



QUINCY COLLEGE

STRATEGIC PLAN

2022-2025 UPDATES DRAFT



Mission

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.

Vision

In five years, Quincy College will offer multiple bachelor's degrees thereby becoming the preferred transfer destination for community college students in Massachusetts. With strong K-12 partnerships, Quincy College will be the college of choice for commuter students throughout metro Boston and the South Shore areas. The college will become a regional center for workforce training in order to support the professional goals of a diverse student body and the employment needs of local businesses.

Values

At Quincy College, we are committed to the following values.

•Access •Community •Diversity •Affordability •Excellence •Integrity •Trust

Part I. Executive Summary

In 2019, Quincy College and other institutions of higher education were at the beginning of experiencing a “demographic cliff” that contributed to a significant reduction in the number of students and credits. Unique conditions, such as the temporary closure of the nursing program, compounded Quincy College’s financial challenges as a tuition-dependent institution.

It was within this environment that the foundation of Quincy College’s Strategic Plan was laid. Faculty, staff, community members, and members of the Board of Governors developed goals, strategies, and action steps with ambitious timelines as the existential threat was acknowledged. But that was only the beginning of the story.

New leadership under President Richard DeCristofaro and Provost/CAO Servet Yatin accelerated progress on all fronts, resulting in a second look at the Strategic Plan in 2021. Taking note of the College’s accomplishments internally and in the community, new and pending initiatives were placed within the Strategic Plan Six Different Themes, including:

Theme 1. Program Development (online, baccalaureate, health, non-credit, and vocational programs). *Expand programs to meet the academic and workforce needs of students and the communities we serve.*

Theme 2. Educational Access. *Increase higher educational access for residents of Quincy and Plymouth, metro Boston and southeastern Massachusetts and beyond.*

Theme 3. Student Success (persistence, retention, graduation, transfer, employment). *Increase retention and graduation rates through continuous review of institutional practices and the education environment.*

Theme 4. High-quality teaching and learning and academic excellent. *Build a dynamic teaching, learning, and working environment committed to the success of all students.*

Theme 5: Human, Information, and Capital Resources. *Strengthen human, information, and capital resources to support faculty, staff, and students.*

Theme 6: Financial Stability and Resource Development. *Ensure the future of the institution through strategic management of capital and financial resources.*

These Themes, which represent the College’s Mission, Vision, and Values, have been carried out through a total of 56 goals, and then strategies, included in this Strategic Planning Update 2022-2024.

Game-Changers

The length of this document speaks not only to what the institution has accomplished, but also to the complexity of running and 21st century organization. All facets of the organization, academic and administrative, are included because

the success of the College depends on strength and stability *in every part of the organization*. However, there are five initiatives require special focus because of their enormous impact:

Baccalaureate Programs: In the space of two years, under the leadership of Provost/CAO Dr. Servet Yatin, the College developed three baccalaureate programs, including Business Management, Computer Science, and Psychology. Successful implementation included internal program and curricular development as well as multiple levels of approval by the Department of Higher Education, and the College accreditor, NECHE. Quincy College is now the only community college in Massachusetts, and in New England, offering baccalaureate degrees and a total of 178 students are currently enrolled in fall 2023 in the three programs.

The Healthcare and Science Career Institute: Throughout AY 21-22, the College worked with Jewish Vocational Services (JVS) to develop a joint project offering career programming at 122 Arlington Street in Boston. After receiving approval, during AY 22-23, construction began with a \$1.5 million Executive Office of Education Capital Grant through JVS. The Institute is now fully operational as of fall 2023, and offering its full menu of credit programs, such as Medical Billing & Coding, Healthcare Foundations, Substance Addiction Assistant, Phlebotomy Technician, and Biotechnology & GMP, and non-credit certificates include Certified Nursing Assistant, Patient Care Technician, and Caring for Seniors. Last fiscal year, while awaiting construction, close to 300 students were served on the Quincy campus.

Early College High School (ECHS) and Dual Enrollment: Quincy College is into its third full year of Early College High School (ECHS) increasing from 149 to 204 Quincy high school students between fall 2021 and fall 2022. Another area of growth, dual enrollment, provided 386 students from 14 high schools with the opportunity to earn credit at Quincy College in AY 22-23. Dual enrollment registrations are projected to reach 500 in AY 23-24.

Revitalization of the Nursing Programs: Nursing programs were suspended in 2018 and the College assumed full responsibility for reimbursing students effected. Within one year, thanks to the work of a strong administrative team and dedicated educators, the College successfully restored the nursing program in fall 2019, subsequently enrolling five ASN and PN cohorts, and graduating three ASN and five PN cohorts. With increasing enrollment and positive NCLEX results, the College is positioned for full BORN approval. On August 11th, the College applied for full approval for the ASN program to BORN, with the second application in process.

MassReconnect and Other Partnerships: Thanks to strong representation from our local and state government partners, the College was included in Targeted Scholarships and MassReconnect as a municipal institution, through which scholarships for students 25 and older without a degree are now available. Securing this support to our students reflects the College's overall mission to improve lives through education and to strengthen the local economy---while growing our enrollment.

These major initiatives succeeded with the support of strong administrative and technological infrastructure, as well as talented and committed faculty. All receive specific attention in the Updates.

Strategic Planning: Update 2022-2024

In addition to providing details on accomplishments in many domains, the 2022-2024 Update also notes what remains to be done, leaving room for more innovation, inspiration, and aspiration. While immersing in the details, readers may also consider pondering the environment upon which the original document was written:

- A complex and unpredictable national economy.
- Rising tuition costs.
- Increasing cultural, racial, and linguistic diversity.
- A shift from manufacturing to a knowledge economy, increasing the importance of education beyond high school.
- Increasing employment opportunities in the areas of health care and technology.
- Ever-increasing stakeholder expectations for responsive technology.
- Declining numbers of high school graduates, with a new “cliff ahead”

Or, the readers can also consider the implications of current challenges:

- A pandemic that remains potentially disruptive.
- The growing need for mental health support in the overall population, including students.

- Public suspicion about the value of higher education.
- Economic uncertainty, particularly with the advent of new technology and artificial intelligence.

Add to these brief lists of environmental conditions any number of likely scenarios, which, considered with the updates provided on subsequent pages, will inspire all members of Quincy College community to think of what is possible considering all that has been accomplished already. For example, the engagement of Tyton Partners during AY 22-23 provided the College with a few additional areas for emphasis while noting that the College is on track with its overall direction.

Call to Action

Typically, colleges engage in strategic planning every three to five years. However, the College benefits greatly through periodically updating its activities. A report such as this one provides an opportunity to celebrate accomplishments while taking note of opportunities for redirection. The College is committed to revisiting this process at least once a year.

The Update, while comprehensive, is not complete, because it cannot be. College constituents are all invited to read, critique, and make recommendations for the future. We hope that this document increases readers’ understanding and appreciation of the College, its leadership, and the faculty and staff who are responsible for the tremendous accomplishments in these pages.

Part II. Progress, Indicators, and Next Steps

THEME 1: Program Development (online, baccalaureate, health, non-credit, and vocational programs)		
<i>Expand programs to meet the academic and workforce needs of students and the communities we serve.</i>		
Goal/Activity	Progress to Date & Selected Indicators	Planned Next Steps and Timeline
<u>Strategic Goal 1</u> Pursue NECHE general approval for online education and offer all non-selective programs in online modality.	Received Approval for 2 years-FA 20 Received Full Approval for all programs-SP 22	Complete.
<u>Strategic Goal 2</u> Obtain final approval for the BS in Business Management from the DHE and submit substantive change to NECHE.	DHE approval-FA 21 NECHE Substantive Change Going from Lower Degree to Higher Degree Approved-FA 22 Implementation Report Submitted-SP 23 NECHE Site Visit-SP 23 First Baccalaureate Students Graduated-May 23	QC is on the upcoming NECHE meeting agenda regarding the success in implementation and progress.
<u>Strategic Goal 3</u> Secure BORN final approval for both ADN and PN programs and develop plans for capacity increase.	Full Approval Application for ASN Submitted-SU 23.	PN application will be sent by the end of September 23. BORN response anticipated FA 23.
<u>Strategic Goal 4</u> Design and offer baccalaureate programs for most associate-level programs.	Baccalaureate degrees in Business, Computer Science, and Psychology received DHE and NECHE Approvals and enrolled students. FA 23 Enrollments (as of 10/05) <ul style="list-style-type: none"> • Business Management-118 • Computer Science-45 • Psychology-15 	New baccalaureate program development is on pause as the three current baccalaureate programs become established. Next Programs to be considered are Nursing and Biology.

<u>Strategic Goal 5</u> Offer a degree-completion program at both the associate and baccalaureate level.	In Process	Evaluating BS in Psychology FA 23 as a degree-completion alternative.
<u>Strategic Goal 6</u> Increase the number of allied health programs offered at the college.	AS in Radiologic Technology offered SP 23-with 12 students; second cohort starting SP 24.	Per Tyton Report, Occupational Therapist Assistant is under consideration.
<u>Strategic Goal 7</u> Develop credit for prior learning opportunities .	Credit for prior learning opportunity (PLA) Policy 4.05B updated; PLA opportunity embedded in Computer Science programs; Dean of Liberal Arts and Professional Programs participated in statewide collaborative.	Continuing in FA 23, the College will participate in statewide collaborative meetings when appropriate in order to determine the ideal PLA model for QC in terms of scale and programs.
<u>Strategic Goal 8</u> Develop programs based on community needs.		
◆ Key Strategies ◆		
8.1. Collaborate with MassHire and other local organizations to identify needs and provide training.	<p>AY 19 through AY 22: Partnerships established: CMTI for EMT and Paramedic Program; and NAGE (National Association of Government Employees).</p> <p>MassHire Career Centers: AY 21-22 & 22-23: Workforce Development (WD) enrolled students through the Training Opportunity Program (TOP), which allows the collection of unemployment benefits while pursuing a credential in specific areas. High demand areas include: Substance Addiction Assistant Certificate, Medical Billing and Coding, Biotechnology and Manufacturing Certificate, Accounting Certificate, and all Computer Science certificate programs.</p>	<p>The Workforce Development (WD) will schedule multiple outreach sessions at least two times per semester in collaboration with NAGE leadership. The Marketing department will continue to revise materials with new programs.</p> <p>An increase in unemployment in some local sectors will increase TOP enrollment.</p> <p>Discussions are underway with Quincy Fire Department and Quincy</p>

	<p>Online Professional Development opportunities created for the K-12 sector in collaboration with local public schools.</p> <p>See Theme 6 Strategic Goal 3.4 for nursing partnerships.</p>	Firefighters Union for Fire Science Technology stackable certificates for SP 24.
8.2. Use industry data in new program development.	<p>QC uses Burning Glass and the Bureau of Labor Statistics for industry information. All new baccalaureate programs developed with internal and external data; Paralegal Certificate program revised based on industry needs. The following non-credit programs were developed: Pharmacy Technician, Phlebotomy, Medical Clinical Assistant, and Optician Technician. Application for accreditation for Optician Technician submitted.</p> <p>Based on a needs survey and conversations with industry partner agencies, WD designed and implemented the non-credit Community Healthcare Worker certificate program that meets Department of Public Health curriculum requirements. This program is the second in the state of MA to be accredited from the DPH. The WD ran the first cohort in summer 2023; 20 students completed and graduated from the program.</p>	Occupational Therapist Assistant and Marketing are being evaluated as new credit programs based on Tyton data. Construction License Supervisor (non-credit certificate) will be developed in collaboration with industry partners according to standards set forth by the Board of Building Regulations and Standards (BBRS). Additional programs under consideration include Cybersecurity and Amazon Web Services.
<p><u>Strategic Goal 9</u></p> <p>Investigate non-credit and vocational programs (and courses) with the potential to become certificate and associate degrees.</p>	Free, non-credit ESOL courses are offered by Workforce Development (WD); credit ESL courses are offered through Liberal Arts and Professional Programs (LAPP) to prepare students for college-level work. WD and LAPP developed a pathway from non-credit to credit ESL courses; non-credit ESOL students are contacted by admissions to facilitate credit enrollment	LAPP and WD are assessing the need for and interest in ESL courses with a specific professional focus, such as allied health.

<u>Strategic Goal 10</u> Review programs for opportunities to develop stackable credentials and to support student completion through sequencing.	EMT certificate to Paramedic certificate; Substance Abuse Certificate to Human Services. Paralegal certificate to degree program; all Computer Science certificates stackable to associate and baccalaureate.	Faculty will continue to review programs for stackable opportunities.
<u>New Goals Based on Tyton</u>		
Goal/Activity	Progress to Date & Selected Indicators	Planned Next Steps and Timeline
<u>Strategic Goal 11</u> Embed industry credentials in high share, high growth programs.	Amazon Web Services Academy Cloud Foundations Course embedded as program elective in Computer Science programs; Community Healthcare Worker (non-credit, aligning with DPH curriculum requirements)	Continuing in FA 23, faculty will review programs and embed opportunities for industry credentials when appropriate.
<u>Strategic Goal 12</u> In addition to expanding programs that align with the workforce, Quincy College will assess existing programs for workforce alignment.	Advisory Boards are active for the following programs: Business, Computer Science, Criminal Justice, Nursing, Physical Therapist Assistant, Medical Lab Technician, Surgical Technology, Human Services, Biotechnology, Workforce Development, Exercise Science, Early Childhood Education. The Advisory Boards for Business and Computer Science helped to identify the skills needed in today's workforce for faculty to shape the baccalaureate programs and courses as required by the DHE and NECHE.	Throughout AY 23-24, advisory Board memberships will be reviewed, and workforce alignments will be made a standard agenda item.
<u>Strategic Goal 13</u> Continue to develop shorter, alternative credentials to offer a faster path to completion and employment.	Quincy College received NECHE approval for the establishment of a New Instructional Location for the Healthcare and Science Career Institute in Boston in collaboration with Jewish Vocational Services. Construction at 122 Arlington Street was completed in September 2023. Credit certificates include Medical Billing & Coding, Healthcare Foundations, Substance Addiction Assistant, and Biotechnology & GMP. Non-credit certificates include Certified Nursing Assistant, Patient	The Healthcare and Science Institute will offer the following short-term programs in FA 24. <u>Boston location</u> - 7 cohorts of CNA (3 Pipeline and 4 Caring for Seniors), five cohorts of Patient Care Technician, two cohorts of Biotechnology, two cohorts of Substance Addiction Assistant, two cohorts of Clinical Medical Assistant,

	<p>Care Technician, Clinical Medical Assistant, Administrative Medical Office Assistant, and Phlebotomy, one cohort of Community Health Worker, and one cohort of EMT.</p> <p>This year, while awaiting the completion of the Boston site, all classes were taught at the Quincy campus serving students in programs as follows: 149 (Certified Nursing Assistant), 51 (Biotechnology & GMP), 48 (Patient Care Technician), and 16 (Substance Addiction Assistant Certificate). In addition, 47 CNAs were recruited and trained through Quincy College (non-JVS).</p>	<p>one cohort of Administrative Office Assistant, three cohorts of Phlebotomy.</p> <p><u>Quincy campus</u> - three cohorts of CNA, two cohorts of Acute Care Nursing Assistant, and one cohort of Biotechnology & GMP.</p>
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THEME 2: Educational Access

Increase higher educational access for residents of Quincy and Plymouth, metro Boston and southeastern Massachusetts and beyond.

Goal/Activity	Progress to Date & Selected Indicators	Planned Next Steps and Timeline
<u>Strategic Goal 1</u> Increase enrollment in selective programs.	<i>See Part III Table 1 for Nursing and Selective Program Enrollment Data.</i>	<i>See Part III Table 1 for Nursing and Selective Program Enrollment Projections.</i>
◆ Key Strategies ◆		
1.1 Develop a program-specific marketing and recruitment plan in collaboration with Nursing and Allied Health programs.	Selective program enrollment benefits from college-wide marketing efforts further described Strategic Goal 2.1. Further, the Selective Program Enrollment Team developed a plan to expand enrollment in Nursing and Allied Health Programs. The new Director of Marketing is now co-chair of this Team.	The recruitment process will start in FA 23 with: combined and individual information sessions; outreach to current Health Sciences students and students taking prerequisites; partnership development; promotion of scholarships (internal and statewide).
1.2. Review application deadlines and clearance completion dates to promote full enrollment.	The Selective Program Enrollment Team developed a calendar to promote full enrollment; Timelines were reviewed, and some were extended to promote enrollment.	Meeting every two weeks, the Selective Program Enrollment Team will continue to track inquiries, applicants, and accepted student progress and respond according to conditions. Jenzabar Recruitment Manager (JRM) module (Theme Five, Strategic Goal 2.4) will facilitate communication flow and tracking.
<u>New Strategies Based on Tyton Report</u>		
Goal/Activity	Progress to Date & Selected Indicators	Planned Next Steps and Timeline
1.3. Identify and address lingering brand challenges related to the loss of the nursing program.	New Strategy FA 23.	Full approval for both nursing programs from BORN is anticipated in AY 23-24. After this point, the Marketing Team will promote full approval and consider additional remedies in branding.

<u>Strategic Goal 2</u> Increase the number of new students enrolling in QC programs.	SP 23 credits increased 6% from SP 22; new students increased by 37% in credits. FA 23 credits increased 8% compared to FA 22 year-to-date (10/5/2023 Update)	FA 23 analysis should break out dual enrollment and ECHS; and disaggregate by areas in 2.1.
◆ Key Strategies ◆		
2.1. Develop a marketing and recruitment plan to increase enrollment with attention to specific populations: high school grads, adults, older adults, students of color, young men, veterans, international, unemployed or underemployed.	<p>New Director of Marketing hired and is now chair of the Marketing Team. Selected AY 22-23 initiatives to increase enrollment across all the specific populations include:</p> <p>1-promoting baccalaureate programs with UX/UI, Master Page and individual bachelor pages on the website; flyers; digital; social; OOH; print and radio.*</p> <p>2-promotion of all programs through an internal digital strategy with digital screens in the Welcome Center, on every floor, and on both campuses.</p> <p>3-promotion of our Workforce Development (WD) programs, including webpage redesign, flyers, social, print and radio.*</p> <p>4-continued outreach to appropriate segments including prospects, current students, new students and stop outs, where applicable.</p> <p><i>*All outward facing communications drove traffic back to the website to increase enrollment activity.</i></p>	<p>Marketing's capacity to implement impactful marketing campaigns will grow in tandem with our financial support, paving the way for exciting opportunities ahead. Selected AY 23-24 goals include:</p> <p>1-develop a uniform brand identity that resonates with all target populations on a verbal and visual front.</p> <p>2-strengthen the College's online presence to boost site visits and conversion to enrollment. Integrate SEO and SEM strategies into all online activities.</p> <p>3-continue to strengthen Social Media Marketing</p> <p>4-continue to strength Email Marketing that has been instrumental in driving traffic to admissions, advising, financial aid, online applications, boosting enrollment</p>

		5-explore tools and if feasible invest in the ability to measure direct success and traffic to site.
2.2. Analyze data on applicants who don't register, or who register and withdraw before first day of class.		FA 23-Collect data on # students who apply and who did not enroll; communications sent with dates; and recommended action steps.
2.3. Create data-based communication plans and outreach efforts to minimize the melt.	Students who apply but who do not enroll receive several forms of outreach prior to the beginning of each semester to reduce "Melt"	FA 23-Analyze data from previous semesters and create a plan for SP 24 and FA 24.
<u>Strategic Goal 3</u> Increase dual enrollment partnerships, pathways, and enrollment in Early College High School.	# of dual enrollment students increased from 229 in FY 2020 to 386 in FY 2023; 14 high schools now collaborate with Quincy College; Early College High School (Quincy high schools) increased from 149 (FA 21) to 204 (FA 22); SU 23 Early College High School served 170 students; YouthWorks 22 students.	The State Street ECHS grant will allow an increase in ECHS to 260. Dual enrollment registrations are projected to reach 500 in AY 23-24.
<u>Strategic Goal 4</u> Promote affordability through financial aid, scholarships, and the establishment of appropriate tuition price points for selective programs.	Marketing materials highlight Quincy College's affordability along with its high-quality programs. Starting FA 23, Marketing promoted MassReconnect and Targeted Scholarships to new and potential students through the website, flyers, digital social, radio, OOH, print and radio. All outward facing communications will drive back to the website (driving traffic and enrollment). An example of FA 23 results: Response to direct email campaign suggested high interest from stop outs (3168 sent, 54% open rate); new students (499 sent, 60% open rate); prospects (70 sent, 61% open rate), and current students (524 sent, 73% open rate). Tuition for Certificate in Practical Nursing was reduced by half starting AY 21-22; Tuition charges were	Marketing will promote MassReconnect, Targeted Scholarships, and other statewide and institutional scholarships. The College will continue to review tuition and fees charged in all programs compared to our peers as part of each budgetary cycle. SP 24-report to include number of QHS and NQHS students utilizing scholarships; and graduating ECHS students utilizing scholarship by high school.

	<p>stabilized in high costs programs to promote affordability, including Nursing (no tuition increases since FY 22) and Physical Therapist Assistant (no tuition increase since FY 22). International student fees have not been increased since FY 2019. College wide, mandatory fees have not been increased since FY 2022.</p> <p>Select program students including PTA, Surgical Technology, Radiologic Technology, Medical Laboratory Technician, ASN and PN students received Scholarships</p> <p>Grade 12 students at Quincy High School and North Quincy High School are eligible for a first semester QC scholarship. (18 students AY 22-23).</p> <p>Graduating ECHS are eligible for a full-year QC scholarship. (10 students AY 22-23).</p> <p>AY 22-23-all third-year baccalaureate students received a scholarship based on incoming GPA.</p>	<p>SP 24-Financial Aid Report to include cumulative scholarships; # of students receiving each scholarship; persistence and retention.</p> <p>The College will continue to increase institutional scholarships through personal donor fundraising as well as CCI and Quincy College Trust.</p> <p>The College will continue to offer select program scholarships, ECHS, high schools, and baccalaureate scholarships in AY 23-24.</p>
◆ Key Strategies ◆		
4.1. Explore programs suitable for free tuition.	See 4.3	See 4.3
4.2. Increase financial aid form completion	New Director of Financial Aid hired Spring 23.	FA 23-baseline data on financial aid completion; recommendations for improvement.

New Strategies Based on Tyton Report

Goal/Activity	Progress to Date & Selected Indicators	Planned Next Steps and Timeline
4.3 Maximize opportunities presented by Governor Healy's Free Community College Initiative to cover out-of-pocket tuition for adults aged 25 and older without a degree.	FA 23-QC will be part of MassReconnect and Targeted Scholarships programs, as part of providing free community college for students over 25 without a college degree.	Engage in communications with City and State agencies, actively participate in discussions and submissions as regulations are written and create an implementation plan accordingly. Starting FA 23, tracking of students, aid received, and other items as required by the Commonwealth.
<u>Strategic Goal 5</u> Develop an enrollment communications calendar to inform current and potential students of significant enrollment milestones with appropriate targeted messaging.	Enrollment Committee and Marketing Committees collaborate on an enrollment calendar with milestones and communications.	Beginning FA 23, Marketing Team will track communications, populations, click and open rates. SP 24 report will a tally of messages sent by goal (associate versus baccalaureate, program, special target populations, new students versus returning, etc.)
<u>Strategic Goal 6</u> Develop a course schedule with input from registration, advising, deans, faculty and students, balancing enrollment with resource availability.		
◆ Key Strategies ◆		
6.1. Review and improve timeline, responsibilities, and processes	Cross-divisional Scheduling Team established; timelines, responsibilities, and process developed.	FA 23-Scheduling Team will assess effectiveness of current timeline, responsibilities, and processes, and make recommendations for improvements.

6.2.Support three-year rotation of courses.	AY 20-21, Catalog included four-semester academic maps for AS and eight-semester academic maps for BS programs; starting AY 22-23, Catalog included elective rotation.	SP 24-Scheduling Team will develop 3-Year rotation of courses.
6.3.Ensure schedule information accuracy and consistency across the systems (Canvas, Jenzabar, Portal, QC web, etc.)	The cross-divisional Scheduling Team collaborated with the Registrar to ensure a smooth and consistent transition of scheduling information to both the portal and Canvas.	FA 23-Scheduling Team will audit scheduling information across systems for accuracy in FA 23, along with improvement plan.
6.4.Schedule flex semesters strategically to reach the maximum number of students while minimizing the number of cancelled sections.	Cross-divisional Scheduling Team used enrollment trends to schedule flex semesters. The Academic Deans regularly analyze enrollment and student needs and add flex courses in collaboration with various offices and the Provost.	FA 23-Scheduling Team and Registrar will report out on # sections, average enrollment, # of cancelled sections; comparison data FA 24, FA 23, FA 22.
6.5.Maintain a collaborative course cancellation process to meet the academic needs of students.	The Dean of LA & PP and the Dean of NHS review enrollment numbers on a weekly and a monthly basis from the semester start, and on a daily basis make cancellation decisions in collaboration with Provost, WFD, International Office, and the Registrar. Decisions are student-centered.	Continue to practice collaborative and student-centered decision making for cancellations and student follow up on cancelled courses.
<u>Strategic Goal 7</u> Promote transfer.		
◆ Key Strategies ◆		
7.1. Develop Quincy College as the number one transfer destination for students attending community colleges in Massachusetts seeking a baccalaureate degree.	College leadership made personal visits to six community college leaders this year, including Massasoit, Mass Bay, Bristol, North Shore, Berkshire, Rhode Island.	SP 24: Report out on # visits to community colleges; # of transfer students coming to baccalaureate programs from community colleges; # of new articulation agreements.
7.2. Increase articulation agreements to provide optimal transfer opportunities for our graduates.	Quincy College developed and signed eight transfer articulation agreements with six community colleges, including Roxbury, Bristol, North Shore, Berkshire, Holyoke, and Massasoit. Enrollment Management staff participated in five community college transfer days in AY 22-23.	AY 23-24: Strengthen relationships with local community colleges, such as Massasoit and Cape Cod, to develop mutually advantageous partnerships; Evaluate the cost/benefit of current outreach

		strategy (attending transfer fairs at community colleges) and develop alternative approaches to reaching their graduates.
7.3. Invest in systems to clarify transfer options.	On Hold	On Hold
<u>Strategic Goal 8</u> Promote diversity, equity, and inclusion in student access.		
◆ Key Strategies ◆		
8.1. Increase enrollment to reflect the communities we serve.	New Director of Marketing has been hired now chairing the Marketing Team and is co-chairing Enrollment Team. In developing messaging, the Team considers the needs, interests, and backgrounds of our diverse populations. Communications have been developed for adult versus recent high school population; special populations (veterans and international); general admissions (associate) versus baccalaureate and selective programs. All marketing efforts for every program are designed to reflect diverse target populations; with multiple platforms (website, flyers, digital, social, OOH, print, and radio) appealing to different segments.	The College is investing in several robust data systems to facilitate reporting, particularly the disaggregation of data. (See Theme 5 Strategic Goal 2.1). This will provide a deeper understanding of the student body, how to target initiatives, and measurements for success. FA 24: Using secondary research and internal data available, the Marketing Team will consider demographics in messaging to promote diversity, equity, and inclusion in student access.
8.2 Identify subgroups for targeted communications about QC programs and services.		
8.3. Disaggregate College data by race, ethnicity, gender, age, and income, when possible, to discern gaps.		
8.4. Develop initiatives and interventions to close the gap.		
<u>Strategic Goal 9</u> Evaluate technological and human capacity to serve students with disabilities.	Student Accessibility Associate hired. Policy 6.07: Student Accessibility Services revised July 2023. Student Accommodation Manager (SAM) implemented.	FA 23: Report out on new students registered with SAS along with academic outcomes, including utilization of tutoring, academic progress, success.

<p><u>Strategic Goal 10</u> Continue to develop the College website to promote QC's programs and offerings.</p>	<p>FY 2024 budget includes \$250,000 in marketing costs, including a new website, using CARES funding.</p> <p>Selected AY 23-24 accomplishments: The Marketing Team assessed the QC website for structure, content, and nomenclature. Significant revisions for information accuracy and accessibility have been executed for academic, workforce development, student support and enrollment.</p>	<p>Marketing Team will develop plan and structure to improve website in FA 23, including regular update of content. The AY 23-24 priority is to update as much content and plugins (including the failing search function) by the end of December before revisiting site redesign. Once accomplished, the College will be able to maximize the power of search engine optimization (SEO) and search engine marketing (SEM).</p>
<p><u>Strategic Goal 11</u> Review policies, procedures, and business practices related to admissions, advising, registration, student accounts, and financial aid.</p>	<p>All admissions, advising, registration, student accounts, and financial aid policies and procedures have been updated and included in Catalog, Student Handbook, and Policy Manual as appropriate.</p>	<p>The Provost/CAO will continue to execute a regular update schedule for the College Catalog, Student Handbook, and the Policy Manual.</p> <p>The Policy and Procedures Committee of the Senate will continue to evaluate existing policy and procedures for clarity, consistency, and student success focus.</p>
<p>◆ Key Strategies ◆</p>		
<p>11.1. Conduct administrative program reviews to evaluate how areas individually and collectively serve students.</p>	<p>Institutional Research (IR) implements an annual Student Satisfaction Survey. In AY 22-23 Institutional Research surveyed students on their experiences. The Provost/CAO, working with the President and other College stakeholders, identified and communicated areas for improvement. Results were also presented at Non-Instructional Day to support information sharing.</p>	<p>AY 23-24: Continue to collect student feedback and communicate findings in order to strengthen the student experience.</p> <p>AY 24-25: Research administrative review models; develop protocols; propose schedule.</p>

11.2. Review all policies within the framework of Diversity, Equity, and Inclusion (DEI)	Academic and fiscal policies updated for gender inclusivity in AY 23-24 Catalog.	SP 24-legal and personnel policies will be reviewed for gender inclusivity in advance of AY 24-25 Catalog.
11.3. Invest in electronic catalog system to facilitate quality and consistency of policies in multiple sources (policy manual, faculty manual, student handbook, catalog)	Academic, student, and fiscal policies updated in Policy Manual, Student Handbook, and Catalog. Electronic Catalog System on hold.	SP 24-Personnel policies will be reviewed and updated as needed.
<u>Strategic Goal 12</u> Develop an English Language Institute.	Language Institute launched September 2022 to help English Language Learners prepare for QC and obtain an English Language Certificate.	SP 24-report out on # participants, # certificates, # matriculating into QC, along with implementation plan for AY 24-25.
<u>New Goals Based on Tyton Report</u>		
Goal/Activity	Progress to Date & Selected Indicators	Planned Next Steps and Timeline
<u>Strategic Goal 13</u> Develop a comprehensive short-and long-term strategy to compete nationally in the online learning space.	<p>The College earned General Approval from NECHE to offer its programs via distance education.</p> <p>State Authorization Reciprocity Agreement (SARA) participation approved and annually renewed to allow for recruitment in our online programs in most states in the United States.</p>	FA 23: Marketing Team will explore the feasibility, costs, and benefits of pursuing a national online educational presence and developing a national online Marketing Plan. Progress toward this longer-term endeavor would include the following preliminary considerations/steps: Market Research and Analysis; Identification of Best Program Fits; Target Audience Segmentation; Technological Readiness (Including Data Security); Monetization Potential and Strategies; and Marketing and Branding.

THEME 3: Student success (persistence, retention, graduation, transfer, employment)

Increase retention and graduation rates through continuous review of institutional practices and the educational environment.

Goal/Activity	Progress to Date & Selected Indicators	Planned Next Steps and Timeline
<p><u>Strategic Goal 1</u> Promote diversity, equity and inclusion (DEI) in all curricular and co-curricular experiences.</p>	<p>To support College-wide diversity efforts, General Education outcomes #5 and #6 were revised, and then approved by the College Senate:</p> <p>#5-Analyze the motivations and behaviors of individuals in diverse institutions and cultural contexts; #6-Contextualize information through historical analyses and global perspectives.</p> <p>The Baccalaureate in Psychology requires six credits in Justice, Equity, Diversity, and Inclusion. These courses are available as electives for numerous programs.</p> <p>Student Development: Active student clubs in AY 22-23 include Black Student Union (6 students) and QC Gay/Straight Alliance (4 students), and a growing International Students Club. The student lounge also hosted an International Bake Sale (sponsored by Student Government Association) representing several different countries with facts about each on a slideshow. In addition, the students brought in baked goods that were associated with these chosen countries.</p> <p>For additional activities, see 1.2.</p>	<p>AY 23-24: Funding for implementing the Community College Survey of the College Environment (CCSSE) and PACE Climate Survey for community colleges will be considered for inclusion in the FY 25 budget.</p> <p>These two General education Outcomes will be assessed as scheduled by the Senate Assessment Committee by Fall 2025.</p>
<p>◆ Key Strategies ◆</p>		
<p>1.1. Organize clubs, co-curricular experiences, and speakers.</p>	<p>In addition to above, the following clubs are active: Business Club (4-5 students); Computer Club (6 students); Criminal Justice Club (4 students); Drama Club (6 students); Guitar Club (3 students); Phi Theta</p>	<p>AY 23-24: The Director of Student Life and Wellness will continue to generate ideas with students based on their interests. Ideas for</p>

	<p>Kappa-PTK-(35 new students); Student Government Association (7 students)</p> <p>New Clubs AY 22-23: Chill/Games Club (10 students) and Dance Club- (6 students).</p> <p>Speakers AY 23-24: DOVE (mental health); alumni speaker for WFD event; female business owner to speak about her fitness business and journey throughout COVID.</p>	<p>consideration in AY 23-24 include a Walking Club, Healthy Eating Club, Meditation/Relaxation Club, and Human Services Club. Speakers under consideration for AY 23-24 include Chris Herren on substance addiction and DOVE on health relationships and domestic violence for both staff and students.</p>
1.2. Design a diversity celebration calendar.	<p>The Library played a significant role in AY 23 to support diversity efforts. Selected accomplishments include: a permanent collection of DEI materials with a corresponding libguide, https://quincycollegelibrary.org/DEIA; a teaching and study guide inspired by the all-campus read, <i>There, There</i>, highlighting Indigenous Voices https://quincycollegelibrary.org/ThereThere; and monthly collections celebrating the following groups (September - Hispanic Heritage Month; November - Native American Heritage Month; December - Universal Human Rights Month; February - Black History Month; March - Women's History Month; April - National Poetry Month (highlighting diverse voices); May - Asian and Pacific Islander Heritage Month.</p>	<p>The Library will continue to employ literature to celebrate diversity and encourage learning about diverse cultures, languages, and histories.</p>

<p><u>Strategic Goal 2</u> Evaluate the First Year Seminar for effectiveness, correlating enrollment patterns to student success.</p>	<p>FYS is continuously evaluated and advanced as a high-impact practice for retention. Evaluation conducted in AY 22-23; Overall, students who took FYS during their first semester had higher persistence rates compared to those who did not. (78% to 53%)</p> <p><i>See Part III Table 2 for FYS Data.</i></p>	<p>Starting from FA 23 FYS team will put systems in place to follow up with students at risk.</p> <p>Registrar's Office will cap FYS courses to 22 and maintain integrity of caps across the semesters.</p> <p>Registrar's Office will create a process to enforce FYS for students who have less than 12 earned credits.</p>
<p><u>Strategic Goal 3</u> Continue to evaluate and improve Early Alert (Notice of Concern)</p>		
<p>◆ Key Strategies ◆</p>		
<p>3.1. Revise and clarify five categories.</p>	<p>Categories revised to include seven.</p>	<p>Categories will be reviewed on an ongoing basis.</p>
<p>3.2. Revise and clarify communication flow and sequence.</p>	<p>Faculty can initiate an early alert at any time in the semester; advisors, with Registrar, reach out to students in danger of failing or withdrawal recommended; students in needs of student support and tutoring are personally contacted by advisors/student support staff.</p>	<p>Beginning FA 23, a system will be put in place to track persistence and retention by alert; as well as utilization over time.</p>
<p>3.3. Promote utilization of Early Alert college wide.</p>	<p>Early Alert promoted throughout the College at every Non-Instructional Day.</p>	

<p><u>Strategic Goal 4</u> Evaluate tutoring model and make recommendations based on data analysis, faculty and student feedback, and best practices (e.g. peer tutoring, supplemental instruction)</p>	<p><i>Brainfuse</i> adopted as new tutoring model after extensive review of student needs and other potential vendors.</p> <p>Nursing is overseeing nursing tutoring to improve efficiency and success. The Enhanced Nursing Tutoring Program was developed to improve student persistence and retention with a focus on students with English as a Second language (EAL). Select programs incorporated informal faculty tutoring and open labs.</p>	<p>Increase in person professional and peer tutor pool.</p> <p>Invest in recitation hours in high failure courses and programs.</p>
<p><u>Strategic Goal 5</u> Provide meaningful and impactful student engagement opportunities, such as: wellness activities, service learning, new clubs based on student interests, speakers' series, Founders Day celebration.</p>	<p>See Theme Three Strategic Goal 1.1</p>	<p>Consider combining this Goals with Goal 1 Strategy 1.</p>
<p><u>Strategic Goal 6</u> Develop and implement a retention plan (with goals, benchmarks, initiatives, timeline, and budget) with consideration to the following:</p>	<p>See Strategic Goal 9</p>	<p>AY 23-24: Upon hiring of Grant Writer, in collaboration with Academic Affairs and Student Success and Partnerships, will research grants to support retention activities, revitalizing the Title III grant, and building on accomplishments described in Strategic Goal 9.</p>
<p>◆ Key Strategies ◆</p>		
<p>6.1. Conduct a thorough demographic analysis of students who do not return to the College.</p>	<p>Hiring of Director of Institutional Research and Research Analyst is in process.</p> <p>Zogotech implementation is underway to allow easier access to these indicators (Theme 5 Strategic Goal 2.1).</p>	<p>AY 23-24: Upon full IR staffing, National Student Clearinghouse data will be used for transfer-out information. Non-returning student survey will be developed.</p>

6.2. Through in-depth interviews, identify trends among non-returning students and develop a plan for targeted outreach.	On Hold. See 6.4.	On Hold. See 6.4.
6.3. Assess and improve communications.	EdSights was introduced to the College in SP 23. EdSights features “Q”, a behaviorally smart chatbot that checks in with students, answers questions, and proactively connects them to resources. 2121 students opted in and received a total of 9905 texts which resulted in personal interventions. <i>(See Part III Table 3)</i>	The College will continue to use EdSights for communication and outreach. SP 24 report should include # outgoing texts by types; responses; outreach/staff response; and academic outcomes (completion of semester, returning next term, etc.)
6.4. Survey students at specific intervals to understand their enrollment intentions and factors that may influence them.	To evaluate student interest in specific programs, such as baccalaureate programs and Radiologic Technology, the College developed and implemented surveys. In addition, in SP 23, the College piloted EdSights and recognized that if students are asked the right question at the right time we will gain information about students at risk in order to intervene. In SP 23, students were asked if they planned to return to the College; students who were unsure were contacted to see if the College could help them achieve their goals. The College has identified EdSights as a power tool for retention. <i>(See Part III Table 3).</i>	AY 23-24: EdSights will be integrated into an overall communication plan and will be used to identify “signals” that students may be at risk of not returning. (Enrollment Management and Marketing to come up with a plan.) The College will use data to identify other signals—such as transcript requests—to reach out to students who are considering leaving before completing their degrees.
6.5. Implement multiple open houses and orientations throughout the year in consideration of flex semesters.	FA 21: 78 students attended New Student Orientation (NSO) online. FA 22: 169 students attended New Student Orientation (NSO), 129 (76%) in person. SP 23: 88 students attended NSO, 48 (55%) in person.	The College will be splitting NSO into “Open House” for prospective students, and an “Accepted Students Day” to orient admitted students.

6.6. Evaluate and advance advising systems.	Jenzabar One, a part of the SIS, has the capacity to recommend courses to students based on degree requirements.	Jenzabar One will be rolled out in AY 2023-2024, helping students to visualize their academic futures and each step toward degree attainment.
<u>Strategic Goal 7</u> Analyze developmental offerings and make recommendations to accelerate students through developmental to college-level work.		
◆ Key Strategies ◆		
7.1. Review developmental mathematics curriculum and course sequences.	Dean and faculty completed mapping of remedial Mathematics to College Level Math on Aug 30, 2023 noninstructional day.	SP 24: Senate will receive recommendation for consolidated mathematics and English sequences, including corequisite models. Measures of success will include: reduction in enrollment in remedial coursework, acceleration through developmental coursework.
7.2. Review developmental English curriculum and course sequences.	Dean and faculty completed mapping of remedial English course to ENG 101 courses on Aug 30, 2023 noninstructional day.	
7.3. Recommend and implement alternative models, such as ALP and corequisites.	National and statewide practices reviewed.	
<u>Strategic Goal 8</u> Analyze ELL offerings and make recommendations to accelerate students through ELL to college-level work.	Dean and faculty completed mapping of ELL offerings remedial English course to ENG 101 on Aug 30, 2023 noninstructional day.	SP 24: Senate will receive recommendation for consolidated ELL sequences, including corequisite models.
◆ Key Strategies ◆		
8.1. Analyze data for progression and completion.	An analysis for English was completed in SP 22 and placement cutoffs were published.	AY 23-24: Analyze and review data on impact of placement cutoffs.
8.2. Propose corequisite model allowing students to take appropriate	Faculty is currently evaluating remedial Math and English as well as lower-level program courses.	

college-level courses corresponding to their English-level competency.		
<u>Strategic Goal 9</u> Develop Curricular and programmatic initiatives to promote retention	In AY 21-22, the following areas were combined under the VP of Student Success and Partnerships: advising, veterans, international, student life, tutoring, student accessibility, wellness, dual enrollment, and early college. High impact practices were continuously evaluated and improved: including First Year Seminar (required for all new students with fewer than 12 credits); Early Alerts (see Strategic Goal 3.2); EdSights (Strategic Goal 6.3); New Student Orientation (Strategic Goal 6.5); and Tutoring (Strategic Goal 4.0). <i>(See Part III Tables 4 and 5)</i>	AY 23-24: The College will continue to use the results from the annual Student Satisfaction survey to improve student services. EdSights will also be used to quickly gather information on student goals and challenges. FA 24: Building on historic retention and graduation data provided in <i>Part III Tables 4 and 5</i> , the College will develop retention and graduation goals and as much as possible with regards to subgroups. With implementation of Zogotech by SU 24, these indicators will be accessible.
◆ Key Strategies ◆		
9.1. Deploy learning communities	On Hold.	On Hold.
9.2. Analyze data on non-degree students and explore metamajors	AS in Health Sciences developed as a metamajor for students who are interested in nursing, other allied health programs, or in the health and science industry.	AY 23-24: Upon full IR staffing, a survey of Non-Degree students will be conducted along with an analysis of institutional data on courses taken and transfer out patterns.
9.3. Explore milestone and completion incentives.	Baccalaureate scholarships have been established to incentivize QC students remaining at the College for advanced undergraduate work.	AY 23-23: With MassReconnect and Targeted Scholarships, the College will have the opportunity to expand tuition scholarships for students over 25.

<u>Strategic Goal 10</u> Engage faculty in classroom-based retention efforts.		
◆ Key Strategies ◆		
10.1. Promote faculty interaction with students in developmental courses.	See Theme Four Strategic Goal 2.1	
10.2. Engage faculty with retention calls and check-ins throughout the semester.	Faculty use time during Non-Instructional Days to make advising and retention calls to all of their students who have not enrolled.	The Registrar, with Student Support, will put into place a systemic process for faculty retention calls.
<u>Strategic Goal 11</u> Assess current placement practices and make data-based recommendations for moving forward.	New placement policies and procedures included in AY 2022-2023 Catalog for English and Mathematics.	Implementation Report due at the end of FA 23, to include at minimum: evidence of appropriate placements; advising and technology assessment; student success.
<u>Strategic Goal 12</u> Promote early registration of both new and continuing students.	The Scheduling Team prioritizes the earliest possible release of schedule to allow students to register.	Complete.
<u>Strategic Goal 13</u> Increase the number of internships.	A full-time Director of Internships and Career Development hired SU 22; 69 students utilized resume and cover letter writing services; 160 students attended a spring career fair; and 27 students participated in an internship.	AY 23-24: The College will explore student interest in coops and multiple internships, with planning and implementation to include WFD and academic affairs.

New Goals Based on Tyton Report		
Goal/Activity	Progress to Date & Selected Indicators	Planned Next Steps and Timeline
<u>Strategic Goal 14</u> Expand institutional supports to meet the needs of working adults.	<p>Additional funds have been allocated to QC as part of Targeted Scholarship program and QC is eligible to compete for MassReconnect funds with a focus on working adults.</p> <p>The College understands that many college students, including adult learners, focus on employability. In FY 23, Workforce Development (WD) provided two in person Career and Internship open house events (fall and spring). A total of 120 students participated and had access to 60 employers, with 20 students interviewed on the spot.</p>	<p>FA 23: A plan to expand services and programs for working adults will be put into place including on site degree audits; rapid <u>career interest assessments</u>, special adult focused orientations and marketing materials. Workforce Development (WD) will hold two additional in person Career and Internship open house events in October 2023.</p>

THEME 4: High-quality teaching and learning, and academic excellence.

Build a dynamic teaching, learning, and working environment committed to the success of all students.

Goal/Activity	Progress to Date & Selected Indicators	Planned Next Steps and Timeline
<u>Strategic Goal 1</u> Support programmatic excellence through local, regional, and national accreditation.		
◆ Key Strategies ◆		
1.1. Achieve full accreditation for the nursing program.	Based on success rates (<i>See Part III. Table 6</i>), the ASN program was positioned for full approval; Application sent SU 23 to BORN.	Based on success rates (<i>See Part III. Table 7</i>), PN application for full approval for PN program will be sent early FA 23 to BORN.
1.2. Remove NECHE Notice of Concern	5-Year Report completed FA 21; # of NECHE concerns reduced from ten to three as a result of 2021 5-Year Report; General Approval for Distance Education received; NECHE Progress Report sent SU 23, focusing on three areas: enrollment, finances, student success.	NECHE will respond to QC's Progress Report in FA 23. Ten-Year NECHE Report to be submitted 2025
1.3. Maintain selective program accreditation	Physical Therapist Assistant-reaccredited for ten years by CAPTE. Medical Laboratory Technician-reaccredited for five years by NAACLS.	If no substantive change, next PTA Accreditation Report and site visit SP 33 If no substantive change, next MLT Accreditation Report and site visit SP 27.
1.4. Strengthen programs with additional accreditations when appropriate.	Radiologic Technology program eligible for initial accreditation. The College has 17 clinical placements/seats, X-Ray Room and fully developed curriculum with assessment and student admission and success measures in place.	Report for initial accreditation requesting approval for a 16-seat cohort will be prepared as soon as a permanent and onsite Director is hired. FA 23-Hire program director and prepare the report. SP 24-Complete and submit the report to JRCERT.

<u>Strategic Goal 2</u> Assess core and program-level outcomes according to Institutional schedule and implement recommendations based on findings.		
◆ Key Strategies ◆		
2.1. Complete six College core outcomes by spring 2024.	Assessment of four Core outcomes complete. Language changed from Core Outcomes to General Education Outcomes. Outcomes changed to reflect environmental changes and baccalaureate demands.	Two final outcomes will be assessed by SP 24. Revised outcomes will be put on a cycle.
2.2. Assess two outcomes per year per program.	<p>100% of faculty participated in program outcome assessment. # of outcomes assessed varied by program.</p> <p>Program Learning Outcomes Mapping and Assessment procedure is revised in SP 23 and the new plan is implemented FA 23.</p> <p>More time for assessments was embedded in Non-Instructional Days and Friday meetings.</p>	<p>AY 23-24: A plan for embedded program assessment will be in place to assure quality assessment. Each program with dedicated faculty will assess 1/3 of the program outcomes this year. English and Math remedial courses will be mapped to the first College level English and Math courses, respectively, and will be assessed this year.</p> <p>ELS course outcomes will be mapped to first College level English course and will be assessed this academic year.</p>
2.3. Develop strategies to assess multiple program outcomes at once	The newly implemented plan guides faculty to assess 1/3 of the program outcomes each year allowing the entire program outcomes assessment to be completed every 3 years. Baccalaureate programs implemented capstone or similar comprehensive courses to assess all program outcomes at once. Similarly, some select health science programs have practicum courses in place for multiple program outcomes assessment at once.	<p>Capstone or Seminar courses to be investigated for AS programs.</p> <p>Based on the success of AY 23-24 program learning outcomes assessment activities, develop other strategies, if needed.</p>

Strategic Goal 3 Provide support for both faculty and students to succeed online.		
◆ Key Strategies ◆		
3.1. Increase technological and administrative capacity to support online learning	The QC Learning Innovation Hub created AY 2021-2022; All faculty Quality Matters Certified; “QC Kick-Off to College” site implemented for new students starting FA 23; Online Student Success Guide published; Online Learning Open Labs for students scheduled; Online Faculty Success Guide published; Hub staff increased from two to four; All student serving areas informally assessed their online support readiness, resulting in immediate enhancements.	<u>Online Learning Consortium’s Quality Scorecard for Online Student Support</u> will be implemented in FA 23 along with the development of improvement steps for each year; Progress report SP 24 to quantify participation in all activities.
3.2. Promote student learning series in First Year Seminar.	Online learning resources for students integrated into First Year Seminar.	Complete.
3.3. Increase participation in student and faculty learning series as designed by the Hub.	Since SP 21, all QC students have immediate access to the Student Learning Series made up of two workshops: Getting Started and Bringing Learning to Life. All students also gain access to the Canvas Student Resource guide to promote the online experience.	AY 23-24: The Hub will continue to offer student and faculty learning series.
3.4. Increase the number of Quality Matters® Certified courses.	Two courses have received QM seal.	Three additional courses will receive QM seal in AY 23-24.
3.5. Invest in instructional technologies, including virtual reality, augmented reality, and simulation.	Simulation software is available for select courses, including “Labster” (online lab simulation); SimLab (for Nursing); and McGraw-Hill. Five computer science courses employ simulation. Purchased Turnitin Plagiarism Detection for FA 23.	FA 23: Piloting Harmonize, an interactive discussion software. Other tools under consideration include Cidi Labs Design Plus Software for instructional designers; assess the need in AY 23-24 and budget for AY 24-25.

Strategic Goal 4 Investigate and promote digital badges for faculty academic excellence.	“Kick off to College” resulted in badges for students who showed completion of module requirements, including FA 2022 (275 badges, 61 students) and SP 2023 (305 badges, 45 students).	Recommend change to “Investigate and promote digital badges for faculty academic excellence and student learning.”
Strategic Goal 5 Promote academic integrity.		
◆ Key Strategies ◆		
5.1. All faculty will use Respondus Monitor, ExamSoft, or Honorlock for all online assessments to confirm student identity in online courses.	All QC faculty, contract or adjunct, use Respondus Monitor (or Examsoft in select programs) to support honesty and academic integrity. The Student Success Guide and “QC Kick-Off to College” site in the Canvas LMS includes guidelines and information about academic integrity. In AY 22-23, the Provost initiated an institution-wide conversation on AI and Chat GPT with implications for academic integrity.	AY 23-24: The College will continue to engage with students in multiple formats about academic integrity. Academic Integrity policies will continue to evolve based on internal conversations and emerging technologies.
5.2. Develop policies to promote academic integrity in the online environment.	Policy 5.18 Verification of Student Identity updated.	Complete.
Strategic Goal 6 Strengthen classroom experience through collaboration with the Library and its resources.	<p>Director of Library Services hired SU 22; Utilization of Library Guides exceeded 2.5 k on five separate months of AY 22-23, from three in AY 23-24. Librarians conducted 39 class visits in AY 22-23. Librarians are embedded in various courses to give students direct access to librarians and library services. Librarians meet with almost all FYS courses to provide Library services overview, and a guide for the FYS Common Book (<i>There, There</i>) was developed https://quincycollegelibrary.org/FYSCommonBook</p> <p>The following investments were made: enhanced streaming services (in the form of additional</p>	Proposed AY 23-24 activities include: Promote Common Book <i>There There</i> and provide additional resources on Indigenous Peoples; explore interest in and resources for Common Book Club for students; develop "Information Literacy Tool Kit" with modules to help students identify and categorize different information sources; develop student/faculty survey to evaluate library services and community needs and

	<p>\$\$ reserved for titles) following retirement of DVD collection; Wall Street Journal online subscription at the recommendation of business faculty; New current events magazine subscriptions with various points of view (i.e. liberal and conservative) to provide faculty with hardcopy teaching tools to demonstrate diverse information sources and support information literacy.</p> <p>The following resources were developed: An APA style learning module in Canvas (first piece of the proposed Information Literacy Tool Kit); a professional collection of materials inspired by collaboration with the Scholarship, Teaching, and Learning team to support faculty teaching; a "Developmental" Writing Collection created in collaboration with English and ESL faculty (as well as the Core Assessment Committee) to support student development in writing with evidence and other writing challenges experienced across the curriculum; reviewed the ECE reading collection (children's books) in consultation with ECE faculty based on the curriculum.</p> <p>Collaborated with students, faculty, and administration on the look, feel, and services of the new Plymouth library.</p>	<p>interests; identify 2-4 high enrollment courses for textbook cost reduction and explore the feasibility of creating space in the library for faculty to highlight upcoming courses.</p>
<p><u>Strategic Goal 7</u> Increase the utilization of Open Educational Resources (OER).</p>	<p>In AY 22-23, library staff played a key role in OER development and promotion. New programs are encouraged to consider OERs and are offered support. A new resource (PSYCHBooks) was purchased enabling the BS Psychology program to eliminate textbook costs to students. PSY 101 faculty are adopting a cost-free alternative to the traditional text. Business faculty have adopted no-cost textbooks for Business Finance courses.</p>	<p>Survey will be implemented by Library in Fall 23 Non-Instructional Day about use of OER, low or no cost alternatives. Academic Deans will put a plan together to review OERs through every syllabus FA 23 and implement SP 24.</p>

<u>Strategic Goal 8</u> Assess current academic practices and policies and make recommendation to support student success.		
◆ Key Strategies ◆		
8.1. Promote student classroom attendance.	All faculty publish their own attendance policy in syllabus; Adjunct Faculty Appointment Contract updated in SP 23 to state that all fully online asynchronous 15-week courses offer three scheduled face-to-face virtual office hours (with fewer sessions required for shorter courses).	Recommend changing Strategy 8.1 to: "Promote student classroom attendance and engagement."
8.2. Review transfer and course repeat policies.	All academic policies reviewed and updated FY 21 and FY 22. To improve access and reduce the time to graduation, the College removed the course "shelf life" policies for all math, science, and computer science courses except for the select programs with secondary accreditation. The elimination of course shelf life includes the transfer courses.	AY 23-24: Review best practices and propose course repeat policy.
8.3. Evaluate academic calendar start dates.	Calendar start dates reflect contractual obligations and start dates of sister colleges and universities; start date and end dates of 5- and 7-week classes start uniformly on same day of week. In the last two academic years most of the anomalies are eliminated; course start and end dates are standardized and published; transparency is improved.	Complete.
8.4. Maintain accurate and up-to-date policies.	All academic policies reviewed and updated AY 21-22 and AY 22-23. More than a dozen policies were revised significantly or newly created to reflect internal and external environmental factors and new programs.	AY 23-24: Policy Committee will continue to update policies as needed based on emerging technologies and new programs.

THEME 5: Human, Information, and Capital Resources:

Strengthen human, information, and capital resources to support faculty, staff, and students.

Goal/Activity	Progress to Date & Selected Indicators	Planned Next Steps and Timeline
<u>Strategic Goal 1</u> Invest in a highly skilled workforce in alignment with the strategic plan's goals and priorities.		
◆ Key Strategies ◆		
1.1. Design and implement a professional development plan for faculty and staff.	Scholarship, Teaching, and Learning (STL) Team was established; Three public <u>Scholarly Conversations</u> held at College; course releases provided for faculty scholarship in last three academic years; <u>Faculty publications</u> encouraged, tracked and published online; <i>Feed Your Mind Fridays</i> discussion series implemented; Time allotted for professional development activities during Non-Instructional Days and Friday Meetings, such as publishing workshop with Beth Luey and faculty PD projects; <u>Academic Impressions</u> subscription available throughout the College; Faculty and staff sponsored to attend and/or present in various conferences.	Recommend changing 1.1 from "Design and implement a professional development plan for faculty and staff" to "Initiate and support professional development opportunities for faculty and staff." AY 23-24: Create Guidelines and identify various resources for PD through the collaboration of Academic Affairs, STL Team and Human Resources.
1.2. Strengthen relationships with other institutions, including community colleges, to broaden the institutional knowledge base and develop best practices.	College leadership made personal visits to six community college leaders this year, including Massasoit, Mass Bay, Bristol, North Shore, Berkshire, Rhode Island. The Enrollment Team had productive meetings with representatives from Cape Cod and Mount Wachusett. We had the opportunity to exchange ideas and learn from their experiences, discussing best practices that can help us improve our own processes and strengthen our relationships with other institutions. This collaborative effort is an essential step towards	AY 23-24: As part of MassReconnect and Targeted Scholarships programs, the College intends to participate in statewide regulations and implementation meetings organized by various entities including the MA-DHE.

	broadening our institutional knowledge base and working towards excellence in enrollment strategies.	
1.3. Increase the diversity of faculty and staff.	The current hiring environment presents numerous challenges as searches are currently yielding a small number of candidates, particularly from underrepresented groups. In AY 22-23, to promote transparency and collective problem-solving, HR developed and presented a template to the President Leadership Team to track the progress of each search. HR increased the number and variety of venues (including academic and professional journals) to promote hiring of underrepresented groups to reflect our student body. Recent data, since February, reflects an increase in hiring new full-time Black/African American and Asian staff.	In AY 23-24, HR will continue to expand the number and type of venues to advertise positions in support of a highly skilled and representative workforce. Further, HR will convene staff to explore ways to strengthen part-time staff tracking systems to support operations and respond more efficiently to external reporting. Finally, HR will research tools to gather information on institutional climate to support the existing and emerging workforce.
1.4. Increase faculty and staff knowledge and skills to be successful in a diverse, multicultural environment.		
a. Provide workshops and training opportunities to promote awareness of diversity, equity, and inclusion (DEI) in the working and learning environments. b. Implement a campus DEI survey	a. Diversity, Equity, and Inclusion trainings provided by Richard Pinderhughes of VISIONS, Inc. for ALL staff on two dates: April 2022 and April 2023; b. CCSSE survey implementation delayed due to staffing.	a-In FY 23-24, all employees will participate in Anti-Discrimination and Harassment Training. b-Schedule for CCSSE will be established to align with institutional priorities, including strategic planning and 10-Year Accreditation.
1.5. Strengthen the hiring process through instituting best practices.		

<ul style="list-style-type: none"> a. Provide search committee training to promote Diversity, Equity, and Inclusion (DEI). b. Continue to update policies and procedures related to hiring in accordance with municipal, state, and federal laws. 	<ul style="list-style-type: none"> a. Provost, Deans, and HR provide guidance to faculty and staff on the Search Committees on the importance of diversity and the risk of unconscious bias in decision-making. b. After assessing institutional hiring practices, HR made and implemented a number of recommendations to revise for consistency in accordance with municipal, state, and federal laws. 	<p>FA 23: HR will reach out to current staff who have served on search committees to obtain feedback regarding current practices and make further recommendations for revisions. HR will develop a brief training for search committee members to ensure consistency with practices going forward.</p>
1.6. Maintain, update, and communicate policies and procedures	Academic, student, and fiscal policies updated in Policy Manual, Student Handbook, and Catalog.	Personnel policies and Faculty Handbook to be updated FA 23.
1.7. Promote a culture of communication and transparency		
<ul style="list-style-type: none"> a. Communicate clear expectations around performance, health, and safety. 	<p>a. <u>Performance</u>: Evaluations completed per collective bargaining agreements. Adjunct Faculty Appointment Contract was updated December 2022 to provide students with optional opportunities to engage with faculty via Zoom.</p> <p><u>Health and Safety</u>: Fall and spring letter sent to students with information about health, safety, and academic and financial support & protocols for emergencies or people to contact with concerns; municipal ethnics training received by all staff; SAS training provided by outside legal consultant in AY 22-23.</p> <p>The President and College leadership have developed a vibrant campus culture that promotes connection and communication in all modalities.</p>	<p>a-AY 23-24. Public Safety will review current policies for alignment with the QC website along with reporting systems. A date for the mandated sexual misconduct climate survey will be scheduled in AY 23-24. Current policies and procedures will be updated for 122 Arlington Street Boston site.</p>

<p>b. Provide informal and formal opportunities for engagement among College leadership, faculty, and staff.</p>	<p>b. In AY 22-23 the Provost sponsored 12 Non-Instructional days providing formal and informal engagement among faculty and College leadership and staff on topics including but not limited to professional development, student success, enrollment, marketing, assessment, programs, and work environment; Various offices including HR and Student Success and Partnerships published monthly events calendar; Student Success and Partnerships, Registrar, Enrollment, Academic Affairs and other offices organized Welcome Center information events and provided a platform for information dissemination and exchange among individuals and offices. Shared information among individuals and offices.</p> <p>Between AY 21-22 and AY 22-23, the President initiated or enhanced numerous College events to celebrate the success of students, to promote the College, or to strengthen the sense of community between faculty and staff. These include Commencement (venue changed to Veterans Memorial Stadium); Accepted Student Day, Annual ECHS Pathway Symposiums, Pinnings (EMT and Paramedic) and Workforce Development recognitions; the Radiologic Technology ground-breaking ceremony; Back-to-School “Cookouts”; Partnership Recognition, and internal social events for faculty and staff.</p>	<p>b-The Office of the President will continue to execute a robust events calendar that builds on several years of successful planning and implementation.</p>
<p>c. Provide regular updates about upcoming events and accomplishments through newsletters and Presidential communications.</p>	<p>c. President DeCristofaro initiated the monthly “Quincy College News” that is distributed to faculty and staff. Each newsletter includes a personal update from the President.</p>	<p>c-The President, working with the Marketing Team, will continue to communicate internally and more broadly when appropriate.</p>

<u>New Strategies Based on Tyton Report</u>		
Goal/Activity	Progress to Date & Selected Indicators	Planned Next Steps and Timeline
1.8 Assess gaps in Quincy College workforce and develop strategies to maintain and increase academic and faculty staffing in high demand/low supply areas.	<p>Despite a difficult hiring environment, the College made the following full-time hires in AY 22-23 in high-demand, low supply disciplines: Nursing (2 full-time) and Radiologic Technology 1 full-time).</p> <p>Based on identified gaps, recently PTA, Rad Tech, and Surg Tech programs have appointed 12-month non-unit program administrators. An Assistant Dean for Nursing was also hired.</p>	<p>FA 23: HR will develop a leadership report that enumerates new hires and departures (full-time and part-time) by high-demand, low supply discipline along with an action plan to track improvement.</p> <p>AY 23-24: Areas with low staffing will be prioritized as new funding becomes available. Good practices, such as cross-training, collaboration, and documentation will be reinforced.</p>
1.9 Create personnel redundancies and cross training in key areas.	AY 22-23: Human Resources revised job descriptions in student-facing roles to provide cross training and support. A total of 14 job descriptions of Welcome Center staff now refer to essential functions to provide comprehensive services to students within a support team environment.	Employees in student facing roles will continue to build their knowledge and skills with training in the array of Welcome Center services, including financial aid, admissions, enrollment, registration, business, and student technology.
1.10 Prioritize hiring front-line student support staff to provide high-touch support.	FY 24 Budget Includes: Increased staffing in the Welcome Center (2.0 FTE); and a Licensed Mental Health Counselor.	The College will continue to add staff according to budgetary priorities. By continuing to cross-train in AY 23-24, the College will continue to strengthen its capacity to serve students in the Welcome Center due to the number of staff who can now respond to general student inquiries along with a degree of specialized knowledge as appropriate.

<p>Strategic Goal 2 Provide students, faculty, and staff, with access to appropriate technology in response current trends and expectations. <i>Tyton Recommendation Overlaps: Assess and develop critical technology infrastructure necessary for data-driven student support and internal decision-making.</i></p>	See 2.2, 2.3, 2.4, and 2.5 below	See 2.2, 2.3, 2.4, and 2.5 below
<p>◆ Key Strategies ◆</p>		
<p>2.1. Democratize data through data warehousing, data analytics, and data dashboards. <i>Tyton Recommendation Overlap: Assess and develop critical technology Use real-time data dashboards to support decision-making processes throughout institution.</i></p>	Contract with data warehouse solution, Zogotech, signed SP 23.	Completion of implementation anticipated SU 24.
<p>2.2 Invest in state-of-the-art systems to support enrollment operations.</p>		
<ul style="list-style-type: none"> a. Institute a Jenzabar users' group. b. Implement Jenzabar One to increase students' knowledge of degree requirements and different degree scenarios. c. Investigate evolving enrollment and communication technologies in collaboration with administrative and academic areas. 	<ul style="list-style-type: none"> a-A Jenzabar Users' Group was active in AY 20-21 but disbanded with changes to staffing. (see c) b-Jenzabar One implementation is in process. c- In regular meetings, Academic Deans, Admissions, Advising, Library Services, and IT, discusses critical topics such as enhancing technology usability, optimizing class scheduling, leveraging the Student Information System (SIS) for reporting purposes, and addressing various challenges. Quincy College, like many community colleges, faces a range of technology and administrative challenges, including inadequate 	<ul style="list-style-type: none"> a-The implementation of Zogotech, a data warehouse, in AY 23-24, will increase the accessibility of the data. b-Jenzabar One will be implemented by SU 24. c-IT is committed to the following: regular feedback and assessments, technology refresh plans, efficient print management software, staff training, cybersecurity measures,

	Wi-Fi coverage, outdated classroom technology, the decision between mobile carts and dedicated computer labs, print management issues, and difficulties using the SIS for enrollment trends and reports.	accessibility initiatives, and faculty development programs. By addressing these issues, community colleges can improve their technology infrastructure, reduce costs, and enhance the educational experience for students.
2.3. Maintain data privacy and cybersecurity.		
<ul style="list-style-type: none"> a. Continue to update policies and provide training b. Review and update policies. 	<p>Enhancing data privacy and cybersecurity is a top priority for Information Technology, including updating policies and conducting regular staff training. All Welcome Center employees and other student service employees receive FERPA training. The College adheres to industry-standard security controls, conducts routine vulnerability assessments, and penetration tests to identify and mitigate potential vulnerabilities proactively, ensuring a robust cybersecurity posture.</p> <p>Selected AY 22-23 accomplishments/activities: 1-The incorporation of CrowdStrike to bolster security infrastructure, providing real-time threat detection and proactive monitoring; 2-Maximization of Office 365 security features; 3-Updated IT and Information Security policies to stay aligned with evolving threats; 4-Regular engagement with the community regarding appropriate use of College technology and possible threats.</p>	<p>AY 23-24: Artic Wolf will bolster our security infrastructure, providing real-time threat detection and proactive monitoring.</p> <p>Recommend Change from a and b to “Bolster security infrastructure, update policies and procedures, train staff, and support open communication about possible threats.”</p>
2.4. Continuously review and maximize utilization of available and relevant features of the College’s Student Information System (Jenzabar) and	Quincy College is committed to working with our current SIS (Student Information System), Jenzabar, to implement its Jenzabar Recruitment Manager (JRM) module. JRM will help admissions and enrollment engage with prospective students more effectively by	AY 23-24 and AY 24-25: The implementation of Jenzabar Recruitment Manager CRM will start in November 2023 and follow a schedule with the following

Learning Management System (LMS). <i>Tyton Recommendation Overlap: Adopt technologies that enable data-driven support for student recruitment and success, including a new CRM and student advising module in the SIS system.</i>	using data to identify trends as well as individual student interests and aligning communications accordingly. With this module, the College will enhance student engagement, improve data analytics, streamline communications, and optimize advising.	milestones: Month 1-2, Projection Initiation; Month 3-4, Requirements Gathering; Months 5-6: Vendor Engagement; Month 7-8, System Configuration; Month 9-10, Deployment and Evaluation. This phased but structured approach will ensure that the CRM meets Quincy College's specific needs to support effective recruitment and admissions processes.
2.5. Increase the College's ongoing advancement through participation in EduCause or other educational technology knowledge centers.	During AY 22-23, Information Technology conducted an internal evaluation of its capacity and identified several learning opportunities to promote its operational effectiveness including the Jenzabar Annual Meeting, EduCause, Boston Cybersecurity, and Black Hat. Jenzabar is the College's Student Information System and the annual meeting would provide a network of peers and information on maximizing the system's features. Black Hat and Cybersecurity would provide information about the latest cybersecurity threats, remedies, and proactive measures. EDUCAUSE is a premier event in the education technology sector. Participation will allow the College to explore innovative solutions, network with education technology leaders, and discover strategies to enhance teaching, learning, and technology management.	AY 23-24: Information Technology, depending on time and financial resources, will attend at least one local and one national conference.
<u>Strategic Goal 3</u> Provide an optimal physical space for teaching and learning.		
◆ Key Strategies ◆		

<p>3.1. Engage in proactive space and facilities planning (Multi-campus Facilities Plan) based on programmatic and administrative needs.</p>	<p>Public Safety and Facilities meets formally twice each year with representatives from enrollment, human resources, and technology to assess campus space needs. (For classroom space planning, see 3.3.) The team prioritizes safety and security, student learning and student life, and an optimal environment for employees to contribute to the mission of the College.</p> <p>Large scale projects for AY 22-23 include major renovations to the Plymouth campus as well as development of the Healthcare and Science Career Institute in Boston. The Bookstore was moved from the Lower Level to the third floor of Presidents Place, increasing sales.. Information Technology was moved to the 4th floor, freeing up more space for student-facing staff in the areas of disabilities, mental health, and veterans.</p> <p>Additional AY 22-23 initiatives include the development of a private “Family Room” for nursing mothers and a newly situated employee lounge resulting in increased usage.</p>	<p>On campus enrollment and academic programs are the two factors that influence space. The Provost/CAO and Deans are engaged with all decisions that impact student life or academic programs. In AY 23-24, the Facilities Team will be expanded to formally include academic leadership.</p>
<p>3.2. Ensure a safe and healthy teaching, learning, and work environment through security planning and communication.</p>	<p>Public Safety continues to take steps to assess safety risks on campus and proactively apply best practices to assure a safe working and learning environment on all campuses. In AY 21-22 the College instituted a 16-member Campus Emergency Response Team (CERT) that meets quarterly to increase overall campus emergency preparedness. Members received training on building evacuation, medical emergencies, and crowd management. The Team includes 8 members from academic affairs (faculty and administrators); 2 administrators; and 6 staff.</p>	<p>AY 23-24: Public Safety will continue to provide training to the Campus Emergency Response Team (CERT) members including CPR, AED, Basic First Aid, Mental Health, Crowd Control, Building Evacuation Routes and Rally Locations.</p> <p>Upgrades to security surveillance are planned for Saville.</p>

	Selected AY 22-23 accomplishments include: a new security camera system in Plymouth; two-way radio communication on both campuses; public information screens on both campuses; review and updating of evacuation plans; MOUs with Plymouth and Quincy Police Departments as required by the State of Massachusetts.	Public Safety will continue to gather information from the campus community on safety needs and concerns and evaluate overall awareness of safety protocols.
3.3 Evaluate classroom spaces to develop a long-term plan for upgrade of learning spaces.	<p>Classroom spaces are evaluated in the context of campus-wide space planning with an additional focus on student needs and academic programs.</p> <p>Selected AY 22-23 Accomplishments include: the “cart system” to allow rapid set up of a computer lab, freeing up the space for other didactic usage; increase in space for Biology lab in Plymouth; lab and classrooms for new Radiologic Technology program; equipment purchases and renovations for Biotechnology and Nursing learning spaces; the purchase of 80 adult-sized chairs to provide an appropriate and comfortable learning environment that reflects the students we serve.</p>	In AY 23-24, the Grants Office will continue to pursue infrastructure grants to support classroom and space improvements.
3.4. Work with local partners to develop long-term vision for permanent building.		Recommended Revision 3.4: Work with local partners on opportunities to expand the College into new spaces and market after evaluation of net benefit and correspondence with the College’s mission.

THEME 6: Financial Stability and Resource Development

Ensure the future of the institution through the strategic management of capital and financial resources

Goal/Activity	Progress to Date & Selected Indicators	Planned Next Steps and Timeline
<p><u>Strategic Goal 1</u> Develop a balanced budget that reflects enrollment trends and provides support for core instructional and administrative services.</p>	<p>Since FY 20 the College has demonstrated positive operating surpluses. The FY 23 tuition income (net of discounts) is at 103% of budget; fee income is at 100% of budget the cash position of the College has increased ~\$3 m or 30% from FY 2021 to FY 2023.</p>	<p>The College will continue to develop a balanced budget each year and add to its reserves. Through careful planning and management, the College will build a strong financial footing and allow for reinvestment in programs and students. While expanding online, the College will continue to improve efficiency of bricks and mortar. The College is executing a plan to reduce its reliance on CARES funds, institutionalizing CARES-funded positions and reducing the “lost revenue” supplement. The growth of baccalaureate programs, high school partnerships, the Healthcare and Science Career Institute in Boston, and <i>MassReconnect</i> and Targeted Scholarships will contribute to conservative enrollment projections after FY 24 and annual surpluses by FY 29.</p>
<p>◆ Key Strategies ◆</p>		
<p>1.1. Integrate the strategic plan into decisions on new hires, expenses, and initiatives.</p>	<p>FY 24 budget prioritizes faculty and student support positions according to the strategic plan. The FY 24 budget includes an 11% increase in funding for academic faculty and 6% in academic support. To support the academic mission, key positions are being</p>	<p>1.1.-The Strategic Plan will continue to guide the budgetary planning process.</p>

	added to student serving departments, including a new licensed mental health counselor and staff for admission, financial aid, and student accounts. To promote enrollment, the FY 24 budget included investments in search engine optimization (SEO), a customer relationship management system (CRM), a new website, and athletics.	
1.2. Explore collaborations with other institutions to reduce expenses.	The refinancing of our pension liability for FY 24 has reduced our annual institution contributions, allowing for strategic investments.	Recommended: Change 1.2 to Explore collaborations with the City of Quincy, the Commonwealth, and other state and private institutions to reduce expenses.
1.3. Reduce footprint through classroom scheduling efficiency and reorganization of administrative spaces.	Overall, over the last four fiscal years, the Quincy location has been reduced by 28% or approximately 30,000 sf resulting in real savings of over \$1m; FY 2023-Plymouth campus consolidated to reduce \$800 k per year by half.	The College will continue to work on our Plymouth lease with our landlord. The goal is to continue to reduce our footprint by approximately 50% over FY24 and FY25. This will result in annual savings to the college budget of \$450k approximately.
1.4. Assess each vendor contract for competitiveness.	Competitive bidding process in place for all purchases over \$10,000; Transition from on premise AVAYA PBX set up to cloud-based system (Jive/GoToConnect) saving approximately \$250,000 per year in licensing and staffing support cost.	1.4-The College updated and clarified its competitive bidding policy.
1.5. Increase reserves each year.	FY 2019 to FY 2022: Reserves increased over 46% from \$9.35m to \$13.66m	1.5- The College will continue to balance our budget going forward, with the objective of building on these reserves and continuing to stabilize the institution's financial foundation.

New Strategies Based on Tyton Report

Goal/Activity	Progress to Date & Selected Indicators	Planned Next Steps and Timeline
1.6 Analyze budget for expenses on instruction versus academic versus instructional support to clarify categories in support of tracking and decision making.	In FY 22, the College adopted a new format for the annual budget that organized expenditures by personnel versus non personnel categories rather than by department. This allows us to look at both personnel and non-personnel expenses as it relates to Academic and Non-Academic categories. Personnel expenses are broken down into three categories: Academic Faculty, Academic Support, and Non-Academic Support. Non-personnel expenses are broken down by Academic Expenses and Non-Academic Expenses. The College continued to use this format in FY 23.	The College will continue to use this format in FY 24.
1.7. The College should institute site-specific revenue and expense tracking to ascertain profitability/return on investment WITH consideration to the opportunity cost of dedicating limited personnel resources to various sites and initiatives.	JVS Healthcare and Science Career Institute income and expenses tracked separately in FY 23; Analysis of Plymouth site resulted in space consolidations; staff retrenchment; and staff rotation.	In FY 24, the College will continue to separately track revenues and expenditures at the new Arlington Street JVS Healthcare and Science Institute to measure ROI and allocate expenses more easily to that cost center. Financials updates for the Institute will be presented quarterly to the Board of Governors, along with overall institutional impact.
<u>Strategic Goal 2</u> Increase fundraising through community relationships and alumni.		
◆ Key Strategies ◆		
2.1. Launch an alumni newsletter.	Throughout AY 22-23, the College intensified engagement with alumni. The College posted 12 times on the Quincy College Alumni LinkedIn page to which 368 members subscribe. An alumni profile is routinely	FA 23: The College will post and hire the position of Director of Institutional Advancement. With the President, the Director will help

	included in the monthly “Quincy College News” newsletter. Alumni were invited and attended three Scholarly Conversations events held at College; one alum was recruited to join the Board of Governors; and the President engaged with the members of the Quincy College Trust and College Courses Inc to exchange ideas on the College’s needs and opportunities to provide support, such as scholarships.	establish the Quincy College Foundation and develop a structure for alumni tracking, outreach, and communication with the goal of generating funding for scholarships and other institutional priorities. The job description for the Director of Institutional Advancement also includes the development of policies, procedures, and the infrastructure for major gifts, including planned giving.
2.2. Expand donor list and provide opportunities for meaningful giving.	In FY 23, the College distributed \$90,000 in scholarships from the Trust, College Courses Inc (CCI), and private donors.	
2.3. Provide bricks-and-mortar and named scholarship opportunities.	See Planned Next Steps and Timelines	
2.4. Strengthen relationships with philanthropic partners (e.g. President’s Community Council, College Courses Inc,)	In November 2022, a partner appreciation evening was held to thank and recognize the tremendous work of community business partners. In addition to faculty and President’s Leadership Team, 56 community business partners attended.	The President will continue to work collaboratively with the Quincy College Trust and College Courses Inc as separate entities to harness support on ongoing and new institutional initiatives.
2.5. Increase number of donors, types, and amounts of scholarships.	A total of 65 scholarships were awarded in FY 23 with funding from the Trust, CCI, and private donors.	The College will hold another partnership appreciation event in SP 24. The planning phase will include a follow-up and communication plan to continue to engage attendees after the event.
2.6. Establish planned giving infrastructure	See Planned Next Steps and Timelines	
<u>Strategic Goal 3</u> Strengthen partnerships with municipal, state, and federal entities to support QC’s standing and visibility.		
◆ Key Strategies ◆		
3.1. Increase leadership presence at high-priority organizations.	Throughout AY 22-23, the President participated in meeting/events in Quincy and throughout the South Shore, including the Quincy, Plymouth, and Duxbury Chambers of Commerce, and Rotary International of	The President will continue to participate in events sponsored by local business and organizations to promote enrollment, program

	<p>the South Shore. The President was the featured speaker at Rotary to promote the College. The College also has an annual presence at local cultural events, such as the August Moon Festival. Members of the President's Leadership Team and other senior staff members have a presence at key events and organizations throughout the year in both Quincy and Plymouth (Ex. Rotary and the Plymouth Chamber of Commerce)</p>	<p>development, and local economic growth, such as QARI, QCAP, local hospitals and grant funding organizations.</p>
<p>3.2. Engage local businesses, K-12 partners, and City of Quincy leadership in discussions about the vital role Quincy College plays in the communities served.</p>	<p>The President has built upon his relationships with the Quincy K-12 community to develop several highly successful programs: Early College and Dual Enrollment. Quincy College is a consistent presence at Quincy Public Schools, with staff embedded in these institutions.</p> <p>In addition to personal visits, the President has made the following TV/radio appearance in AY 22-23: three times as a guest on Quincy Access Cable TV (QATV)'s half-hour "Currently in Quincy" program; three times on WATD-FM (Marshfield)'s "South Shore Morning News" in live, in-studio interview segments. President DeCristofaro also appeared as a guest on Plymouth Area Cable TV (PACTV)'s weekly interview program "The Local Seen".</p>	<p>The State Street ECHS grant will allow an increase in ECHS to 260.</p> <p>Dual enrollment registrations are projected to reach 500 in AY 23-24.</p>
<p>3.3. Engage legislative and governmental partners regarding in support of Quincy College.</p>	<p>AY 22-23: With strong backing from local and state government partners, the College was included in MassReconnect and Targeted Scholarships as a municipal institution, securing scholarships for students 25 and older without a degree. The President promotes the College throughout the City and throughout the state of Massachusetts as an engine of economy opportunity that contributes to jobs, local spending, and development.</p>	<p>The President, working with the Mayor of Quincy, will continue to promote the value of Quincy College. In addition to meeting on a regular basis, the President will meet as needed with City Council, the Mayor of Quincy, and members of the Senate, to strengthen the College's position and capacity to fulfill its mission.</p>

<u>New Strategies Based on Tyton Report</u>		
Goal/Activity	Progress to Date & Selected Indicators	Planned Next Steps and Timeline
3.4. Expand partnerships with employers to increase enrollment in nursing and other programs, including baccalaureate programs.	AY 22-23: The College increased its enrollment by developing partnerships with area employers interested in providing tuition support to their employees. Partnerships finalized by QC program include: Nursing (Road to Responsibility, Hebrew Senior Life, Bay State College); Biotechnology, noncredit cert (Thermo Fisher)	AY 23-24: The College will continue to grow its employer partnerships. The Dean of Natural Health and Science is working with Children's Hospital to develop two anesthesia technology educational pathways 1) to enable those who have five or more years of experience and an associate degree to get certificate, target date SP 24; and 2) for those who don't have experience or AS, an associate degree, target date AY 24-25.
3.5. Develop strategic tuition sponsorships, internships, and job training pathways, including employer sponsorships.	AY 22-23: The College strengthened its relationship with MassHire which provides tuition support to recently unemployed Mass residents for specific QC programs. In addition, the College developed or strengthened the following relationships: Service Employees International Union, SEIU-to support employees in union facilities to complete QC's CNA program. Jewish Vocational Services, JVS-to provide tuition support for CNA students who are being served by QC.	AY 23-24: The College seeks to expand these organizational sponsorships to other programs, such as Phlebotomy and Medical Assistant.
<u>Strategic Goal 4</u> Increase number and amount of state, federal, and private grants.		
◆ Key Strategies ◆		

4.1. Apply for and be awarded Title III	Last applied FY 2021. Application was not submitted this fiscal year due to vacancy in grant writing department.	AY 23-24: Application will be considered with increased capacity and assessment of readiness.
4.2. Apply for and be awarded other federal grants, including AANAPISI and TRIO	Close to \$5 million in grants and contracts from federal and state entities and corporate and foundation funders since 2019. <i>See Part III Table 8.</i> Selected Workforce Development (WD) grants from FY 23, and start of FY 24, include: DESE ESOL/HISET grant funding increase up to \$414,787 for FY 23; DPH/Health Community Healthcare Worker, \$165,775; DOH, \$39,000 for Bridges to College program, a 15-week program to support 12 students; United Way of Greater Plymouth County, \$5,000, for HISET classes in Plymouth; Community Development Block Grant, \$105,000; MassHire New Bedford Career Center, \$35,000, for scholarships for 10 EMT students; MassHire New Bedford, \$55,000, for scholarships to support 30 CNA students; Workforce Innovation Opportunity Action (WIOA), \$150,000, for students enrolled in Career and Technical credit and non-credit certificate programs; Perkins grant allocation, \$179,000, up from last year.	AY 23-24: Grant applications in process: Arbella, MLSC (Mass Life Science) Governor's Capital Skills; Mass Bio (for Life Sciences and Biotech); Stop and Shop; BI Milton (with Arbella); BID Plymouth (CNA); Gavin; Harbor One; Eastern Bank; Bridges to College. The College will pursue larger federal grants.
4.3. Become an Hispanic Serving and an Asian Serving institution	See Revision	Recommend that 4.3 change from "Become an Hispanic Serving and an Asian Serving institution" to "increase the enrollment of and services for Hispanic and Asian students proportional to their population in Quincy"
<u>Strategic Goal 5</u> Promote financial transparency through collaboration and responsiveness to the Board of Governors and other stakeholders.		
◆ Key Strategies ◆		

5.1. Address any questions in forensic audit or management letters.	<p>Financial updates provided at every Board of Governors meeting.</p> <p>Copies of audited statements shared with the Board of Governors annually. Audited statements and financial summaries posted on the College website and filed with the state and the federal departments.. Outside stakeholders—such as insurance, MA-SARA, workforce development agencies and granting bodies or donors— provided with annual financial information upon request.</p> <p>No finding from Powers & Sullivan Report that analyzed FY 2018 expenses.</p>	Recommend that 5.1 change to: “Maintain transparent communication to College leadership and Board of Governors on pending audits and the results of any audits.”
5.2. Increase capacity to make more accurate enrollment projections and work collaboratively with the Board of Governors to translate trends into the budget.	Balanced budgets since FY 2020; Multiyear Planning presented to NECHE demonstrated \$1 million surplus by FY 2029.	FY 23-24: The Vice President of Finance will follow the established budget development cycle and provide monthly financial updates to the Board of Governors
5.3. Continue to provide timely and accurate updates on financial picture.	Financial updates provided at every Board of Governors Meeting including budget to actual reports (annual and YTD), enrollment, itemized revenue and expenses, explanation of significant variances, and if necessary, revision of year-end forecasts. Key balance sheet numbers such as reserves, and cash position highlighted.	

Part III. Data Tables

Table 1. New Student Enrollment in Selective Programs Since AY 19-20

	Actual				Projected
	AY 19-20	AY 20-21	AY 21-22	AY 22-23	AY 23-24
Physical Therapist Assistant	7	6	12	12	12
Surgical Technology*	18	17	18	9	16
Medical Laboratory Technology	14	12	9	8	10
Radiologic Technology**	na	na	na	12	16

Please note that numbers represent incoming cohorts for each academic year (no returning students)

**Switched to Associate Degree in AY 22-23*

***New Program January 2023*

Source: NECHE Progress Report, Submitted July 2023

Table 2. Impact of First Year Seminar on Persistence and Retention: Fall 2018-Fall 2021

FYS course first semester Fall 2018 (n=632)	FYS grades: A through C- (n=247)	FYS grades: D, W, F (n=112)	Not taken FYS (n=273)
Persistence	227 (92%)	46 (41%)	191 (70%)
Retention	156 (63%)	26 (23%)	115 (42%)
FYS course first semester Fall 2019 (n=528)	FYS grades: A through C- (n=212)	FYS grades: D, W, F (n=71)	Not taken FYS (n=304)
Persistence	197 (93%)	25 (35%)	161 (53%)
Retention	136 (64%)	11 (16%)	116 (38%)
FYS course first semester Fall 2020 (n=428)	FYS grades: A through C- (n=103)	FYS grades: D, W, F (n=79)	Not taken FYS (n=246)
Persistence	89 (86%)	40 (51%)	122 (50%)
Retention	74 (72%)	29 (37%)	84 (34%)
FYS course first semester Fall 2021 (n=606)	FYS grades: A through C- (n=148)	FYS grades: D, W, F (n=81)	Not taken FYS (n=377)
Persistence	125 (85%)	38 (47%)	205 (54%)
Retention	100 (68%)	29 (36%)	131 (35%)
FYS course first semester Fall 2022 (n=514)	FYS grades: A through C- (n=130)	FYS grades: D, W, F (n=71)	Not taken FYS (n=313)
Persistence	114 (88%)	40 (56%)	184 (59%)

Source: NECHE Progress Report, Submitted July 2023

Table 3. Pilot Results of EdSights (Chatbot) Spring 2023

Date	Chatbot Outgoing Text	# of texts sent	# of responses	# of personal interventions
02/08/23	Are you enjoying your courses this term?	1990	430	27
02/15/23	What area do you need the most support in?	1986	312	31
02/22/23	Last term you mentioned that you didn't feel like you had a strong support system at QC so I'm checking in to see how you're feeling today	19	9	5
03/01/23	How's balancing work and school going?	1978	425	71
03/08/23	How would you rate your overall health and well-being?	1971	250	37
04/19/23	Are you returning to QC this coming Fall semester?	1961	296	77

Are you enjoying your courses this term? Of the 430 responses, 27 students replied “Not at all” and received a personal outreach from an advisor.

What area do you need the most support in? Of the 312 responses, only 31 students replied with enough information for advisors to personally intervene and provide support in the area students were looking for, e.g., academics, finance, social engagement, wellness. Aside from the 31 interventions, 281 students received a referral to the appropriate QC office for additional support.

Last term you mentioned that you didn't feel like you had a strong support system at QC so I'm checking in to see how you're feeling today. This communication targeted a small number of 19 students who had indicated in Fall 2022 that they lacked a support system. Of the nine students who responded, five required and benefited from personal outreach.

How's balancing work and school going? Of the 425 responses received, 71 students indicated that they were “struggling” with balancing school and work, and thus, received personal interventions from staff.

How would you rate your overall health and well-being? Of the 250 students who responded, 37 indicated “poor” overall health and well-being. By intervening with these students, the College was able to identify the different components of health and well-being that students were struggling with.

Are you returning to QC this coming fall semester? Of the 296 students who responded, 77 reported that they were not returning to Quincy College in the fall or were unsure of their plans, triggering personal outreach from staff.

Source: *NECHE Progress Report, Submitted July 2023*

Table 4A. Quincy College Student Success: IPEDS* Retention Rate

	Fall 2018	Fall 2019	Fall 2020	Fall 2021
	Cohort	Cohort	Cohort	Cohort
Fall-to-Fall Retention Full Time	51%	58%	56%	62%
Fall to Fall Retention Part Time	53%	37%	32%	33%

**Note: While public and official, IPEDS does not reflect the full story for QC student success and overall student success data. More data is provided throughout the document.*

Table 4B. Quincy College Student Success: IPEDS* Graduation Rate

	Fall 2016	Fall 2017	Fall 2018	Fall 2019
	Cohort	Cohort	Cohort	Cohort
Three Year Graduation Rates	16%	16%	14%	16%

Source: NECHE Progress Report, Submitted July 2023

Table 5A. Student Progress: All New Students Receiving Pell

	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Newly Enrolled	393	405	225	237	207
Retention	179 (46%)	208 (51%)	118 (52%)	104 (44%)	62
Graduation Within 2 Years	8 (2%)	8 (25)	8 (4%)	4 (2%)	
Graduation Within 3 Years	28 (7%)	43 (10%)	18 (8%)		
Graduation Within 4 Years	47 (12%)	53 (13%)			

Table 5B. Student Progress: All New Students Who Are Veterans

	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Newly Enrolled	20	25	22	23	29
Retention	9 (45%)	16 (64%)	13 (59%)	10 (43%)	5*
Graduation Within 2 Years	2 (10%)	0	3 (14%)		
Graduation Within 3 Years	4 (20%)	3 (12%)	4 (18%)		
Graduation Within 4 Years	4 (20%)	5 (20%)			

Source: NECHE Progress Report, Submitted July 2023

Table 6. Associate in Science in Nursing-Student Success: Quincy and Plymouth Campuses

	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Overall
Newly Enrolled*	62	40	39	39	180
Persistence	50 (81%)	33 (83%)	31 (79%)	33 (85%)	147/180 (82%)
Retention	42 (68%)	24 (60%)	22 (56%)	33 (85%)	121/180 (67%)
Graduation	40/62 (65%)	24/40 (60%)	22/39 (56%)	N/A	86/141** (61%)
NCLEX 1st-Time Pass Rates***	34/39 (87%) <i>Summer 21 Test</i>	29/35 (83%) <i>Summer 22 Test</i>	7/7 (100%) <i>In Progress</i>	N/A	70/81 (86%)
<p>* 9 students have been readmitted to the program and are not included in this table. **Overall graduation rate does not include Fall 2022 cohort as the two-year program is in progress ***A number of graduates from the Fall 2019 cohort tested in Summer 2022 rather than Summer 2021.</p>					

Table 7. Certificate in Practical Nursing-Student Success

	AY 2019-20 Certificate	AY 2020-21 Certificate	AY 2021-22 Certificate	AY 2022-23 Certificate	Overall
Newly Enrolled*	36	28	26	28	118
Completed	15 (42%)	21 (75%)	19 (73%)	23 (82%)	78/118 (66%)
NCLEX 1 st Time Pass Rate	14/14 (100%)*	18/18 (100%)*	13/14 (93%)*	1/1 (100%)**	46/47 (98%)
<p>*Only includes completers who have tested to date. **Completers are in the process of receiving department clearance to take NCLEX</p>					

Source: NECHE Progress Report, Submitted July 2023

Table 8: Awards Since 2019

Between 2019 and the present, the College has received over \$4,629,216 in grants from federal and state entities and corporate and foundation funders. Among these were:

- United Way of Greater Plymouth (\$20,000) to support the HiSET High School Equivalency Test program to help adult learners achieve their education and career goals.
- United Way of Greater Plymouth (\$6,469) for emergency student support, including food, transportation, and supplies.
- Department of Elementary and Secondary Education (MA) ACLS (Adult Community Learning Services)-(\$175,000) to support free ESOL/HiSET services for low-income, underserved, and out-of-school adults.
- Department of Elementary and Secondary Education Perkins Title IV (\$243,056 per year, multiyear) to support career and technical activities.
- Department of Elementary and Secondary Education (\$39,000) to support implementation of a free Bridges to College program.
- United States Department of Education (\$93,500 per year, three years) to support students with childcare.
- Mass Skills Capital Grant (\$333,881, one-year FY22) to support the Pharmacy Tech program in Quincy and Plymouth, and equipment upgrades for the Medical Laboratory Technician program.
- Mass Skills Capital Grant (\$145,551, one-year FY23) to support the construction of an acute care patient lab and substance abuse consultation lab.
- City of Quincy, Community Development Block Grant/Cares Act (\$145,000 per year, multiyear) to support free Home Health Aide, CNA, EMT and Pharmacy Tech programs.
- City of Quincy Community Compact Grant (\$100,477) for IT improvements for the college.
- Town of Plymouth, Community Development Block Grant (\$20,000, one year) to support the Pharmacy Tech program at the Plymouth campus.
- Massachusetts Life Sciences Center, Discretionary Funds grant for Summer STEM Biotechnology Academy for local middle and high school students (\$23,700, one year).
- Massachusetts Life Sciences Center, STEM Equipment and Professional Development Grant FY22, (\$185,214, one year) for expansion of the biotech program at Quincy Public Schools.
- Massachusetts Life Sciences Center, STEM Equipment and Professional Development Grant FY23, (\$153,472, one year) for expansion of the biotech program at Quincy Public Schools.
- Massachusetts Life Sciences Center, Workforce Development Capital Grant (\$750,000 over FY23 and FY24) to support equipment purchases and professional development curriculum for the biotechnology department.
- State Street Foundation (\$550,000, one year) for Early College High School Pathway, a cohort-based program that provides eligible Quincy Public School students in grades 10, 11, and 12, the opportunity to earn up to 21 college credits while still in high school, at no cost to families.
- Eastern Bank Charitable Foundation (\$100,000, one year) to support the nursing program.
- Massachusetts General Hospital (\$75,000 per year for four years) to support research on creating a behavioral health nursing program at Quincy College.
- Arbella Foundation (\$42,000, one year) to provide CNA training in partnership with BI-Milton Hospital to incumbent workers.

- HarborOne Foundation (\$17,500, two fiscal years) for Early College High School Pathway, a cohort-based program that provides eligible Quincy Public School students in grades 10, 11, and 12, the opportunity to earn up to 21 college credits while still in high school, at no cost to families.
- Stop & Shop Corporate Grant (\$10,000, one year) to support emergency services for students, including food and transportation.
- Department of Elementary and Secondary Education (MA) for FY22-24 (\$175,000) to provide coursework, wrap-around services and career placement for 50 students.
- Executive Office of Health and Human Services Workforce Development (MA) (\$167,425) to bring a community health worker program to the College.
- Greater New Bedford MassHire Workforce Board (\$43,420, one year) to support workforce development programs.
- Department of Higher Education (MA)-(\$100,000) for student scholarships.
- Department of Higher Education (MA)-(\$28,000) for student support including counseling and food pantry.
- Department of Higher Education (MA) (\$105,040) to support the Early College High School Summer Program, a cohort-based program that provides eligible Quincy Public School students in grades 10, 11, and 12, the opportunity to earn college credits while still in high school, at no cost to families.
- Office for Refugees and Immigrants (MA) (\$16,250) for financial literacy programs for immigrants, refugees, and English language learners in the community
- Workforce Innovation Opportunity Action, WIOA (\$150,000) for tuition costs and program needs for students in Career and Technical credit and noncredit certificate programs.