparation, including writing workshops.

Appraisal

The evidence indicates that Quincy College's mission continues to be appropriate to the students and communities it serves and is sufficiently broad to support the College's evolving educational role. The College has retained its historic emphasis on access and affordability while expanding selective health programs, workforce education, Early College and dual enrollment, and baccalaureate pathways.

Faculty reflection conducted as part of the self-study provided additional evidence that the mission is understood and enacted at the program level. Across disciplines, faculty consistently connected their programs to access, affordability, economic opportunity, community involvement, academic achievement, workforce preparation, transfer, and lifelong learning. Career-oriented programs emphasized immediate employment, applied learning, clinical education, and responsiveness to

workforce needs; transfer-oriented programs emphasized academic preparation and continued education; and programs across disciplines identified flexible instructional modalities, individualized support, community engagement, and transferable skills as ways in which the mission is realized.

The faculty responses also revealed that mission fulfillment is often understood locally and qualitatively at the program level, while the College's ability to aggregate these experiences into systematic institution-wide measures remains less developed. This finding reinforces the need to connect program-level evidence of transfer, employment, continued education, community engagement, and other outcomes with institutional indicators of mission effectiveness.

The College has also developed a more critical understanding of mission fulfillment. Historically, access, enrollment, affordability, and program availability were prominent indicators of achievement. The College now recognizes that these measures are necessary but insufficient. Mission effectiveness must also be demonstrated through persistence, successful credit completion, graduation, transfer, workforce outcomes, and other evidence that students achieve their educational and professional goals.

Recent evidence presents a mixed picture. Fall 2025 enrollment reached 3,264 and Fall-to-Spring persistence was 65 percent overall. At the same time, the annual successful credit-completion rate declined from 78.4 percent in AY2024-2025 to 62 percent in AY2025-2026; preliminary analysis identified a 54 percent completion rate among part-time students. Enrollment recovery therefore cannot by itself be considered evidence of mission effectiveness.

This analysis has influenced advising, financial aid outreach, academic support, wellness services, and other student-support functions, which are increasingly considered in relation to persistence and completion rather than simply service availability or utilization.

As summarized in Table 1.C, the College expanded student-support capacity during the accreditation cycle in response to the needs of its increasingly diverse student population.

Table 1.C. Expansion of Student Support Services

Initiative	Institutional Need	Institutional Response	Mission Connection
Wellness Support Services	Increased student mental-health needs	Licensed counseling and wellness support	Access, persistence, and student success
Welcome Center	Student navigation barriers	Coordinated, one-stop student service model	Access and service coordination
Military & Veteran Services	Targeted population support	Dedicated office and advising	Access, belonging, and persistence
Food Insecurity Support	Basic-needs insecurity	Expanded food-access support	Affordability, access, and persistence

Overall, the College appraises its mission as relevant and well aligned with its educational role, while recognizing that processes for measuring mission fulfillment are still developing. The next stage is to establish a more consistent set of mission-level indicators and use those results systematically in strategic planning, budgeting, program development, and resource allocation.

Organization and Governance

Description

Quincy College is a municipally affiliated public institution operating as a department of the City of Quincy. Its governance structure distributes authority among the Board of Governors, President, administration, and faculty. The statutory and policy framework establishes the Board's authority to oversee and govern the College.

The Board of Governors exercises institutional and fiduciary oversight, including responsibility for policy, financial stewardship, presidential evaluation, strategic direction, and institutional accountability. The President is responsible for institutional leadership and administration and delegates operational responsibility through the Executive Leadership Team and divisional leadership.

Faculty exercise responsibility for curriculum, academic standards, assessment, and related academic matters through established governance structures. Faculty, administrators, and staff also participate in institutional planning, committees, assessment, and other college-wide initiatives. Table 1.D summarizes the distribution of governance responsibilities through which institutional priorities, academic matters, resources, and accountability are addressed.

Table 1.D. Governance Structure and Responsibilities

Level	Primary Role	Key Responsibilities
Board of Governors	Fiduciary and institutional oversight	Policy, budget, audit, presidential evaluation, strategy, institutional accountability
President	Executive leadership	Implementation, operations, compliance, institutional direction
Executive Leadership Team	Institutional and operational leadership	Enrollment, finance, academics, student success, human resources, technology, workforce development
Faculty / Faculty Senate	Academic authority	Curriculum, academic policy, learning assessment, academic standards

Appraisal

Governance structures proved particularly important during a period that included pandemic disruption, financial pressures, leadership transition, accreditation concerns, enrollment volatility, and academic expansion. The College was able to make consequential decisions while maintaining academic operations and student services.

Board oversight became more closely connected to institutional performance during the accreditation cycle. Financial monitoring, strategic planning, accreditation reporting, enrollment analysis, and academic program review increased the information available to the Board and strengthened its ability to exercise fiduciary and institutional oversight.

Shared governance is strongest in areas where authority is well established, particularly faculty responsibility for curriculum and academic quality. The College nevertheless recognizes an opportunity to strengthen the consistency with which governance decisions, follow-up actions, and assessment of results are documented.

Toward this end, the College completed its first year with new Department Chair positions in four academic areas. The positions have strengthened department-level capacity to identify needs, advocate for priorities, coordinate faculty work, and carry new academic initiatives through implementation. Because the structure is new, the College will continue to assess its contribution to communication, academic oversight, and follow-through.

The College also recognizes the importance of continued Board orientation and development as membership changes and the institution becomes more complex. Expansion of baccalaureate education, changing regulatory requirements, increased reliance on institutional data, and evolving financial and enrollment conditions require continuing attention to Board knowledge and institutional risk.

Table 1.E provides examples of how governance oversight has moved beyond structure to institutional action in areas including financial stability, accreditation, strategic planning, enrollment, and baccalaureate education.

Table 1.E. Governance Actions and Institutional Outcomes

Governance Action	Institutional Issue	Institutional Response	Outcome
Quarterly financial oversight	Pandemic-era financial instability	Enhanced budget monitoring and reporting	Improved operating performance
Program accreditation oversight	Program compliance concerns	Increased compliance monitoring and leadership attention	Restoration/stabilization of affected selective health programming
Strategic Plan approval	Institutional transition and need for measurable priorities	KPI-oriented planning framework	More integrated institutional planning
Enrollment oversight	Enrollment volatility	Strategic Enrollment Plan and cross-divisional monitoring	Enrollment recovery and stronger planning alignment
Baccalaureate oversight	Expansion of institutional degree level	Coordinated academic, financial, staffing, library, technology, and student-support planning	Growth of baccalaureate portfolio, including RN-BSN approval in Spring 2026 and Fall 2026 launch

Planning and Evaluation

Description

Quincy College uses strategic, enrollment, financial, academic, and divisional planning processes to align institutional priorities with its mission and available resources. The Strategic Plan (2026-2028) serves as the primary institutional planning framework and is complemented by the Strategic Enrollment Plan (2025-2028), annual budgeting, academic and program planning, assessment, and divisional planning. [Strategic Plan 2026–2028](#)

The Strategic Enrollment Plan 2025–2028 serves as the operational bridge between access and student success. Its recruitment, retention, student-success, and data-informed decision-making pillars connect enrollment goals with academic capacity, financial planning, workforce alignment, and student outcomes. The plan’s dual-enrollment strategy, for example, moves beyond expansion to specify future review of participation, matriculation, conversion, investment, and sustainability. This is consistent with

the College's broader shift from documenting activity to evaluating whether institutional strategies produce intended results.

The Executive Leadership Team meets regularly to review institutional priorities, enrollment, finances, staffing, academic matters, student success, and other indicators requiring coordinated action. The Office of Institutional Research and Effectiveness supports this process through data reporting, dashboards, survey administration, trend analysis, assessment support, and institutional research.

Planning and resource allocation have become more closely connected. Annual budget development incorporates enrollment expectations, operating performance, strategic priorities, program needs, and resource requirements. One example was the decision beginning in FY2023 to reduce the Plymouth Campus footprint as enrollment patterns and facility utilization changed, reducing fixed operating costs while maintaining instructional offerings and student services.

The six themes and corresponding institutional focus areas of the 2026–2028 Strategic Plan are summarized in Table 1.F.

Table 1.F. Strategic Planning Framework (2026-2028)

Planning Theme	Institutional Focus
Program Development	Academic and workforce program growth
Educational Access	Affordability and enrollment pathways
Student Success	Retention, persistence, and completion
High-Quality Teaching, Learning, and Academic Excellence	Academic quality, assessment, and innovation
Human, Information, and Capital Resources	Faculty, staff, technology, facilities, and institutional capacity
Financial Stability and Resource Development	Long-term sustainability and stewardship

Table 1.G illustrates how improved financial performance has strengthened the College's capacity to move from short-term stabilization toward longer-term planning and investment.

Table 1.G. Financial Recovery and Planning Outcomes

Indicator	FY2021	FY2025 / Current	Institutional Impact
Operating Revenue	\$22.2M	\$27.0M	Revenue stabilization
Operating Income	\$0.7M	\$2.2M	Improved operating performance
Plymouth Lease Costs	\$880,000	\$438,000 projected FY2026	Reduced fixed costs
Fall enrollment	1,968 (Fall 2022)	3,264 (Fall 2025)	Enrollment recovery and stronger planning base

Area of Emphasis: March 2022 - Enrollment Planning and Alignment

In its March 2022 correspondence, the Commission identified the need for Quincy College to improve the alignment of enrollment projections with financial planning so that institutional assumptions and operations were realistic and sustainable.

In response, the College strengthened coordination among Enrollment Management, Finance, and Institutional Research and Effectiveness and increased the use of historical enrollment trends, current

enrollment activity, demographic information, and scenario analysis in planning. Enrollment expectations are now considered together with revenue assumptions, staffing, program demand, and institutional priorities rather than as a separate recruitment function.

There is measurable evidence of recovery. Fall enrollment reached 3,264 in 2025, compared with 1,968 in Fall 2022, and Fall 2025 FTE reached 1,939. However, the College does not consider enrollment growth alone sufficient evidence that the Area of Emphasis has been fully resolved. Sustainable enrollment planning depends on projection accuracy, net revenue, student persistence and completion, program-level demand, and the ability to adjust resources when actual performance differs from assumptions. The College therefore appraises the concern as substantially addressed, with continued monitoring embedded in enrollment, financial, and institutional-effectiveness processes.

During the current vacancy in the Assistant Vice President of Institutional Research and Effectiveness position, the College has maintained institutional research capacity through external consulting support and a cross-functional data team. The consultant provides additional institutional research expertise and supports reporting, analysis, and institutional-effectiveness work, while the data team brings together staff from relevant functional areas to review institutional data, strengthen data use, and support planning and decision-making. This interim structure has enabled the College to continue required reporting, dashboard development, institutional analysis, assessment support, and data-informed planning while recruitment and longer-term staffing needs are addressed.

Appraisal

Planning is one of the areas in which Quincy College changed most significantly during the accreditation cycle. Earlier planning was often oriented toward implementing activities and responding to immediate operational needs. The College now has greater capacity to ask whether an initiative achieved its intended result and whether evidence warrants continuation, modification, expansion, or reallocation of resources.

Expansion of Institutional Research and Effectiveness capacity—including external consulting support, development of institutional dashboards and reporting, and increased use of a cross-functional data team—has been central to this change. Enrollment, financial, student-success, and academic information is increasingly available through dashboards and structured reporting. The improvement is not simply that the College possesses more data; institutional leaders are increasingly expected to use evidence to explain priorities and evaluate results.

The College's cross-functional, team-based structure has helped make this integration operational. Issues involving enrollment, academic programming, student support, staffing, finance, technology, and facilities are more routinely considered together, which has reduced the likelihood that significant decisions are made within a single functional area. The Institutional Effectiveness Framework developed in Summer 2026 makes this existing practice more explicit and provides a common way to connect priorities, evidence, decisions, and follow-up. Because the framework is newly articulated, the College cannot yet demonstrate that it has improved outcomes; the more meaningful test will be whether

FY2027–FY2028 planning records show more consistent documentation of decisions, responsible parties, results, and subsequent adjustments.

The College has demonstrated its ability to connect planning with measurable institutional outcomes in several areas. Enrollment recovered following pandemic-era declines. Financial performance improved. Resources were adjusted in response to changing Plymouth Campus utilization. Baccalaureate growth, including the Fall 2026 launch of the RN-BSN, required coordinated academic, financial, staffing, library, technology, enrollment, and student-support planning.

The appraisal also identified limitations. Not all strategic initiatives have been underway long enough to demonstrate sustained effects on student outcomes, and the quality of outcome measures varies across priorities. Most importantly, improved enrollment and financial performance have not yet translated consistently into improved student progression. The Fall 2025 persistence rate of 65 percent and the AY2025-2026 decline in successful credit completion demonstrate the need to strengthen the connection between planning decisions and student outcomes.

The principal challenge for the next cycle is to demonstrate a consistent closing of the loop: establishing measurable expectations, reviewing results, documenting decisions, making changes when results fall short, and subsequently determining whether those changes improved performance.

Projections

Beginning in FY2027, the President and Board of Governors will include the College mission and related Board policies in the institution's regular governance and policy-review cycle. At least annually, and as part of preparation for the next institutional planning cycle, they will consider whether the mission remains appropriate to Quincy College's evolving educational role, student population, baccalaureate education, workforce responsibilities, and community context and will document any resulting action.

As part of the annual planning and budgeting cycle beginning in FY2027, the Vice President of Enrollment Management and Student Financial Assistance, Vice President of Finance, and Office of Institutional Research and Effectiveness will compare projected enrollment and FTE with actual results and assess implications for revenue, staffing, course demand, student support, and institutional priorities. Significant variances, resulting decisions, and subsequent adjustments will be documented to strengthen the connection among enrollment planning, resource allocation, and institutional priorities.

By the conclusion of the 2026-2028 Strategic Plan, the Office of Institutional Research and Effectiveness and Executive Leadership Team will complete an assessment of progress against established indicators and identify objectives achieved, partially achieved, or not achieved. Findings will be presented to the Board of Governors and used in development of the subsequent institutional planning cycle.

Throughout the next accreditation cycle, Quincy College will periodically review the mission and related Board policies to ensure that they remain appropriate to the College's evolving educational role, student population, baccalaureate education, workforce responsibilities, and community context.

During FY2027, the President and Executive Leadership Team, with support from the Office of Institutional Research and Effectiveness, will establish a consolidated set of mission and Strategic Plan

performance indicators. Measures will include enrollment and access as well as persistence, successful credit completion, graduation, transfer, workforce outcomes, and other indicators associated with the mission. Academic Affairs and Institutional Research and Effectiveness will also identify appropriate program-level measures demonstrating how academic programs contribute to mission fulfillment, including transfer, employment, continued education, community engagement, and other outcomes appropriate to program purpose. Results will be reviewed at least annually and incorporated into strategic-plan evaluation, divisional planning, and resource-allocation discussions.

By the end of FY2027, the President and Board of Governors will strengthen documentation of Board orientation, professional development, policy review, strategic oversight, and institutional performance review. The Board will continue receiving regular information on enrollment, finances, student success, accreditation, academic programs, and institutional risk.

During FY2027 and FY2028, the Executive Leadership Team will document more systematically how institutional evidence leads to action. For selected strategic priorities, leadership will identify the issue or baseline condition, action taken, responsible parties, expected outcome, results, and any subsequent adjustment.

Standard 2: The Academic Program, Faculty, and Students

The Academic Program

Description

Quincy College offers certificate, associate, and baccalaureate programs designed to support transfer, workforce preparation, career advancement, and lifelong learning. Academic offerings are developed and reviewed through established curriculum, governance, assessment, and program-review processes intended to ensure alignment with the College's mission, student needs, workforce demand, transfer expectations, and applicable accreditation and regulatory requirements.

The academic portfolio includes programs in liberal arts and sciences, business, technology, education, public service, nursing and allied health, and other career-focused fields. Programs are delivered through in-person, online, hybrid, and HyFlex modalities, primarily at the Quincy and Plymouth campuses.

During much of the accreditation cycle, Quincy College also offered workforce and certificate programming at ArLab, a Boston instructional location operated in partnership with JVS Boston. In 2026, the College and JVS Boston mutually agreed to conclude Quincy College's participation at ArLab as the College refocused on expanding programming at the Quincy Campus. Beginning in September 2026, nearly all Quincy College programming previously offered at ArLab transitioned to Quincy. Two previously scheduled noncredit Certified Nursing Assistant classes beginning in November and December 2026 will remain at ArLab through completion. Quincy College and JVS Boston will continue their partnership, including biotechnology programming at the Quincy Campus, while opportunities for additional collaboration may be considered as appropriate.

During the accreditation cycle, the College expanded its academic portfolio, particularly in health sciences, workforce-aligned programs, Early College and dual enrollment, and baccalaureate education. Business Management, Computer Science, and Psychology were the College's three baccalaureate programs during AY2025-2026. In Spring 2026, Quincy College received approval from the Massachusetts Department of Higher Education and NECHE for its fourth baccalaureate program, the Bachelor of Science in Nursing (RN-BSN). Following those approvals, the College adjusted the planned launch from Summer to Fall 2026 to provide an appropriate recruitment and marketing period, and the program enrolled its first cohort in Fall 2026.

Faculty exercise primary responsibility for curriculum development and review, academic standards, and assessment of student learning. Program requirements, course descriptions, graduation requirements, transfer policies, and academic policies are published in the College Catalog. Program coherence is supported through curriculum maps, course sequencing, prerequisites, standardized course outlines, and alignment between course-level and program-level learning outcomes.

The Learning Innovation Hub extends this work to course-level design through the QC Course Design Framework, which emphasizes backward design, Universal Design for Learning, inclusive design, and explicit alignment among course learning outcomes, module learning outcomes, learning experiences, and assessments. For upper-division and newly developed courses, faculty subject-matter experts

collaborate with the Hub through the College's eDesign process to strengthen rigor, coherence, accessibility, and consistency while preserving faculty responsibility for disciplinary content and academic standards.

Table 2.A summarizes the breadth of the College's academic portfolio across certificate, associate, and baccalaureate education.

Table 2.A. Academic Program Portfolio

Award Level	Programs	Typical Credit Range	Primary Purpose
Certificates	27	9-42	Workforce entry and skill development
Associate Degrees	37	60-71	Transfer and career pathways
Bachelor's Degrees	4	120-121	Degree completion and advancement

The portfolio table reflects the College's current Fall 2026 status. The July 2026 Factbook reports the three baccalaureate programs operating in AY2025-2026; RN-BSN became the fourth following Spring 2026 approvals and its Fall 2026 launch.

General education is incorporated into undergraduate degree programs and develops competencies in written and oral communication, quantitative reasoning, critical thinking, information literacy, ethical reasoning, and civic engagement. Course, program, general education, and institutional learning outcomes provide a framework for assessing student learning and academic quality.

Academic programs are reviewed through annual assessment, curriculum review, periodic program review, specialized accreditation where applicable, licensure and certification outcomes, enrollment and completion analysis, and faculty review. The Office of Institutional Research and Effectiveness supports these processes by providing academic and student-success data used to evaluate performance and inform decisions.

Online and hybrid instruction is supported through the QC Learning Innovation Hub. Course development and review address alignment among learning outcomes, instructional activities, assessment, accessibility, and student support. Faculty development supports online pedagogy, instructional technology, accessibility, and effective course design.

This work is coordinated through the Learning Innovation Hub, which provides a centralized structure for course design, instructional technology, faculty development, accessibility, and quality assurance. The Hub supports faculty in Canvas course development, shared-course implementation, instructor presence and regular and substantive interaction, accessible course materials, and consistent use of institutional course-design expectations across online and blended offerings. Blackboard Ally is integrated into this work to help faculty identify accessibility barriers within Canvas course materials, receive guidance for remediation, and provide students with access to alternative formats.

Examples in Table 2.B demonstrate how program-level evidence has resulted in curriculum, instructional, or programmatic action rather than ending with review alone.

Table 2.B. Academic Program Improvement Actions

Academic Area	Assessment Finding	Action Taken	Evidence/Result
Computer Science	Programming sequence gaps identified	Curriculum redesign and sequencing adjustments	Improved alignment of coursework and program outcomes
Psychology	Ethical-reasoning outcome below target	Assignments and assessment approach revised	Improved outcome achievement
Radiologic Technology	Board-exam weaknesses identified	Curriculum and assessment revisions	Pass rate increased from 75% to 92%
Physical Therapist Assistant	Licensure performance monitored through program review	Curriculum refinement and continued review	100% ultimate licensure pass rate
Baccalaureate Programs	Need for consistent upper-division assessment	Expanded upper-level curriculum and outcomes oversight	Stronger assessment structure and program coherence

Table 2.C provides selected outcome measures used to evaluate program effectiveness and identify areas requiring continued attention.

Table 2.C. Selected Program Effectiveness Outcomes

Program	Completion	Licensure/Certification	Employment/Placement
Associate Degree Nursing	93% (2025)	NCLEX-RN 86-92%	90%
Practical Nursing	81% (2025)	NCLEX-PN 88-100%	92%
Physical Therapist Assistant	100%	NPTE-PTA ultimate pass rate 100%	100%
Radiologic Technology	81% (2025)	ARRT 92%	100%
Surgical Technology	83% (2021-22)	NBSTSA 73%	100%

These externally benchmarked programs provide particularly clear evidence of the relationship among program expectations, outcome evidence, faculty analysis, curricular change, and professional preparation. The College continues to use the underlying program and accreditation records as the source for these program-specific measures.

Appraisal

Quincy College's academic portfolio is strongly aligned with its access and workforce mission. Growth in health sciences, technology, business, and other workforce-related fields reflects student and regional demand, while transfer-oriented programs continue to provide pathways to further education. The development of baccalaureate programs represents a significant evolution in the College's academic role and has required greater attention to upper-division rigor, faculty qualifications, assessment, advising, library resources, technology, and academic oversight.

The College has become more deliberate in evaluating academic programs through evidence rather than enrollment alone. Program discussions increasingly incorporate enrollment and course-demand trends, student-learning assessment, retention and completion, licensure and certification results, transfer, workforce demand, and resource requirements. This represents progress from an earlier model in which program viability was often judged principally through enrollment.

Assessment findings have produced concrete academic changes, including redesign of the First-Year Seminar, integration of information-literacy instruction, revisions to general-education outcome maps,

sequencing changes in Computer Science, Psychology assessment revisions, and curricular responses in programs where licensure or learning outcomes did not meet expectations.

Academic program assessment is being organized through two complementary methods. Progressive assessment examines how learning develops across the curriculum and whether students demonstrate increasing levels of knowledge, application, analysis, and synthesis as they move from foundational to advanced coursework. Planned Program Learning Outcome assessment provides a more focused cycle in which programs select a PLO, identify direct evidence, analyze results, determine an improvement action, and return to the outcome in a subsequent cycle. Used together, the methods allow faculty to examine both progression through a program and performance on specific program outcomes. The College is continuing to standardize documentation so that the evidence, action, responsible party, and follow-up result are visible across programs.

Assessment maturity remains uneven. Programs subject to specialized accreditation or licensure requirements generally have established benchmarks and well-developed processes for evaluating outcomes. Some transfer-oriented and non-licensure programs are still strengthening the consistency of direct assessment, documentation of faculty analysis, and evidence that changes subsequently improved learning.

Baccalaureate education requires particular attention. Enrollment growth demonstrates demand but does not by itself establish educational effectiveness. Business Management, Computer Science, and Psychology now have sufficient operating history to deepen evidence of upper-division learning and closing the loop. RN-BSN, launched in Fall 2026, is appropriately at the baseline stage; the College will need to demonstrate the same expectations for faculty oversight, upper-division rigor, student support, assessment, and resource sufficiency as the program develops.

Assessment methods in the established baccalaureate programs include embedded assignments, projects, research and writing assessments, and other direct measures aligned with program outcomes. Business Management, Computer Science, and Psychology use results for curriculum and course refinement. RN-BSN began with an approved assessment framework in Fall 2026 and will establish baseline evidence as sufficient student work and outcome data become available.

Overall, the College appraises its academic programs as appropriately aligned with mission and generally effective, with particularly strong evidence in externally benchmarked programs. The next stage is greater consistency in program review, assessment, and documented use of results across all academic programs.

Faculty and Academic Staff

Description

Quincy College employs full-time and adjunct faculty to provide instruction across academic programs, locations, and modalities. Faculty qualifications are reviewed in relation to teaching assignments, academic level, disciplinary expertise, specialized accreditation requirements, and institutional credentialing standards.

Faculty responsibilities extend beyond classroom instruction to curriculum development, assessment of student learning, academic advising, program review, accreditation, governance, and student mentoring. These responsibilities have expanded as the College has developed baccalaureate programs, strengthened institutional assessment, expanded online education, and restored and developed health-science programs.

Faculty development is supported by the Learning Innovation Hub through structured training and ongoing consultation. Course Design Foundations connects learning-outcome alignment, Quality Matters-informed design principles, Canvas development, accessibility, and inclusive teaching practices; additional resources, including the Online Faculty Fundamentals guide, the QC AccessLab accessibility site and Blackboard Ally guidance, and targeted workshops, establish common expectations for course readiness, instructor presence, student engagement, feedback, accessible instructional materials, and effective use of instructional technologies.

Adjunct faculty provide important disciplinary and professional expertise and allow the College to respond flexibly to enrollment and specialized instructional needs. At the same time, appropriate full-time faculty capacity is necessary to sustain curriculum leadership, assessment, advising, governance, accreditation, and program development.

Faculty composition is summarized in Table 2.D and provides an important baseline for the College's continuing evaluation of faculty sufficiency as enrollment and baccalaureate education grow.

Table 2.D. Faculty Composition (Fall 2025)

Category	Count	Percentage
Full-Time Faculty	37	24%
Adjunct Faculty	117	76%
Total Faculty	154	100%

Appraisal

Faculty have played an increasingly significant role in assessment and academic improvement during the accreditation cycle. Departments have developed more structured assessment practices, participation in program review has expanded, and collaboration among faculty, Academic Affairs, and Institutional Research and Effectiveness has strengthened.

The College recognizes that faculty sufficiency cannot be evaluated simply by determining whether enough instructors are available to staff scheduled sections. Sufficiency must also account for curriculum oversight, assessment, advising, accreditation responsibilities, governance, faculty development, student interaction, and program leadership. This is particularly important in rapidly growing and upper-division programs.

The Fall 2025 profile of 37 full-time and 117 adjunct faculty illustrates both flexibility and risk. Adjunct faculty bring important professional expertise, but the distribution of full-time capacity must be monitored at the program level because curriculum leadership, advising, assessment, governance, accreditation, and sustained student engagement cannot be inferred from total headcount alone.

Accordingly, faculty-sufficiency review will focus on the areas in which risk is greatest: baccalaureate growth, online and HyFlex delivery, adjunct engagement in assessment and program improvement, and selective/licensure programs with substantial clinical, accreditation, and compliance responsibilities.

Area of Emphasis — April 2025: Faculty Sufficiency and Baccalaureate Academic Quality

The Commission asked Quincy College to demonstrate sufficient faculty capacity and academic quality as the institution continued baccalaureate education.

The College's response also includes a more structured approach to upper-division course development. The Learning Innovation Hub partners with faculty subject-matter experts in the design and review of 300- and 400-level courses, using the QC Course Design Framework and eDesign process to examine alignment, rigor, accessibility, learning activities, assessments, and the student learning experience before and during implementation.

The College responded by strengthening oversight of upper-division curricula and learning outcomes, expanding assessment expectations, reviewing faculty qualifications and staffing requirements, and increasing Institutional Research capacity. Baccalaureate faculty participate in program-level assessment through embedded assignments, projects, research activities, capstone experiences, and other measures appropriate to their disciplines.

The College appraises the Commission's concern as substantially addressed but requiring continued monitoring. Existing programs have academic structures to support current operations, but continued enrollment growth, the Fall 2026 launch of RN-BSN, and additional upper-division offerings require systematic evaluation of full-time faculty capacity, adjunct reliance, workload, assessment responsibilities, advising, and program leadership.

Students

Description

Quincy College serves a diverse population that includes recent high school graduates, adult learners, first-generation students, part-time students, transfer students, international students, Early College and dual enrollment students, and students enrolled in selective professional programs. These characteristics directly influence course scheduling, instructional modality, financial-aid strategy, advising, academic support, and other student services. Multi-year enrollment and demographic evidence is presented below to place the Fall 2025 profile in the context of the accreditation cycle.

The College maintains an open-access admission philosophy while applying additional admission requirements to selective programs where academic preparation, clinical requirements, licensure expectations, or capacity require them. Financial aid, advising, orientation, tutoring, accessibility services, wellness services, career services, and basic-needs support are designed to reduce barriers to enrollment and educational progress.

State financial-aid initiatives for adult learners, combined with federal and institutional financial aid, have become increasingly important to access. The College has also expanded Early College and dual

enrollment partnerships, enabling high school students to complete college coursework while reducing the cost and time required for subsequent degree completion.

The July 2026 Factbook reports 3,264 students and 1,939 FTE in Fall 2025. Women represented 59% of enrollment, students of color 52%, and 396 students were enrolled in baccalaureate programs. Early College enrolled 328 Quincy Public Schools students and 27 Avon students. Together with in-person, online, hybrid, and HyFlex delivery, these pathways demonstrate the breadth of access while also creating varied academic and support needs.

Enrollment, Demographic, Admissions, and Financial Access Trends

The following selected tables and figures retain the most decision-useful longitudinal evidence from the prior self-study draft and extend comparable series through Fall 2025 where the July 2026 Factbook provides authoritative data. Smaller or duplicative displays have been consolidated into narrative so that the section emphasizes trends most relevant to access, academic planning, affordability, and student success.

Figure 2.1 and Table 2.E show the College’s enrollment recovery during the accreditation cycle and provide the headcount, credit-generation, and FTE context used in academic, staffing, and resource planning.

Figure 2.1. Fall Headcount Trend (2020-2025)

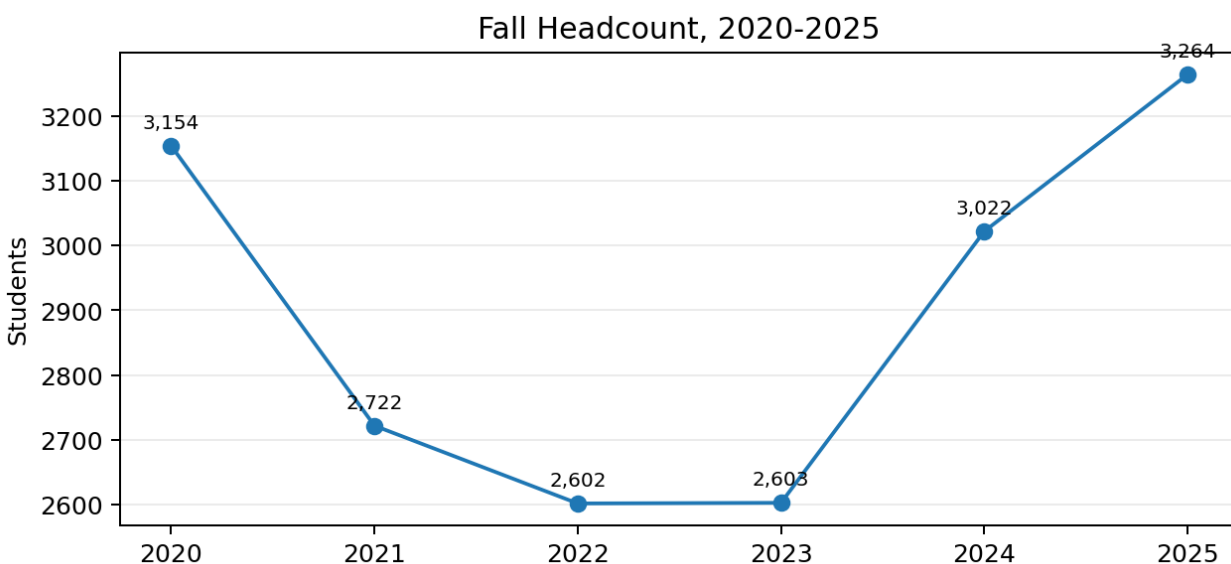


Table 2.E. Fall Enrollment, Credits Generated, and Full-Time Equivalents (2020-2025)

Measure	2020	2021	2022	2023	2024	2025
Unique headcount	3,154	2,722	2,602	2,603	3,022	3,264
Credits generated	27,964	23,706	21,979	23,323	28,725	29,082
Full-time equivalents	1,864	1,580	1,465	1,555	1,915	1,939

Fall 2025 headcount reached 3,264, the highest fall headcount since 2020. Credit generation and FTE also increased from the pandemic-era lows, providing evidence of enrollment recovery while not, by themselves, establishing student-success outcomes.

The age distribution shifted toward adult learners in Fall 2025: students age 24 or younger represented 40% of enrollment, while the 25-29, 30-39, and 40-49 groups increased as shares of the student body. These patterns inform scheduling, modality, advising, financial aid, and student-support planning.

Table 2.F documents changes in the racial and ethnic composition of enrollment and provides context for the College’s continuing emphasis on access and equitable student success.

Table 2.F. Student Headcount by Race/Ethnicity (Fall 2020-Fall 2025)

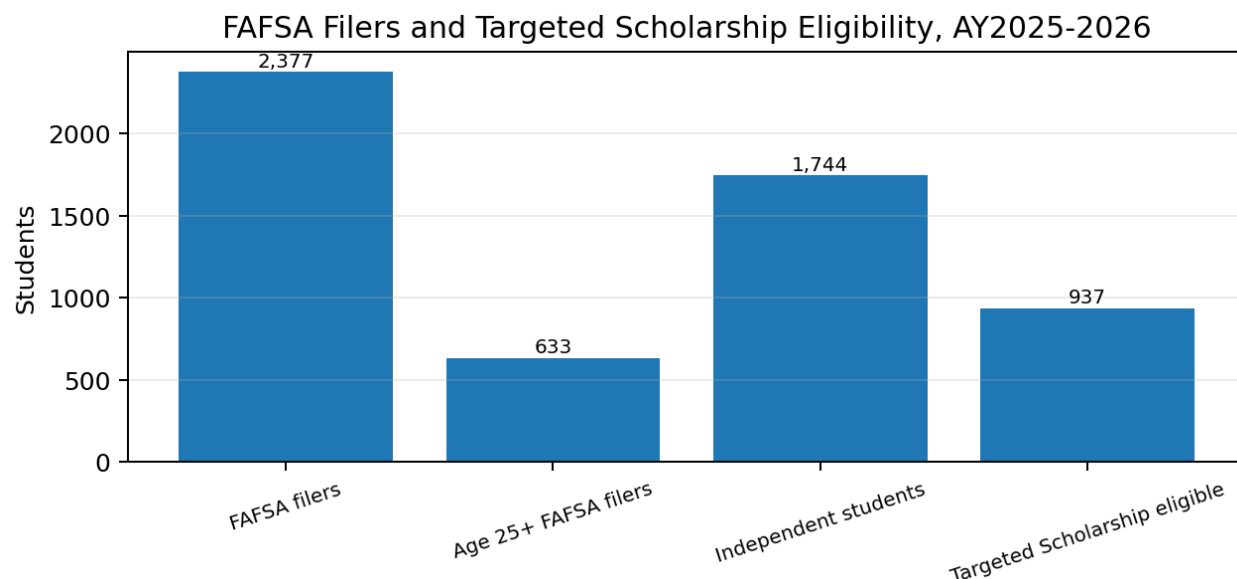
Race/ethnicity	2020	2021	2022	2023	2024	2025
American Indian/AK Native	5 (0%)	5 (0%)	7 (0%)	7 (0%)	9 (0%)	15 (0%)
Asian/Hawaiian/Pacific Islander	240 (8%)	185 (7%)	221 (8%)	241 (9%)	220 (7%)	201 (6%)
Black or African American	742 (24%)	681 (25%)	605 (23%)	539 (21%)	725 (24%)	759 (23%)
Hispanic or Latinx	302 (10%)	262 (10%)	246 (9%)	270 (10%)	312 (10%)	337 (10%)
Nonresident alien	104 (3%)	80 (3%)	83 (3%)	133 (5%)	146 (5%)	133 (4%)
Two or more races	78 (2%)	67 (2%)	84 (3%)	81 (3%)	83 (3%)	98 (3%)
Unknown	282 (9%)	189 (7%)	202 (8%)	201 (8%)	267 (9%)	299 (9%)
White	1,401 (44%)	1,253 (46%)	1,154 (44%)	1,131 (43%)	1,260 (42%)	1,419 (43%)
Grand total	3,154	2,722	2,602	2,603	3,022	3,264

Using the Factbook methodology, minority enrollment was 52% in Fall 2025. The College continues to serve a racially and ethnically diverse population, with the largest reported groups White (43%), Black or African American (23%), Hispanic/Latinx (10%), and Asian/Hawaiian/Pacific Islander (6%).

For this multi-year table, the Fall 2025 figure uses the Factbook/IPEDS nonresident-alien definition so the series remains comparable. Other international-office counts should not be substituted into this table unless the population definition is reconciled.

Figure 2.2 provides additional evidence of student financial need through FAFSA participation and eligibility for targeted financial-aid programs

Figure 2.2. FAFSA Filers and Targeted Scholarship Eligibility (AY2025-2026)



During AY2025-2026, 2,377 students completed the FAFSA; 937 were identified as eligible for Targeted Scholarship funding. The figure also shows 633 dependent-age filers and 1,744 independent students, illustrating the importance of adult-learner financial access.

Fall 2025 applications increased to 3,860 and 96% of applicants were accepted, consistent with the College's open-access mission. The 48% enrollment yield was below the Fall 2024 rate of 60%, reinforcing the need to evaluate recruitment and enrollment conversion separately from application volume.

The scale and distribution of Fall 2025 dual-enrollment participation across partner high schools are shown in Table 2.G.

Table 2.G. Dual Enrollment Registrations by High School (Fall 2025)

High school	Registrations
Holbrook High School	61
Quincy High School	40
Oliver Ames High School	34
Whitman-Hanson Regional High School	25
Braintree High School	21
Hingham High School	20
Abington High School	12
Bais Yaakov of Boston High School	10
Hanover High School	7
New England Academy	6
Norton High School	5
Archbishop Williams High School	3
Weymouth High School	2
Marshfield High School	1
Woodward School	1

The Fall 2025 distribution demonstrates that dual enrollment extends beyond a single district and supports regional access to college-level coursework. Early College enrollments with Quincy Public Schools and Avon are reported separately in the access and pathway indicators below.

Table 2.H demonstrates the scale of financial-aid support provided during the accreditation cycle and its importance to the College's access mission.

Table 2.H. Financial Aid Awards Disbursed (AY2020-2021 through AY2024-2025)

Aid type	AY20-21	AY21-22	AY22-23	AY23-24	AY24-25
Pell	\$5,408,139	\$4,557,015	\$4,106,741	\$4,981,428	\$6,842,454
SEOG	\$618,509	\$347,232	\$330,417	\$148,731	\$161,050
Federal Work Study	\$0	\$0	\$0	\$17,476	\$22,500
Unsubsidized Stafford Loan	\$3,942,633	\$2,411,043	\$2,324,778	\$2,391,393	\$2,047,510
Subsidized Stafford Loan	\$3,167,641	\$2,638,320	\$2,084,646	\$2,044,220	\$1,535,915
PLUS Loans	\$26,340	\$46,259	\$38,995	\$75,178	\$128,789
Private student loans	\$659,101	\$722,302	\$596,383	\$798,258	\$647,167
Mass Grant	\$225,348	\$217,300	\$162,850	\$194,600	\$191,550
Mass Part-Time Grant	\$65,000	\$59,909	\$65,200	\$40,800	\$21,800
Quincy College Trust	\$22,929	\$148,500	\$0	\$97,500	\$81,400
College Courses Inc.	\$0	\$17,500	\$29,500	\$38,000	\$110,340
Grand total	\$14,135,640	\$11,165,380	\$9,739,510	\$10,827,584	\$11,790,475

The July 2026 Factbook reports finalized financial-aid disbursements through AY2024-2025. The College therefore retains this five-year series rather than adding a preliminary AY2025-2026 column.

Student Success and Academic Support Services

Quincy College's commitment to educational access extends beyond admission to the academic, personal, financial, and co-curricular supports students need to persist and complete their educational goals. The College serves many adult, part-time, first-generation, working, commuter, online, and financially constrained students. During the accreditation cycle, Quincy increasingly moved from a collection of individual services toward a coordinated student-success model designed to identify and reduce barriers to persistence, completion, transfer, and workforce attainment.

Academic advising is central to this model. Students have access to advising in person, virtually, and by telephone for academic planning, course selection, degree requirements, transfer preparation, and educational and career planning. During the accreditation cycle, the College expanded Advising Week activities, advisor training, student communication, and academic coaching. Advising is increasingly coordinated with Financial Aid, Student Success, Academic Affairs, Enrollment Management, and faculty so that academic planning is connected to the broader supports students may need to remain enrolled and progress toward completion.

Academic support has also expanded. In FY2026, the Office of Student Services employed eight trained tutors supporting multiple disciplines and instructional modalities. Tutoring is available in person, virtually, and through 24/7 online support. Tutoring is intentionally connected with advising, accessibility, and wellness resources so that academic difficulty can be addressed as part of a broader support strategy rather than as an isolated course-level problem.

Student Accessibility Services provides individualized accommodations and supports that may include academic coaching, assistive technology, testing accommodations, and student-support workshops. Wellness Services expanded in response to increased student need following the pandemic. Approximately 80 students per month utilized counseling services during AY2024-2025, and preliminary FY2026 data indicated a 7% increase in appointments. The College added a second full-time wellness counselor to increase service capacity and timely access.

Military and Veteran Services provides a dedicated point of support for veterans, active-duty service members, eligible dependents, and their families, including assistance with educational benefits, admissions, academic advising, financial matters, disability services, and referrals. The College also recognizes that barriers to completion frequently extend beyond academics. Basic-needs assistance, food and hygiene resources, community referrals, and partnerships with organizations such as DOVE and Stop & Shop supplement academic interventions and help address conditions that can interrupt enrollment and progress.

Career and Internship Development extends student support from enrollment toward employment and career advancement. More than 200 students utilized Career Services between Summer 2023 and Fall 2025. Services include career exploration, resume and cover-letter development, interviewing preparation, internships, employment assistance, and employer connections through platforms such as Handshake and LinkedIn. Approximately 30% of participating students reported securing employment. The College is strengthening post-graduation tracking in FY2027 to improve evidence concerning workforce outcomes.

Proactive retention practices increasingly connect these services. EdSights ("Q"), Notices of Concern, and targeted outreach to students on Academic Warning or Academic Probation provide mechanisms for identifying students who may require additional academic, personal, or financial support. Cross-divisional coordination among Academic Affairs, Enrollment Management, Student Success, Financial Aid, Institutional Research and Effectiveness, and faculty supports shared attention to persistence and completion.

Table 2.I. Student Success and Academic Support Framework

Student-Success Area	Institutional Response	Evidence / Assessment Focus
Academic Advising & Coaching	In-person, virtual, and telephone advising; Advising Week; academic coaching; advisor training	Utilization, progression, persistence, student feedback
Tutoring	Eight trained tutors in FY2026; in-person, virtual, and 24/7 online support	Utilization, course performance, persistence
Accessibility Services	Accommodations, coaching, assistive technology, testing support	Utilization, student feedback, progression

Student-Success Area	Institutional Response	Evidence / Assessment Focus
Wellness Services	Licensed counseling; second full-time counselor added	Approx. 80 students/month AY2024-2025; preliminary FY2026 appointments +7%
Military & Veteran Services	Dedicated support for benefits, advising, transition, and referrals	Service utilization and student progression
Basic-Needs Support	Food/hygiene assistance and community-resource partnerships	Utilization, referrals, student feedback
Career & Internship Development	Career preparation, internships, Handshake/LinkedIn, employer connections	200+ students served Summer 2023-Fall 2025; approx. 30% reported employment
Proactive Retention / Cross-Divisional Coordination	EdSights Q, Notices of Concern, warning/probation outreach; cross-divisional coordination	Persistence, credit completion, intervention follow-through, disaggregated outcomes

Table 2.I summarizes the College’s increasingly coordinated student-support infrastructure and, importantly, the evidence through which each area is expected to be evaluated. The College increasingly evaluates these services as a coordinated support ecosystem rather than as separate offices. Availability and utilization are important indicators of capacity, but the institution recognizes that they are not sufficient evidence of effectiveness. The appraisal that follows therefore considers whether the expansion and coordination of student supports are contributing to measurable improvements in persistence, successful credit completion, graduation, transfer, and workforce outcomes, including for student populations experiencing the greatest barriers to completion.

Appraisal

The College’s student population demonstrates the continuing relevance of its access mission but also illustrates why access cannot be evaluated independently from student success. Many students attend part time, work while enrolled, have financial need, or balance education with family and other responsibilities. These conditions can create barriers to continuous enrollment and timely completion.

During the accreditation cycle, Quincy College increased investments in advising, academic coaching, tutoring, accessibility services, wellness counseling, Military and Veteran Services, financial-aid outreach, basic-needs support, career services, and proactive retention systems. These investments represent a meaningful shift from isolated services toward a more integrated student-success infrastructure. The breadth and accessibility of support are institutional strengths, particularly for a commuter population that includes many adult, part-time, working, online, first-generation, and financially constrained students.

The College recognizes, however, that service availability and utilization do not by themselves demonstrate effectiveness. The more important question is whether coordinated interventions contribute to persistence, credit accumulation, completion, transfer, and workforce attainment. Current outcomes remain mixed, making this a central area for continued institutional attention. The College is therefore strengthening its ability to connect service utilization and intervention data with student outcomes and to disaggregate results for populations experiencing the greatest barriers to success.

Table 2.J places these investments in the context of actual student outcomes, which remain mixed and therefore require continued institutional attention.

Table 2.J. Selected Student-Success Indicators

Measure	Most Recent Result	Appraisal
Fall-to-Spring persistence	65% overall; 76% full-time; 59% part-time	Part-time persistence remains a significant area for improvement
Annual successful credit completion	78.4% AY2024-2025; 62% AY2025-2026	Decline requires analysis and targeted response
Part-time successful credit completion	54% preliminary AY2025-2026	Highlights a population requiring focused support

These outcomes sharpen the College's appraisal of student support. Enrollment recovery and expanded services are important accomplishments, but they have not yet produced consistently strong progression outcomes. The difference between full-time and part-time persistence and the decline in successful credit completion require the College to evaluate which barriers are most consequential and which interventions measurably improve outcomes.

Student success is therefore increasingly treated as a shared institutional responsibility involving Academic Affairs, Enrollment Management and Student Financial Assistance, Student Success, faculty, and Institutional Research and Effectiveness rather than as the responsibility of an individual student-services office.

The College is strengthening cross-divisional coordination of retention activities around shared measures and accountability. Because this work is still developing, the College does not claim effectiveness based on coordination alone. Effectiveness will be determined through subsequent evidence of persistence, successful credit completion, progression, and completion.

Quincy College has expanded academic opportunity while strengthening curriculum oversight, assessment, student support, and institutional research capacity. The evidence is strongest in programs with external licensure and accreditation benchmarks and increasingly strong in baccalaureate and other academic programs. The College's principal challenge is consistency: ensuring that every program demonstrates academic quality through direct evidence, that faculty capacity is evaluated in relation to the full range of academic responsibilities, and that student-support investments are judged by their contribution to progression and completion. The College enters the next cycle with clearer structures for this work and with projections designed to produce evidence of effectiveness rather than activity alone.

Projections

Beginning in FY2027, Academic Affairs, faculty, and the Office of Institutional Research and Effectiveness will strengthen annual academic program review by consistently incorporating student-learning assessment, enrollment, course success, retention, completion, transfer, licensure or certification where applicable, workforce information, and resource requirements. Academic Affairs will document actions resulting from review and subsequently evaluate whether those changes produced the intended improvement.

During FY2027, the Vice President of Academic Affairs and Human Resources will complete and document an annual faculty-sufficiency review by program. The review will consider full-time and adjunct faculty distribution, qualifications, workload, course demand, advising, assessment, governance and accreditation responsibilities, and upper-division instructional needs. Findings will inform the FY2028 budget and faculty hiring and development priorities and provide continuing evidence regarding the April 2025 Area of Emphasis.

By FY2028, Academic Affairs and faculty in each established baccalaureate program will document at least one complete assessment cycle demonstrating the relationship among program learning outcomes, direct assessment evidence, faculty analysis, action taken, and subsequent evaluation of results. RN-BSN will establish baseline assessment evidence beginning with its Fall 2026 cohort and will enter the same documented cycle as sufficient outcome evidence becomes available.

Beginning in FY2027, Academic Affairs will strengthen oversight of academic quality across instructional modalities and locations by documenting periodic review of course design, faculty qualifications, learning outcomes, assessment, accessibility, and student performance. Results will be used to identify needed faculty development, course redesign, or other academic improvements.

The Learning Innovation Hub's use of Blackboard Ally and Simple Prep provides complementary course-level mechanisms for this work: Ally supports ongoing identification and remediation of accessibility barriers, while Simple Prep supports proactive review of course readiness before students begin. Together, these tools can provide actionable information for faculty support, academic oversight, and continuous improvement while remaining embedded within the College's broader course-design and quality-assurance framework.

During FY2027 and FY2028, Enrollment Management and Student Financial Assistance, Student Success, Academic Affairs, faculty, and Institutional Research and Effectiveness will assess targeted student-success interventions, including advising, academic support, and proactive outreach. Evaluation will emphasize persistence, successful credit completion, progression, and completion rather than service utilization alone. Findings will be reviewed at least annually and used to modify, expand, or discontinue interventions based on evidence.

By FY2028, Academic Affairs, Enrollment Management and Student Financial Assistance, and Institutional Research and Effectiveness will strengthen collection and analysis of transfer and post-completion outcomes so that evaluation of academic programs and student success includes evidence of what occurs after students leave Quincy College, particularly transfer, employment, licensure or certification, continued education, and career advancement where appropriate. These measures will be incorporated into program review and institutional-effectiveness reporting as reliable data become available.

Standard 3: Institutional Resources

Financial Resources

Description

Quincy College aligns its financial planning and resource allocation processes with the institution's mission, Strategic Plan (2026–2028), enrollment objectives, academic quality priorities, and commitment to student success. Financial planning and oversight are coordinated through the Division of Finance, led by the Vice President of Finance and encompassing the Comptroller's Office, Student Accounts, Payroll, Facilities, and Capital Projects. The President and Board of Governors establish institutional priorities, while the Executive Leadership Team translates those priorities into annual operating and capital plans. This structure provides an established framework for aligning financial resources with institutional priorities and supporting the College's ongoing academic and operational needs.

As an enterprise department of the City of Quincy, Quincy College operates within established municipal requirements governing financial management and investment. The College's principal revenue sources include tuition and fees, federal and state financial aid, grants, workforce development activities, and philanthropic support. Financial oversight is supported by annual independent audits, Board of Governors review, quarterly Financial Assessment and Risk Monitoring (FARM) reporting to the Massachusetts Department of Higher Education, and ongoing budget-to-actual variance analysis. Collectively, these processes provide multiple levels of financial oversight and monitoring and support the College's ability to identify financial risks, assess performance, and make informed resource-allocation decisions.

The annual budget process begins each January and incorporates enrollment projections, strategic priorities, historical financial performance, and anticipated revenue and expenditure trends. Department managers work with the Vice President of Finance and the Executive Leadership Team to identify operating and capital needs, and the President and Board of Governors review the proposed budget prior to approval. The College maintains contingency reserves to address enrollment variability, revenue fluctuations, and unanticipated expenses. Conservative investment practices are designed to preserve capital and maintain liquidity while providing appropriate support for institutional operations and strategic priorities. Together, these practices provide a structured approach to financial planning that incorporates both anticipated needs and potential financial risks.

Team-based leadership meetings provide an additional mechanism for monitoring implementation of the Strategic Plan and maintaining institutional accountability. The Executive Leadership Team regularly reviews divisional priorities, budget and staffing decisions, enrollment and performance indicators, and progress toward strategic goals. This ongoing review enables the College to identify emerging issues, assess changing institutional needs, and adjust resource allocations when appropriate.

Massachusetts Target Scholarship funding has become an increasingly significant source of support for the College's eligible students and enrollment objectives. Beginning in FY2024, the Massachusetts Department of Higher Education designated \$1.5 million annually to support eligible municipal college

students age 25 and older who had not yet earned an associate degree. Participation increased from 521 students in FY2024 to 938 students in FY2026. This funding has supported affordability for eligible students while also contributing to the College’s enrollment objectives.

Appraisal

Quincy College has demonstrated substantial improvement in its financial condition and has progressed from a period of financial instability to a position of sustained operating strength. Between FY2021 and FY2025, operating revenue increased from \$22.2 million to \$27.0 million, operating income increased from \$0.7 million to \$2.2 million and investment balances increased from \$6.0 million to \$7.2 million. The College also continued to receive unmodified audit opinions during this period. Taken together, these indicators provide evidence that enrollment recovery, conservative budgeting, disciplined expense management, expanded grant and workforce-development activity, and strengthened financial oversight have contributed to improved institutional stability and financial capacity.

Table 3.A summarizes the financial indicators underlying the College’s assessment that institutional financial capacity has improved substantially during the accreditation cycle.

Table 3.A. Selected Financial Recovery Indicators

Indicator	FY2021	FY2025	Appraisal
Operating Revenue	\$22.2M	\$27.0M	Revenue stabilization and growth
Operating Income	\$0.7M	\$2.2M	Improved operating performance
Investment Balance	\$6.0M (FY 2023)	\$7.2M	Improved liquidity and flexibility
Unrestricted Fund Balance	\$12.0M	\$23.9M	Substantially stronger reserve position
Change in Net Position	—	+ \$7.6M from FY21 to FY25	Third consecutive year of positive change

The unrestricted fund balance increased from approximately \$12.0 million in FY2021 to \$23.9 million in FY2025. In addition, during the same period the College recorded a positive change in net position totaling \$7.6 million through FY2025. These results provide evidence that the College’s financial improvement reflects sustained progress rather than a single-year intervention. The strengthened reserve position increases the College’s capacity to manage enrollment volatility, respond to unforeseen financial needs, and make strategic investments while maintaining operating stability.

A significant test of the College’s improved financial position has been its reassumption of the employer share of employee health insurance costs. Historically, through FY2019, the College paid the employer portion of this expense. From FY2020 through FY2025, the City of Quincy assumed this expense to support the College’s budget. In FY2026, the College resumed responsibility for this expense, and the full recurring cost was incorporated into the balanced FY2027 budget. The College’s ability to assume this significant recurring obligation as a result of six years of successful financial management, while maintaining a balanced budget, improved operating performance, and stronger reserves, provides meaningful evidence of increased financial capacity and long-term financial sustainability.

The stronger bottom line and increased reserves have improved the College's capacity to manage recurring obligations, absorb volatility, and support long-term capital planning while preserving operating stability and financial flexibility.

The College's improved financial position has also increased its capacity to advance its mission and strategic priorities. The College has reinvested resources in student success, strategic staffing, technology modernization, facilities, Early College pathways, workforce programming, a Radiologic Technology laboratory, healthcare training space, and infrastructure supporting baccalaureate education. These investments demonstrate that improved financial performance has strengthened not only the College's reserves and financial flexibility, but also its capacity to support academic quality, expand access, respond to workforce needs, and pursue planned institutional growth.

External grants and contracts have complemented institutional resources and enabled the College to expand capacity in areas directly connected to strategic priorities. The July 2026 Factbook, updated through June 2026, documents support for behavioral-health resources, ABE/ESOL and HiSET programming, Early College tuition and pathway activity, healthcare workforce capacity, Physical Therapist Assistant expansion, Patient Care Technician and Certified Nursing Assistant facilities, biotechnology training, student emergency support, and other workforce initiatives. This portfolio demonstrates the College's ability to leverage external resources for access, student support, academic capacity, and regional workforce needs. At the same time, grant-funded expansion creates a sustainability obligation: programs and services that prove effective must be evaluated for continuation, replacement funding, or incorporation into the operating model rather than assumed to be permanent because initial funding was secured.

Area of Emphasis: March 2022 – Financial Stability and Planning

In March 2022, the Commission identified Quincy College's financial condition and long-term planning processes as areas requiring improvement, particularly with respect to multi-year financial planning, alignment of enrollment and financial projections, and institutional sustainability. In response, the College strengthened coordination among Finance, Enrollment Management, and Institutional Research and Effectiveness; developed multi-year financial projections; aligned enrollment targets with revenue expectations; and expanded external funding through workforce development and philanthropic support. These actions established a more integrated approach to financial planning and strengthened the connection between enrollment, revenue projections, resource allocation, and institutional priorities.

The measurable results demonstrate substantial progress since the Commission's 2022 identification of this area of emphasis. Operating revenue and operating performance have improved, reserves have increased, and the College has demonstrated its ability to incorporate a significant recurring employee-benefit obligation into its operating model and balanced FY2027 budget. Collectively, these results indicate that the College is in a materially stronger financial position than it was when the Commission identified this concern. The College recognizes that continued monitoring of enrollment trends, reserve levels, recurring costs, capital requirements, and financial forecasts is necessary to sustain this progress.

At the same time, its strengthened financial position provides a foundation for strategic investment and mission-focused growth while maintaining appropriate attention to financial sustainability and risk.

Quincy College Foundation

The Quincy College Foundation, a 501(c)(3) charitable organization established in April 2024 as successor to the Quincy College Trust, provides an additional source of support for scholarships and institutional priorities. Scholarship awards reached \$244,000 for 122 students in 2025, and the Foundation's Spring 2026 fundraising event generated \$380,000. These results demonstrate increasing philanthropic engagement and a developing source of revenue diversification. Because the Foundation is relatively new, the College will assess its longer-term effectiveness through sustained fundraising, scholarship distribution, donor retention, and growth in board-designated or endowed resources.

Human, Physical, Information and Technological Resources

Description

Quincy College plans human, physical, information, and technological resources as interconnected institutional capacities supporting academic quality, student success, compliance, workforce responsiveness, and long-term sustainability. Resource decisions are informed by enrollment trends, program development, student needs, regulatory requirements, strategic priorities, and available financial capacity.

Human resources. In FY2026, Quincy College employed 247 individuals: 37 full-time faculty, 117 adjunct faculty, 81 full-time staff, and 12 part-time staff; 62 employees were represented through collective bargaining agreements. During the accreditation cycle, staffing increased in Institutional Research, Enrollment Management, Student Success, Financial Aid Compliance, Online Learning, Academic Affairs, and Health Sciences. Hiring, onboarding, position management, collective bargaining, professional development, and policy review support recruitment, retention, compliance, and organizational effectiveness.

Table 3.B provides the FY2026 staffing profile used to evaluate whether human-resource capacity remains appropriate to enrollment, program growth, and institutional priorities.

Table 3.B. Human Resources Profile (FY2026)

Employee Group	FY2026 Count
Full-Time Faculty	37
Adjunct Faculty	117
Full-Time Staff	81
Part-Time Staff	12
Total Employees	247
Unionized Employees	62

Physical resources. The College operates instructional facilities in Quincy and Plymouth and supports teaching and learning through additional clinical, workforce, dual enrollment, concurrent enrollment, and Early College sites. Facilities include classrooms, computer and science laboratories, healthcare

simulation and clinical laboratories, student gathering and support spaces, library resources, faculty workspaces, and administrative offices. The College combines owned and leased space to maintain flexibility as enrollment and program needs change. Facilities planning incorporates accessibility, transportation, safety, instructional requirements, student experience, and long-term operating cost.

Recent projects include the Plymouth Library renovation, Radiologic Technology laboratory, Welcome Center expansion, Allied Health Center development, faculty office renovations, and safety and accessibility improvements. Student feedback from advising and student-support processes, surveys, and the Presidential Student Listening Tour increasingly informs facilities and student-experience planning.

Information and technological resources. Information Technology and Mission Support provides secure and reliable technology for instruction, student services, and administrative operations. Mission Support oversees IT Support Services, Information Security, Infrastructure, and Applications. The College has modernized wireless and network infrastructure, upgraded switching and firewall technologies, strengthened endpoint protection and monitoring, and uses independent penetration testing and vulnerability reviews to identify and mitigate risk.

The College supports multiple instructional modalities through Canvas, Microsoft 365, Zoom, Microsoft Teams, standardized classroom technology, and HyFlex classrooms. Jenzabar serves as the enterprise resource planning system, while Power BI dashboards integrate institutional data to support enrollment management, academic operations, assessment, planning, and resource allocation. Library resources have shifted toward expanded digital databases, streaming media, and electronic resources, including resources supporting Open Educational Resources and online learning. Restoration of the Library Director position strengthened professional oversight of library services.

Selected facilities and technology investments are summarized in Table 3.C and demonstrate the College's use of improved financial capacity to address identified institutional needs.

Table 3.C. Selected Facilities and Technology Investments

Resource/Investment	Institutional Purpose	Evidence of Mission/Planning Alignment
Plymouth Library renovation	Student study and support capacity	Responds to student-use and service needs
Radiologic Technology laboratory	Specialized clinical education	Supports workforce-aligned academic quality
Welcome Center expansion	Integrated student service delivery	Improves access and navigation
Allied Health Center	Healthcare instructional capacity	Supports high-demand workforce programs
HyFlex classrooms and classroom technology	Flexible instructional access	Supports multiple learning modalities
Network, firewall, endpoint and monitoring upgrades	Reliability and cybersecurity	Protects continuity, data, and institutional operations
Power BI and enterprise reporting	Institutional analytics	Connects technology investment to planning and decision-making
Digital library and OER resources	Remote academic access and affordability	Supports online learning and lowers educational barriers

Appraisal

The College has increased human-resource capacity during a period of enrollment recovery and academic expansion, but staffing sufficiency requires continued attention. Twenty-two regular employee positions were added during the accreditation cycle, and professional development funding increased by 17.5 percent. These investments strengthened capacity in areas directly connected to institutional priorities, including Institutional Research, student success, enrollment management, online learning, financial aid compliance, and upper-division academic support.

The Learning Innovation Hub represents an important component of that academic capacity because its work spans course development, faculty development, accessibility, instructional technology, and quality assurance across a growing range of programs and modalities. As baccalaureate offerings and institution-wide accessibility expectations expand, the College will need to continue evaluating whether instructional-design and accessibility capacity is sufficient to support timely course development, faculty consultation, quality review, and continuous improvement.

At the same time, enrollment growth has outpaced faculty growth. The student-to-faculty ratio increased from 16:1 in FY2023 to 22:1 in FY2026. Although several indicators of academic performance, including licensure outcomes in specialized programs, remained strong during this period, the increasing student-to-faculty ratio is a capacity indicator that warrants continued monitoring. The addition of positions alone is not sufficient evidence of effectiveness. The College must continue to evaluate whether staffing levels and deployment sustain course availability, student-support responsiveness, assessment activity, faculty workload, and student outcomes as baccalaureate and high-demand programs grow.

The student-to-faculty ratio trend in Table 3.D provides one indicator of instructional capacity, although the College recognizes that aggregate ratios alone do not establish faculty sufficiency within individual programs or disciplines

Table 3.D. Student-to-Faculty Ratio Trend

Fiscal Year	Faculty	Student/Faculty Ratio
FY23	160	16:1
FY24	155	19:1
FY25	168	19:1
FY26	154	22:1

Area of Emphasis: April 2025 – Faculty and Staff Sufficiency

The Commission identified the need to ensure that Quincy College maintains sufficient and appropriately distributed faculty and staff to support academic quality, student success, and continued expansion of baccalaureate programs. The College responded by strengthening staffing in Institutional Research, Enrollment Management, Financial Aid, Student Success, Online Learning, and Academic Affairs and by focusing faculty hiring and workforce planning on high-demand programs, upper-division coursework, assessment responsibilities, and student support.

These actions improved institutional capacity and supported implementation of the College's baccalaureate programs and the Spring 2026 approval and Fall 2026 launch of the RN-BSN program. Progress is substantial, but this Area of Emphasis is appropriately treated as ongoing rather than closed. Continued enrollment growth and academic expansion require systematic review of full-time faculty capacity, the full-time/adjunct mix, student-facing staffing, workload, succession needs, and the distribution of personnel across growing programs.

Physical-resource investments have generally kept pace with program development and enrollment recovery. Specialized healthcare laboratories and the Allied Health Center increased instructional capacity in workforce-aligned fields, while Welcome Center, library, faculty workspace, safety, and accessibility improvements addressed student-service and campus-use needs. The College's use of leased space has also provided flexibility to respond to changing enrollment and program needs while limiting long-term exposure to fixed costs. Going forward, effectiveness should be assessed through utilization, program capacity, student and faculty feedback, accessibility indicators, and relationships to instructional and student-service outcomes rather than through completion of projects alone.

Technology resources have similarly moved beyond basic operational support toward institutional effectiveness. Network modernization, cloud-managed wireless services, cybersecurity controls, classroom technology, HyFlex capacity, enterprise systems, and digital library resources have expanded access and reliability across instructional modalities. Power BI and integrated reporting are especially significant because they connect technology investment to decision-making. The College now has stronger capacity to monitor enrollment, academic operations, and institutional performance; the next stage is to demonstrate more consistently how use of these tools changes decisions and improves outcomes.

Cybersecurity has been strengthened through penetration testing, vulnerability assessment, endpoint protection, network monitoring, and user education. These controls reduce operational risk and support continuity. Their effectiveness will continue to be evaluated through documented remediation, incident trends, system availability, audit findings, and completion of security training.

Taken together, the evidence indicates that Quincy College has strengthened the resource base needed to support enrollment recovery, student services, workforce programming, online and HyFlex delivery, and baccalaureate education. The principal remaining challenge is not whether the College has invested in resources, but whether it can systematically demonstrate that the level, distribution, utilization, and recurring cost of those resources remain sufficient as enrollment and program complexity increase.

Projections

Beginning in FY2027, the Vice President of Finance, working with Enrollment Management and Institutional Research and Effectiveness, will maintain multi-year financial and enrollment projections that include conservative enrollment scenarios and monitor reserves, liquidity, operating performance, and the recurring costs of strategic initiatives. The annual review will explicitly test whether significant recurring obligations remain sustainable within the operating budget before additional long-term commitments are made.

The College will continue to strengthen its assessment of faculty and staff sufficiency in direct response to the April 2025 Area of Emphasis. Beginning with the FY2027 budget cycle, the Vice President of Human Resources and Vice President of Academic Affairs will use enrollment trends, student-to-faculty ratios, workload, course demand, student-support needs, assessment responsibilities, and baccalaureate program growth to inform staffing and succession planning. An initial documented review will be completed by Spring 2027 and incorporated into subsequent budget and workforce-planning cycles.

Beginning in FY2027, the Vice President of Finance, Director of Institutional Advancement, and Foundation leadership will annually review fundraising performance, donor retention, scholarship support, and growth in board-designated and endowed resources to determine whether philanthropic growth is developing into a sustained source of support for students and institutional priorities.

By Spring 2027, Facilities leadership, in collaboration with Finance, Academic Affairs, and Student Success, will establish a baseline review of space utilization, accessibility, safety, instructional capacity, and student feedback and will use the results to inform future capital priorities. Information Technology and Mission Support will continue lifecycle planning and cybersecurity assessment, using system availability, incident and remediation trends, vulnerability testing, security-training completion, and user feedback to evaluate reliability and risk.

During FY2027 and FY2028, Academic Affairs and the Learning Innovation Hub will strengthen the systematic evaluation of instructional technologies in relation to academic quality and student experience. The College will use evidence from Blackboard Ally, Simple Prep, and course-quality reviews to identify accessibility barriers, course needs, faculty-development priorities, and opportunities for course improvement. This work will move beyond technology adoption and utilization toward evidence of how instructional technologies support accessible course design, consistent student experiences, faculty practice, and continuous improvement.

Throughout FY2027 and FY2028, the Executive Leadership Team will continue using the College's team-based meeting structure to review strategic priorities alongside enrollment, financial, staffing, facilities, technology, and performance evidence and to document significant resource adjustments and follow-through. These projections are intended to move the College from demonstrating that resources have been added to demonstrating, with consistent evidence, that resources are sufficient, appropriately distributed, financially sustainable, and effective in supporting academic quality, student success, and mission fulfillment.

Standard 4: Educational Effectiveness and the Success of All Students

Description

Quincy College evaluates educational effectiveness through an increasingly systematic approach to student learning, student achievement, academic program quality, and institutional improvement. This Standard follows that progression from evidence of student learning, to student progression and completion, to the supports that contribute to success, and finally to transfer, licensure, employment, and other post-completion outcomes. Assessment is aligned with the College's mission, Strategic Plan (2026–2028), Strategic Enrollment Plan, and student-success priorities and is supported by faculty, academic leadership, Student Success, Enrollment Management, and the Office of Institutional Research and Effectiveness.

Assessment occurs at multiple levels, including General Education outcomes, program learning outcomes, course learning outcomes, licensure and certification outcomes, student-success indicators, and institutional effectiveness measures. Direct and indirect evidence is used to evaluate whether students are learning, progressing, completing programs, transferring, attaining employment, and succeeding in professional licensure or certification. Institutional Research and Effectiveness supports data collection, analysis, disaggregation, reporting, and dissemination through dashboards, Fact Books, assessment reports, program review, and strategic planning processes.

At the academic-program level, Quincy College uses two complementary approaches: progressive assessment of learning across the curriculum and planned assessment of selected Program Learning Outcomes. Progressive assessment asks whether students demonstrate increasing complexity as they advance through a program. Planned PLO assessment asks a program to examine a defined outcome using direct evidence, identify findings, make an improvement when warranted, and reassess. Program review provides a broader periodic mechanism that brings these learning results together with enrollment, workforce information, advisory input, resources, and program viability. Together, these processes are intended to create a continuous sequence of evidence, faculty interpretation, action, and follow-up rather than a collection of isolated assessment activities.

The College's assessment approach has developed over time from discrete projects and reporting requirements toward a more faculty-engaged culture of inquiry. The current program-assessment cycle began in AY2019–2020 with annual reporting; full-time faculty participation became standard in AY2020–2021; curriculum mapping expanded in AY2021–2022; course outcomes and reporting tools were further aligned in AY2022–2023; deans assumed a larger support role in AY2023–2024; documentation became more centralized in AY2024–2025; and AY2025–2026 focused on continued methodological refinement and stronger dean-led oversight. This history is important because the College's current assessment structure represents accumulated institutional learning rather than a new process created for the comprehensive evaluation.

Student Learning and Assessment

Faculty assess student learning through examinations, projects, portfolios, clinical evaluations, capstone experiences, embedded and signature assignments, licensure examinations, and other direct measures aligned with course and program outcomes. Program learning outcomes are assessed through annual activities and periodic program review. Findings are reviewed by faculty and academic leadership and are increasingly used to revise curriculum, assignments, sequencing, instructional approaches, and program design.

General Education assessment provides an institution-wide measure of learning across programs. In AY2025–2026, 372 students and 59 faculty participated in assessment of the General Education outcome focused on mathematical reasoning and the use of qualitative and quantitative data. Compared with the 2022 administration, performance improved on each reported item. Students performed particularly well when reading a single value from a chart or table, while performance was lower on tasks requiring proportional reasoning, working backward from percentages, or generalizing from data.

Selected results from the 2022 and 2026 General Education assessment cycles are presented in Table 4.A and show both areas of improvement and continuing weaknesses in quantitative and data reasoning

Table 4.A. Selected General Education Assessment Results

Selected General Education Item	2022	2026
Largest CO ₂ source from chart	91%	95%
Fuel-efficiency/greenhouse-gas reasoning	53%	62%
Efficiency and footprint conclusion	67%	81%
Break-even calculation	55%	65%
Net emissions comparison	65%	79%
Estimate baseline from percentage change	52%	76%

The assessment produced a useful finding for improvement: students do not appear to acquire these data-reasoning skills simply by accumulating credits or progressing to higher-level courses. Faculty recommendations therefore emphasize explicit practice with proportional and rate reasoning, reverse-percentage calculations, generalization from specific data, and assignments that combine narrative and quantitative evidence. This is an important example of the College using direct evidence of student learning to identify a specific instructional need rather than treating completion of an assessment activity as evidence of effectiveness.

Faculty feedback collected for the self-study provides additional evidence that assessment is occurring within disciplines and, importantly, that faculty are using findings to make changes. The examples below are illustrative rather than a substitute for formal program assessment records.

Table 4.B provides selected examples of faculty using assessment evidence to make instructional and curricular changes, while recognizing that documentation of reassessment remains uneven across programs.

Table 4.B. Selected Faculty Evidence: Assessment → Improvement

Program/Discipline	Evidence Reviewed	Improvement or Next Step
Human Services	Signature and weekly assignments; scoring consistency across faculty	Created a more specific rubric; subsequent scoring variation narrowed.
Mathematics	Exams, quizzes, assignments, participation; statistics performance	Added more in-class handouts/practice in response to student preference; will compare outcomes.
Nursing	NCLEX results, clinical partner feedback, QSEN, job placement	Added targeted faculty support and curriculum review where students struggled; continue test-score analysis.
Physical Therapist Assistant	Written/formative assessment, CPI clinical evaluation, NPTE performance	Increased lab time/credit hours; compare practical scores and student feedback across cohorts.
Radiologic Technology	Exit examinations, ARRT results, student satisfaction	Added lab time and additional evaluation of critical-thinking skills; reassess over subsequent semesters.
Surgical Technology	CST pass rate, clinical competencies, case completion, employment	Added BoardVitals and certification-exam review/practice; compare future CST outcomes.
Psychology	PLO assessment, signature assignments, student feedback	Expanded community-building, research, internship, and information opportunities, especially for online students.
Exercise Science	Direct PLO assessment through labs, assignments, and practicals	Curriculum redesign to reflect current evidence-based practice; considering expanded baccalaureate/certification pathways.

Program Review and Educational Quality Assurance

Program review is increasingly used to connect assessment findings, enrollment and workforce data, advisory input, and curriculum decisions. The College also uses annual assessment reporting, curriculum review, licensure outcome analysis, student-success assessment, and online course quality review to evaluate academic quality across instructional modalities. A Quality Matters-informed review process evaluates online and hybrid courses on a four-to-five-year cycle for learning-outcome alignment, organization, accessibility, assessment methods, instructional materials, and student support. Review findings have resulted in course redesign, revised outcomes, accessibility improvements, and stronger alignment between instruction and assessment.

Table 4.C illustrates the College’s developing expectation that program review lead to documented action and subsequent evaluation rather than function primarily as a compliance exercise.

Table 4.C. Program Review → Action → Status/Result

Program	Evidence	Action	Status/Result
Criminal Justice	Enrollment decline	Curriculum redesign	Implemented AY2025–2026
Healthcare Administration	Workforce demand	New concentration development	Launched
Early Childhood Education	Advisory recommendations	Course redesign	Enrollment growth
Computer Science	Employer feedback	integration of emerging technologies	Ongoing implementation

Student Achievement and Success

Quincy College evaluates student success through fall-to-spring persistence, fall-to-fall retention, graduation, successful credit completion, transfer, licensure or certification, employment, and other post-graduation outcomes. These indicators are reviewed in relation to institutional goals and are increasingly used to identify achievement gaps and evaluate the effectiveness of student-success interventions.

Table 4.D summarizes the principal student-achievement measures used to evaluate progression and completion and highlights outcomes requiring continued attention.

Table 4.D. Student Achievement Indicators

Measure	FY22	FY23	FY24	FY25
Fall-to-Spring Persistence	63%	66%	65%	65%
Fall-to-Fall Retention	43%	47%	54%	51%
Graduation Rate	16%	16%	15%	17%
Successful Credit Completion	75%	78%	79%	78%
Transfer: enrolled any time after cohort term	35%	30%	24%	12%
Transfer: enrolled elsewhere by end of 2nd Fall	13%	12%	13%	19%

The longitudinal data show progress, but not uniformly. Retention increased from 43 percent in FY2022 to 51 percent in FY2025 after reaching 54 percent in FY2024, while graduation increased modestly to 17 percent. The two transfer measures move differently because they capture different time horizons and therefore should not be interpreted as interchangeable. More recent Factbook evidence also identifies a significant concern: annual successful credit completion declined from 78.4 percent in AY2024–2025 to 62 percent in AY2025–2026, with a preliminary part-time rate of 54 percent. This decline reinforces the need to examine course success, enrollment intensity, financial barriers, academic preparedness, and the effectiveness of interventions rather than relying on earlier aggregate trends.

The College has expanded advising, early alert and intervention strategies, First Year Seminar, academic coaching, wellness support, tutoring, targeted financial-aid interventions, and proactive student outreach. First Year Seminar provides one of the clearest examples of outcome analysis; participants demonstrated higher persistence and retention than non-participants. The association supports continued use and evaluation of the course while also underscoring the need to control for differences among student populations when assessing impact.

Beginning in Fall 2026, the Learning Innovation Hub is implementing Simple Prep as a proactive, Canvas-integrated course-readiness approach. The initiative is designed to make readiness expectations more transparent and to provide faculty, department chairs, deans, and the Hub with a shared view of course preparation so that design, accessibility, navigation, and student-support needs can be identified before instruction begins. The model preserves faculty responsibility for course design while positioning chairs and deans in academic oversight roles and the Hub as the provider of the framework, training, and

quality-assurance support. Its effectiveness will be evaluated over time through course-readiness results, faculty adoption and feedback, and evidence about the student experience.

Table 4.E provides one example of the College examining whether a student-success intervention is associated with measurable differences in student outcomes rather than relying on participation alone.

Table 4.E. First Year Seminar Impact

Group	Persistence	Retention
First Year Seminar Participants	69%	54%
Non-Participants	55%	38%

Post-Graduation, Licensure, and Workforce Outcomes

The College evaluates post-graduation success through transfer, employment, licensure or certification, workforce advancement, and continued educational attainment. Workforce-oriented health programs provide especially direct measures of whether students are prepared for professional practice.

Selected licensure and workforce outcomes in Table 4.F extend the College’s evaluation of educational effectiveness beyond course and program completion to students’ preparation for professional practice.

Table 4.F. Selected Licensure and Workforce Outcomes

Program	Completion	Licensure/Certification	Employment
Associate Degree Nursing	93%	NCLEX-RN 86%	90%
Practical Nursing	81%	NCLEX-PN 88–100%	92%
Physical Therapist Assistant	100%	NPTE-PTA ultimate pass 100%	100%
Radiologic Technology	81%	ARRT 92%	100%
Surgical Technology	83%	NBSTSA 73%	100%

Several programs show measurable improvement during the accreditation cycle. Associate Degree Nursing completion increased from 64 percent in 2023 to 93 percent in 2025, Radiologic Technology credentialing performance improved from 75 percent to 92 percent, and Practical Nursing job placement increased from 80 percent in 2022 to 92 percent in 2025. These results provide evidence of strong outcomes in several workforce-aligned programs while also identifying program-level measures that require continued monitoring.

Areas of Emphasis: March 2022 and May 2024 — Retention, Persistence, Transfer, and Graduation.

The Commission asked Quincy College to demonstrate progress in retention and persistence and, in May 2024, to give particular emphasis to its success in achieving goals for retention, transfer, and graduation. The College’s response has become more coordinated and evidence-based. Advising, early alerts, First Year Seminar, academic coaching, tutoring, wellness services, financial-aid interventions, and student outreach are now supported by stronger Institutional Research capacity and cross-divisional coordination. In June 2026, NECHE accepted the College’s Student Success Response report and

recognized increases in degrees awarded, improvements in satisfactory academic progress outcomes, and expanded tutoring and academic support.

The College nevertheless does not consider the work complete. Outcomes remain uneven across student populations, and part-time students, adult learners, first-generation students, and students with significant financial need require continued attention. The sharp AY2025–2026 decline in successful credit completion, particularly among part-time students, adds urgency to this work. Transfer and completion outcomes also warrant deeper analysis. The appropriate conclusion is that Quincy College has made demonstrable progress and has strengthened its capacity to evaluate student success, while continued improvement remains a central institutional priority.

April 2025 — Baccalaureate Assessment and Educational Effectiveness.

The Commission asked Quincy College to demonstrate assessment of learning outcomes in the B.S. in Computer Science and B.S. in Psychology and use of results to inform improvement. Business Management, Computer Science, and Psychology participate in the institution's assessment framework through program learning outcomes, annual reporting, embedded and signature assignments, capstone work, curriculum review, and program evaluation. Early findings have informed curriculum sequencing, assignment design, and refinement of upper-division learning outcomes. The RN-to-BSN program, approved by the Massachusetts Department of Higher Education and NECHE in Spring 2026 and launched with its first cohort in Fall 2026, was developed with an assessment plan aligned to the same expectations.

At the course level, the Learning Innovation Hub's eDesign work provides an additional mechanism for translating program expectations into the student learning experience. Collaboration with faculty on upper-division course maps, module outcomes, learning activities, assessments, and shared-course structures strengthens the connection between program learning outcomes, course design, and the direct evidence of learning used in assessment.

The College has established the structure necessary to evaluate baccalaureate learning, but assessment maturity varies across programs. Documentation of closing-the-loop actions and subsequent evidence of improved learning remains uneven. For the established baccalaureate programs, the next test is not whether assessment activities occur, but whether the College can consistently demonstrate that findings lead to changes and that subsequent evidence shows whether those changes were effective. For RN-to-BSN, Fall 2026 appropriately serves as the baseline stage for future assessment.

Appraisal

Quincy College has made substantial progress in moving from decentralized assessment and activity-based reporting toward a more coherent culture of evidence. Expansion of Institutional Research and Effectiveness, increased faculty participation, dashboards and Fact Books, program review, General Education assessment, and stronger expectations for baccalaureate assessment have improved the institution's ability to answer the central question of this standard: how does the College know that students are learning and succeeding?

The evidence is strongest where the College can connect a measure to an action and then to a result. The General Education assessment identified a specific weakness in applied data reasoning and generated concrete instructional recommendations. Faculty examples show assessment leading to rubric revision, additional laboratory time, revised curriculum, targeted certification preparation, and changes in instructional practice. Program-review examples demonstrate that enrollment trends, workforce demand, advisory input, and employer feedback are producing curriculum and program changes. Several health programs demonstrate strong or improving completion, licensure, and employment outcomes. First Year Seminar participants show higher persistence and retention than non-participants, although the College appropriately treats this as an association that requires continued analysis rather than proof of causation.

Faculty self-study evidence reinforces this pattern at the program level. Radiologic Technology reported rising exit-examination and ARRT performance across three cohorts and added laboratory time and targeted evaluation after identifying a weakness in critical-thinking performance. Surgical Technology added BoardVitals and expanded certification-examination preparation in response to student performance and CST results. Early Childhood Education used program-learning-outcome assessment and field-placement evidence to revise observation coursework and create a new course addressing an identified learning gap. These examples do not establish institution-wide effectiveness on their own, but they demonstrate that faculty are increasingly able to identify evidence, make a specific change, and name the subsequent evidence that should determine whether the change worked.

The evidence also identifies important limitations. Retention has improved but remains below the College's aspirations; graduation improvement is modest; transfer measures require careful interpretation; achievement gaps persist; and the AY2025–2026 decline in successful credit completion is a material concern. Assessment maturity is also uneven. Some programs can document a clear evidence-to-action sequence, while others are still strengthening consistent program-level assessment and follow-up. Baccalaureate assessment has not yet produced equally mature closing-the-loop evidence across established programs, and RN-to-BSN is too new for outcome claims.

The College's principal challenge for the next cycle is therefore to move from stronger assessment infrastructure to consistent demonstration of impact. This requires disaggregating outcomes, evaluating interventions rather than simply documenting participation, following assessment changes through a second cycle, and connecting findings more consistently to curriculum, student support, resource allocation, and strategic decisions. The College's willingness to identify weak or mixed outcomes—including credit completion, transfer, and uneven assessment maturity—is itself evidence of a more credible culture of inquiry, but the effectiveness of that culture will ultimately be judged by whether documented actions produce measurable improvement.

Projections

Beginning in AY2026–2027, Academic Affairs, the Chair of Assessment, and Institutional Research and Effectiveness will implement a documented annual assessment cycle that identifies the outcome assessed, evidence reviewed, findings, improvement action, responsible party, and follow-up measure for each academic program. By the end of Spring 2027, programs completing an assessment cycle will

document whether prior improvement actions produced the intended result, strengthening institution-wide evidence of closing the loop.

During AY2026–2027, faculty and Academic Affairs will respond to the General Education data-literacy findings by identifying courses and assignments in which proportional reasoning, reverse-percentage reasoning, interpretation of combined narrative and numeric evidence, and generalization from data can be reinforced. The next General Education assessment cycle will compare results with the 2026 baseline to determine whether the instructional response improves student performance.

Beginning in FY2027, Student Success, Enrollment Management, Academic Affairs, Financial Aid, and Institutional Research and Effectiveness will review persistence, retention, successful credit completion, graduation, and transfer outcomes at least annually and disaggregate results by relevant student characteristics and enrollment patterns. Particular attention will be given to the AY2025–2026 credit-completion decline and the preliminary 54 percent part-time rate. Where valid comparison data are available, the College will place institutional outcomes in context using appropriate Massachusetts, NECHE E-Series, or other peer benchmarks. Related student-success interventions will be evaluated using participation, utilization, and outcome data so that the College can distinguish implementation from effectiveness and redirect resources when results do not meet expectations.

By the end of FY2028, the established baccalaureate programs will complete assessment cycles for upper-division program learning outcomes that include documented follow-up on prior findings. Academic Affairs and Institutional Research and Effectiveness will review this evidence annually, with particular attention to Computer Science and Psychology in response to the April 2025 Area of Emphasis. RN-to-BSN will establish baseline evidence from the Fall 2026 cohort and use subsequent cohorts to evaluate learning, progression, completion, and other appropriate program outcomes.

Beginning in FY2027, Academic Affairs, Enrollment Management and Student Financial Assistance, and Institutional Research and Effectiveness will strengthen post-graduation evidence through National Student Clearinghouse transfer analysis and improved collection and use of employment, licensure, certification, continued-education, and workforce outcomes. By FY2028, these measures will be incorporated more consistently into program review and institutional-effectiveness reporting so that educational effectiveness is evaluated not only through completion, but also through what students are able to do and achieve after leaving Quincy College.

Standard 5: Integrity, Transparency, and Public Disclosure

Description

Institutional Integrity and Ethical Practice

Quincy College demonstrates institutional integrity through ethical governance, clearly defined policies, regulatory compliance, and accountability across academic and administrative operations. The Board of Governors provides fiduciary oversight and establishes policies supporting ethical conduct, transparency, and responsible stewardship. Institutional expectations are further articulated through policies addressing ethics and conduct, academic integrity, student conduct, FERPA, Title IX, grievances and appeals, non-discrimination, and conflicts of interest.

Employees complete required compliance training in areas such as ethics, conflict of interest, Title IX, ADA, FERPA, cybersecurity awareness, and other regulatory responsibilities. Students receive information about academic integrity, conduct expectations, grievance procedures, rights, and responsibilities through orientation, the College Catalog, Student Handbook, institutional policies, and course materials. Online learning environments use identity-verification and academic-integrity tools to support confidence in the authenticity of student work. The College verifies the identity of students participating in distance education in accordance with Policy 5.18, Verification of Student Identity for Distance Education, using established authentication and identity-verification processes while protecting student privacy.

Complaint and grievance processes provide defined avenues for resolution. Policy 6.14 governs student grievances, and online learners have access to a published complaint procedure consistent with state-authorization expectations. Separate processes address academic matters, Title IX concerns, employee grievances, and other complaints so that concerns can be directed to the appropriate institutional process.

Table 5.A summarizes the mechanisms, responsible functions, and implementation evidence through which the College supports institutional integrity and regulatory compliance.

Table 5.A. Integrity and Compliance Framework

Area	Primary Mechanism	Responsible/Lead Function	Evidence of Implementation
Employee ethics and conflicts	Required ethics/conflict-of-interest training	Human Resources / policy owners	Training and completion records
Student conduct and academic integrity	Handbook, orientation, academic policies, LMS integrity tools	Student Affairs / Academic Affairs	Published policies and course implementation
Grievances and complaints	Policy 6.14 and specialized complaint procedures	Student Affairs / responsible offices	Published procedures and case records
FERPA and data privacy	Role-based access and privacy procedures	Registrar / ITMS	Access controls and data-management practices
Title IX / non-discrimination	Policies, reporting pathways, training	Human Resources / Student Affairs	Training, reporting, and public disclosures
Clery / campus safety	Required safety reporting and public information	Public Safety	Annual security reporting and related disclosures

Transparency and Public Information

Quincy College provides public information through the College website, College Catalog, Student Handbook, Board of Governors webpages, consumer-information resources, Financial Aid webpages, and the annual Fact Book. Together, these sources communicate academic programs and requirements, admissions information, costs and financial aid, student services, transfer policies, accreditation, institutional policies, governance information, and selected student outcomes.

During the accreditation cycle, the College undertook a substantial review of website content and structure to improve accuracy, accessibility, navigation, mobile usability, and the public's ability to locate essential information. More than 400 pages were corrected, and the reported average accessibility score improved from 77 percent to 95 percent. Site architecture, page speed, and mobile compatibility were also addressed. These improvements are important not simply as technical changes but because accurate and accessible public information supports informed educational decision making.

Table 5.B summarizes improvements made to public-facing information during the accreditation cycle and provides evidence of the College's increased attention to accuracy, accessibility, and transparency.

Table 5.B. Website Transparency Improvements

Area	Issue Identified	Action	Reported Outcome
Content accuracy	Outdated or duplicative pages	Page review and correction	400+ pages corrected
Accessibility	Inconsistent accessibility compliance	Accessibility remediation	Reported score improved from 77% to 95%
Navigation / architecture	Inconsistent structure	Reorganization and cleanup	Improved usability
Page speed / mobile use	Slow loading and poor mobile compatibility	Technical optimization / redesign	Reduced barriers for users

The College makes consumer information available concerning tuition and fees, financial aid, cost of attendance, net price, transfer credit, complaint procedures, non-discrimination and Title IX, campus safety, and other student protections. The annual Fact Book provides public and internal stakeholders with information about enrollment, demographics, student aid, academic programs, and selected outcomes. Program-specific outcomes, including licensure results where applicable, are also communicated through institutional and program materials.

Public Disclosure and Accreditation Compliance

Quincy College publishes its institutional accreditation status and information concerning specialized accreditation, program approval, and authorization through the website, Catalog, program pages, and other institutional materials. The College also maintains required complaint, transfer-credit, tuition and financial-aid, non-discrimination, Title IX, campus-safety, and consumer-information disclosures.

During preparation for the 2026 comprehensive evaluation, the College undertook an additional review of accreditation and public-disclosure information to improve consistency across institutional and

program webpages. This work includes development of a centralized accreditation and authorization resource and a public page concerning the 2026 NECHE comprehensive evaluation and self-study. In advance of the comprehensive evaluation visit, the College provided public notice of the upcoming evaluation and invited members of the public to submit comments in accordance with NECHE requirements.

This review is particularly important for programs with specialized accreditation, approval, candidacy, or applicant status. The College recognizes that these categories are not interchangeable. Final programmatic accreditation disclosures will therefore be verified against current accreditor or approving-body requirements before publication and maintained through ongoing review.

Table 5.C identifies the institutional responsibilities through which required public disclosures are maintained and reviewed.

Table 5.C. Public Disclosure Accountability

Disclosure Area	Primary Public Location	Institutional Expectation
NECHE institutional accreditation	Accreditation webpage; Catalog; policy materials	Accurate institutional status and Commission information
Specialized accreditation / approval	Program pages; Catalog; accreditation webpage	Current status and required accreditor/approving-body language
Student grievance procedures	Website; Handbook; policy manual	Clear and accessible complaint pathway
Online student complaints	Website	State-authorization/SARA consumer-protection information
Transfer credit	Catalog; website; Policy 4.05	Current credit limits and evaluation procedures
Tuition and financial aid	Website; Financial Aid resources	Current cost, aid, net-price, forms, and required disclosures
Non-discrimination / Title IX	Website; Catalog; Handbook; HR resources	Consistent student and employee protections
Campus safety	Website	Required safety and Clery information

The College has managed multiple NECHE reporting and substantive-change processes during the accreditation cycle, including baccalaureate program development, the Boston instructional location, the RN-to-BSN program, and student-success reporting. In June 2026, NECHE accepted the College's Student Success Response report and confirmed the Fall 2026 comprehensive evaluation and a Fall 2027 substantive-change visit associated with implementation of the RN-to-BSN program.

The Boston/ArLab instructional location is also being accurately reflected in current public and accreditation materials. During much of the accreditation cycle, Quincy College offered workforce and certificate programming at ArLab in partnership with JVS Boston. In 2026, the College and JVS Boston mutually agreed to conclude Quincy College's participation at ArLab as the College refocused on programming at the Quincy Campus. Beginning in September 2026, nearly all Quincy College programming previously offered at ArLab transitioned to Quincy; two previously scheduled noncredit Certified Nursing Assistant classes beginning in November and December 2026 will remain at ArLab through completion. Quincy College and JVS Boston will continue their partnership, including

biotechnology programming at the Quincy Campus, while opportunities for additional collaboration may be considered as appropriate..

Information Security and Data Integrity

Quincy College maintains policies, procedures, and technology systems designed to protect institutional information, support data privacy, and sustain continuity of operations. Information Technology and Mission Support oversees enterprise systems, user authentication, network security, disaster-recovery planning, cybersecurity, and related data-protection practices.

Security practices include role-based access, secure authentication, FERPA-compliant data management, cybersecurity monitoring through Arctic Wolf, vulnerability assessment, disaster-recovery planning, and employee cybersecurity-awareness training. These practices support instructional and administrative continuity while protecting sensitive institutional and student information.

Appraisal

Quincy College has strengthened integrity, transparency, and public accountability during the accreditation cycle. Ethical and compliance expectations are supported by governance, policies, training, grievance procedures, regulatory oversight, and increasingly systematic review. The College has also demonstrated the capacity to manage substantial academic and institutional change while meeting accreditation and reporting responsibilities.

The clearest measurable evidence of improvement in transparency is the College's website work. Correcting more than 400 pages, improving the reported accessibility score from 77 percent to 95 percent, and addressing navigation and mobile usability improved the public's ability to obtain institutional information. The College increasingly understands that transparency is not simply the publication of required information; it is the provision of information that is accurate, accessible, understandable, current, and useful to students and the public.

The accreditation and public-disclosure review conducted for the 2026 comprehensive evaluation also exposed an important institutional risk: public information can become inconsistent as programs, accreditation statuses, instructional locations, and operations change. The review of nursing approval and candidacy language, specialized accreditation information, authorization language, and the ArLab transition demonstrates why decentralized maintenance of public information can produce inconsistency. The College's response is appropriately moving toward centralized ownership, scheduled verification, and clear accountability rather than assuming that previously published information remains current.

The College's record of NECHE reporting and substantive-change activity demonstrates compliance capacity, but successful completion of required processes is not, by itself, evidence of effectiveness. Similarly, training completion, publication of policies, and existence of grievance procedures demonstrate implementation rather than whether users understand or benefit from them. The next stage of improvement is to evaluate whether training changes knowledge or behavior, whether students and the public can readily locate and understand required disclosures, whether complaint and grievance

pathways function as intended, and whether information remains consistent across the website, Catalog, Handbook, and program materials.

Cybersecurity and data protection have also become strategic institutional priorities. Existing controls, monitoring, training, vulnerability assessment, and continuity practices provide a strong foundation. Because cyber risks and regulatory expectations continue to evolve, however, information security requires ongoing assessment, documented remediation, and periodic testing rather than a static compliance approach.

Overall, Quincy College meets this standard through established structures for ethical practice, regulatory compliance, public disclosure, accreditation reporting, and information security. Its principal opportunity for the next cycle is to move from strong evidence that processes exist and corrections are made to stronger evidence that integrity and transparency systems are routinely verified for effectiveness. That shift is particularly important as the College expands baccalaureate education and as program approvals, locations, partnerships, and public information continue to change.

Projections

Beginning in AY2026–2027, Academic Affairs, Marketing, Enrollment Management, Financial Aid, Human Resources, the Registrar, Institutional Research and Effectiveness, and other responsible offices will participate in a documented annual review of required public disclosures. The review will verify consistency among the College website, Catalog, Student Handbook, consumer-information resources, program pages, and accreditation materials and will identify an accountable office for each disclosure. Findings and corrective actions will be documented annually.

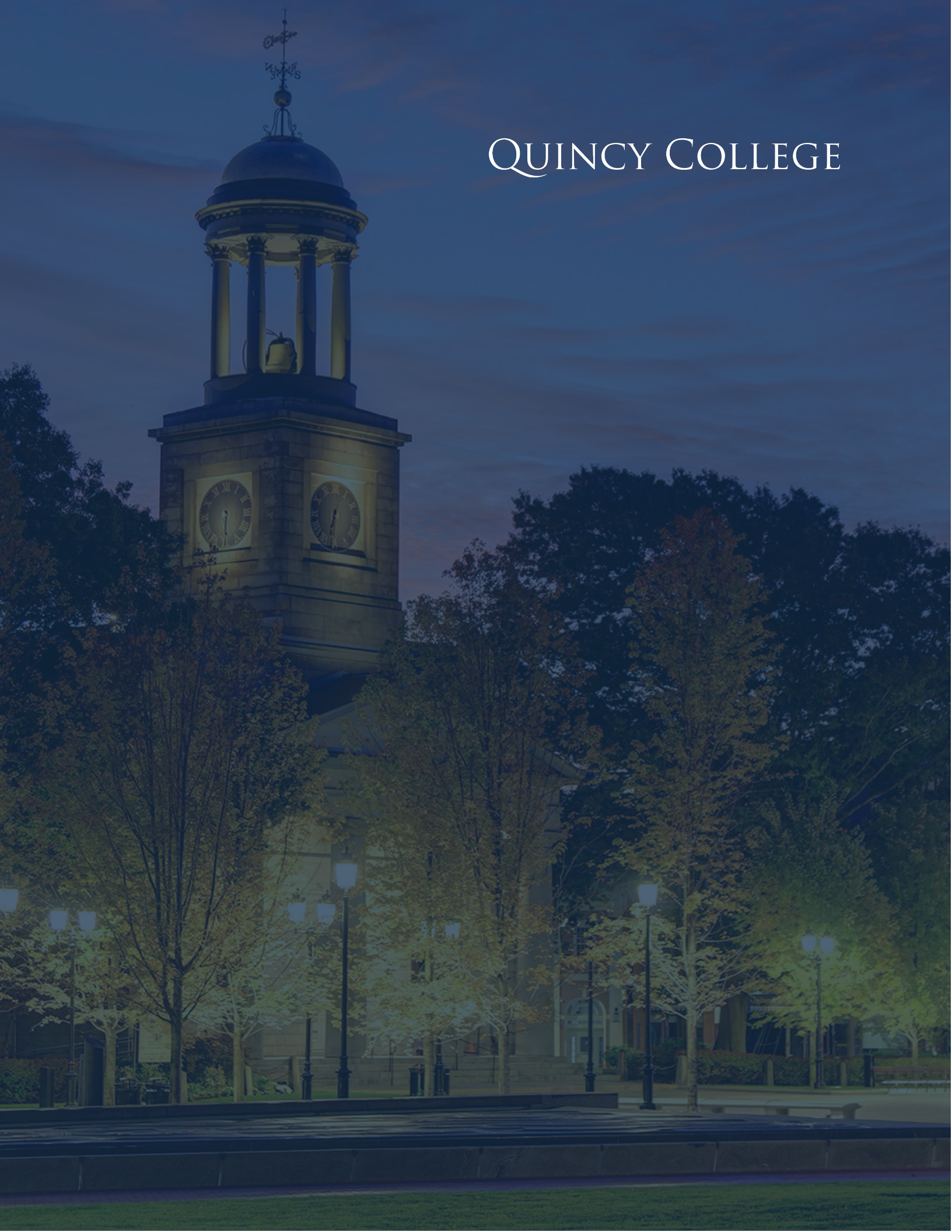
Academic Affairs and Marketing will maintain a centralized accreditation, authorization, and programmatic accreditation resource and will establish a process for program directors to verify specialized accreditation, approval, candidacy, and applicant-status language at least annually and whenever a status changes. Required accreditor or approving-body language will be reproduced as required rather than paraphrased, and outdated status, contact, campus-location, or authorization information will be corrected promptly.

During AY2026–2027, General Counsel, Human Resources, Academic Affairs, Student Affairs, and responsible policy owners will establish a documented review cycle for key institutional policies, compliance training, grievance processes, and academic-integrity practices. The review will assess not only completion and compliance, but also complaint patterns, training outcomes or knowledge checks where appropriate, implementation consistency, and whether grievance pathways are functioning as intended.

By FY2028, Marketing, Institutional Research and Effectiveness, Enrollment Management, and Academic Affairs will complete an annual audit of public-facing information, including program requirements, costs, financial aid, accreditation status, student-achievement information, and consumer disclosures. The audit will include periodic testing of whether required information can be located and understood by intended audiences. Findings will be used to correct inconsistencies and improve accessibility, accuracy, and usefulness.

Throughout FY2027 and FY2028, Information Technology and Mission Support will continue cybersecurity risk assessment, penetration testing, employee-awareness training, incident review, vulnerability remediation, and business-continuity planning. Results will be documented and used to prioritize remediation and technology investment so that information security remains aligned with institutional risk and regulatory requirements.

Through these actions, Quincy College will move from periodic correction of public information toward a more systematic model of ownership, verification, assessment, and continuous improvement, ensuring that integrity, transparency, and public disclosure remain embedded in institutional effectiveness and public trust.

A photograph of Quincy College's clock tower at dusk. The tower is a multi-story stone structure with two large clock faces on its upper section. Above the clocks is a belfry with four columns and a bell. The tower is topped with a dome and a weather vane. The building is surrounded by trees with autumn foliage, and several street lamps are visible in the foreground. The sky is a deep blue with some clouds.

QUINCY COLLEGE

