2017-2018
PRESIDENT’S REPORT

QUINSIGAMOND Community College
MADE COLLEGE. SMARter.
A Letter from the President

On behalf of our Quinsigamond Community College team, I am pleased to provide this report and dashboard. The report outlines some of the metrics set by the Board of Higher Education, as well as our own measures that highlight our accomplishments within the context of our goals and mission as a community college serving the needs of Worcester County and central Massachusetts. This is a year of transitions, with new leadership and a renewed commitment to achieve 100% student success. Some of the metrics available do not yet provide a full picture of the effect of changes made throughout this academic year, but are critical in understanding our trajectory and the changes that we must undertake for the future.

Like most colleges in our nation, we face continuing enrollment declines due to changing demographics and improvements in the economy. Community college enrollments typically decline as people are able to enter the workforce due to an increase in available jobs. Unfortunately, many of these new jobs are entry-level positions that provide fewer opportunities for advancement and offer low wages. As the workforce becomes more dependent on technological advances, employers will need more advanced degrees and higher-level skills that will require college training. Thus, QCC must continue to look to the future workforce needs and train our students for the jobs of tomorrow.

As a Gateway City, we continue to serve a diverse student population. We continue to improve our retention, but throughout the academic year, we took steps to make significant improvements in areas that affect our students the most. Through the work of our Student Success Task Force and the study undertaken by Campus Works, we were able to make changes to our processes to ensure greater student service, engagement, and success.

This year we undertook a Strategic Planning Process that has set the direction for our campus in the years to come and will inform our goals for the coming year. Through a transparent and collaborative process, we were able to produce a strategic plan that can truly be called our own. We had an unprecedented level of engagement from our campus and community providing us with a road map to the future.

This report also includes the outcomes for some of the goals I set for last year, along with selected individual reports from our team – all of them reflecting not the work of an individual, but a team effort. We have accomplished much in the span of a year thanks to the hard work of our entire team of administrators, faculty, and staff. I am grateful to work with such amazing team members who are dedicated to student success.

Sincerely,

Dr. Luis G. Pedraja
President
GOAL 1: MITIGATE ENROLLMENT DECLINE

Objectives

• Develop and implement strategies to identify and eliminate barriers to enrollment, increase access, and create a welcoming campus environment

• Evaluate programmatic enrollment trends to identify opportunities for growth and strategic investment, including the development of new initiatives, programs, educational sites, educational delivery modalities, workforce development and contract education

• Strengthen dual enrollment through strategic initiatives and partnerships with K-12

• Increase outreach to underserved populations in our community and create pathways to college enrollment

• Identify and develop opportunities for expanding non-credit, workforce, and contract education

Outcomes

• New student enrollment increased by 32% in Fall 2017 and 16% in Spring 2018 from the previous year. In addition, our year-over-year enrollment decline was favorable. Headcount decreased slightly from a -4.2% decrease in Fall 2017 to -4.1% decrease in Spring 2018. More impressively in terms of FTE, the decrease in headcount changed from -4.6% in Fall 2017 to -3.7% in Spring 2018

• Launched Campus Works study of the student experience from first contact to enrollment and identify barriers encountered by our students. We began to implement recommended changes to improve the student experience

• Created a committee to develop and implement a training program for cultivating a student-centered approach to our interactions with our students
• Implemented changes in admissions and enrollment processes, including:
  • Launch of a marketing CRM platform (HubSpot) that allows QCC to obtain better information, personalize outreach, and reduce the response time to inquiries from weeks to days
  • Development of an easier to use web-based application form
  • Creation of the Welcome Center and new signage to make the campus more welcoming and help direct visitors and prospective students to a central location
  • Developed new programming, including an Addiction Counseling program and a Police Academy, with an anticipated start date of Fall 2018.
  • Initiated a collaboration with Framingham State University and Mass Bay Community College to develop and offer academic programs in Marlborough as announced at a meeting with community leaders in Marlborough
  • Established an HVAC program at Worcester Technical High School to expand our service to the city.
  • QCC initiated discussion with Universidad de Las Americas (Ecuador) and a Cambodian business to develop international education programing to diversify revenue, increase global opportunities for our students, and cultivate international partners for exchange programs
  • We increased our Early College partnerships and agreements with schools in our service area
    • Led efforts in developing a partnership between Worcester Public Schools (WPS), Worcester State University & QCC to develop courses in WPS that will prepare students to enter into the program and increase the number of students participating in early college, including under-represented populations
    • Increased the number of dual enrollment agreements from 13 in Fall 2017 to 30 in Spring 2018
    • Increased the collaboration between admissions and workforce development, including outreach to business with tuition remission and workforce development needs, yielding an increase in contract education agreements. In addition, Dawn Kiritsis, College and Career Navigator, started working on recruitment
    • Increased the outreach to underserved populations in our community through a new marketing campaign in Spanish media, increasing the number of interviews with Spanish speaking news, and attending local meetings with immigrant and underrepresented groups
GOAL 2: STRENGTHEN STUDENT SUCCESS

Objectives

• Create a student success taskforce to develop and implement strategies to increase student retention and persistence
• Work with academic affairs, faculty, and deans to improve placement, developmental education, and required gateway courses to better meet student needs
• Work with faculty senate and academic affairs to develop new student early-alert initiatives
• Maximize the use of existing student support structures (Starfish, advising, mentors)
• Expand mentorship programs through the development of a community mentors program
• Initiated a review of the use of Accuplacer as a requirement for course placement, worked with faculty to explore other measures such as alternative tests multiple measures, and alternative developmental course formats, including accelerated courses, embedded tutors, and emporium models piloted during 2017-2018.

These initiatives include:

• QCC Math Department is working in conjunction with a QCC cross-functional committee formed to create and implement a College-Level Placement Exam that would replace the current College-Level Accuplacer exam to provide better placement opportunities for students
• Began to explore with faculty senate and faculty leadership the faculty’s role in early engagement of students and early alert measures
• Began to maximize and expand the use of student support structures to increase retention and student success
• Held demonstrations on the use of Starfish and Kuder at All College Forum in February

Outcomes

• Created a Student Success Taskforce (SST) in August 2017 with 23 members from all areas of the College, including students. The taskforce identified a number of barriers to success in their preliminary report that led to improvements in college services to students. In addition, the SST also conducted two surveys focusing on faculty/staff (Fall 2017) and students (Spring 2018), and produced a final report
• Worked with Academic Advising and Student Services to improve orientation, including the development of the First Year Experience Course with 25 sections scheduled for Fall 2018, which provides students with academic socialization, strategies, and self-assessment to ensure college success

• StartRIGHT, a collaborative, campus-wide effort that identified and created an onboarding process to help new, incoming students to seamlessly transition from the point that they apply for admission to the point they begin classes. The program will be piloted in Fall 2018

• Expanded existing mentorship programs and developed the infrastructure for a community mentors program
  • Hired Gabriel Santner to serve as Director of Mentoring for professional programs
  • TRIO Counselor, Ricky Frazier, became TRIO Counselor & Coordinator of Mentoring and Student Engagement
  • This year, 100 students were mentored through SHE and Brothers and Keepers
  • Initiated PTK initiative for our honor students to mentor students at Burncoat High School
  • Began training student leaders to serve as peer mentors to incoming and existing students
GOAL 3: DEVELOP STRATEGIC PLAN

Objectives

- Develop and implement a collaborative and transparent strategic planning process that includes all constituencies
- Conduct a data-driven SWOT analysis with broad input from campus and community
- Meet BHE guidelines for strategic planning, including completing two out of three of the touchpoints by the end of the academic year
- Set overarching goals, strategic initiatives, and objectives that will guide QCC’s success in the next three years
- Have a final draft of the strategic plan for the Board by the end of FY 2018

Outcomes

- Developed and implemented a collaborative and transparent strategic planning process that included college and community constituencies
  - Established and charged a core group of faculty and staff to lead the strategic planning process headed by Ingrid and Kathy
  - Over 80 people involved in the strategic planning process including staff, faculty and students participating in subcommittees and work groups
  - The strategic planning committee held 26 focus group meetings in various locations with students, staff, faculty, business and community members
- Conducted a data-driven SWOT analysis with broad input from campus and community that was completed by December 1, 2017
- Met BHE guidelines for strategic planning, including completing two out of three of the touchpoints by the end of the academic year
  - Touchpoint 1 with Commissioner Santiago and staff completed on 10/6/18
  - Touchpoint 2 with BHE Strategic Planning Committee held on 6/12/18
- Using a collaborative approach the college community established five overarching goals, and develop strategic initiatives and objectives for each goal that will guide QCC’s success in the next three years
  - Goal 1: Achieve 100% student success
  - Goal 2: Become the leader in quality, innovative academic and workforce programs
  - Goal 3: Optimize communication to enhance collaboration
  - Goal 4: Foster a diverse and engaged community
  - Goal 5: Strengthen QCC’s organizational sustainability
- A draft of the strategic plan was presented to the Board of Trustees for review and input at a special meeting held on 5/14/18
GOAL 4: INCREASE COMMUNITY ENGAGEMENT

**Objectives**

- Maintain a public presence in the community through participation in events, forums, and community centered activities and implement strategies to increase the visibility of the college in the community (i.e., community based learning centers pilot)
- Meet and establish relationships with key community leaders, donors, and legislative delegations
- Get involved with key community groups, organizations, and boards
- Cultivate relationships with potential new donors, industry partners, and municipalities in our service area
- Facilitate strategic initiatives to align community resources to ensure the success of our youth in achieving their academic and professional goals

**Outcomes**

- Keynote or guest speaker at the following events:
  - Hispanics Achieving and Celebrating Excellence (HACE) annual event on 10/4/17
  - Worcester County Superintendents Association meeting on 11/7/17
  - Worcester Education Collaborative Annual Meeting on 12/5/17
  - MLK Breakfast
  - The Forum on 3/27/18
  - Worcester Rotary Club on 5/10/18
- Interviewed by multiple media outlets, including NPR Boston, Channel 5 Boston, Channel 3 public access Worcester, Worcester Telegram, Vocero Hispano, WBUR Radio
- Served as a moderator for Worcester School Committee debates
- Received the key to the city from Worcester Mayor Petty
- Worked with Institutional Communications to launch new website for QCC and initiated the College Made Smarter marketing campaign

- Maintained a public presence in the community and increased the visibility of the college in the community through various venues, including:
• Developed partnership with Catholic Charities and Worcester Housing Authority at Great Brook Valley to establish community based learning hubs that will be accessible for students to have access to WiFi, computers, printers, quiet study space, and provide community educational sessions

• Met with key legislative delegations, including hosting two legislative meetings at QCC and several individual meetings with state legislators


• Joined the First Wednesday Club and met with individual community leaders, CEOs, and donors

• Joined the following boards or advisory boards:
  • Latino Education Institute
  • United Way of Central MA
  • Central MA Workforce Investment Board
  • Corporator with Greater Worcester Community Foundation

• Serving as Co-Chair of the Mayoral Commission on Latino Educational Excellence

• Served as a member of the City of Worcester Strategic Planning Committee

• Cultivated relationships with industry and community partners, including biotech industry groups, MBI, Abbvie, St. Vincent’s, Worcester Art Museum, Hanover Theatre, Clemente Program, Catholic Charities, and Worcester Housing Authority

• Met with the Chambers of Commerce in the region, including Central MA South, Blackstone Valley, Southbridge, and Worcester

• Led effort to explore the alignment of community resources with the assistance of Alignment USA, involving 30 individuals, community leaders, and 24 community organizations
GOAL 5: ENSURE LONG-TERM SUSTAINABILITY OF COLLEGE RESOURCES

Objectives

• Evaluate infrastructure needs and strategically prioritize investments to improve infrastructure and support services (i.e. registration portal, client relations management software, facilities)
• Evaluate personnel need to ensure fiscal sustainability while strategically investing in key positions that will strengthen the college
• Develop a strategic approach to grant and gift solicitation, including establishing goals and effectively engaging our alumni
• Work with the QCC Foundation to increase fundraising revenue for the college
• Improve communication and collaboration within the college, review existing administrative processes, and increase efficiency

Outcomes

• Evaluated infrastructure and made strategic decisions on improvements to technology, facilities, and processes
  • Technology migration to cloud, launch of marketing CRM, and new website design
• Review of technology needs and development of technology plan to increase clearing IT requests
• Reviewed critical facility improvements and allocated resources to replace locks (safety), improvement of lab facilities, updated signage, and establishment of Welcome Center
• Relocated Central Receiving from leased space to campus resulting in a $60,000 savings
• QCC Campus Police obtained accreditation with the Massachusetts State Police Accreditation Program
• Established a financial planning model to strategically and collaboratively review and make staffing decisions
• Made improvements to Financial Aid and Registrar’s processes to serve students better
• Successfully outsourced QCC Food Services leading to improved services and greater student satisfaction
• Completed FY 2019 Budget and presented it to the board in March, earlier than in previous years
• Improved predictive metrics, including trend analysis, feeders, regional unemployment, and market analysis to set enrollment goals for next academic year

• Developed a strategic approach to grant and gift solicitation, including establishing goals and effectively engaging our alumni (See Appendix A)

• Worked with the QCC Foundation to increase fundraising revenue for the college
  • Increased fundraising yielded $37,000 more in gifts and private grants compared to last year’s total
  • Worked with Foundation to raise funds to assist students with food insecurity and have a food pantry opening in June.

• Launched the President’s Circle to increase fundraising and recognize donors, with an initial commitment from several individuals, including new donors

• Initiated campaign to establish named scholarships funded by business and industry partners, which will also provide mentoring and/or internships for student recipients (To date we have commitments from Blue Spruce and Salmon Health Care, we other anticipated

• Re-constituted the Alumni Advisory Board

• Improved communication and collaboration within the college to improve efficiency
  • Held “Pizza with the President” sessions with students: Two in Fall 2017, six in Spring 2018 held in three different locations (West Boylston St., Downtown, and Southbridge campuses)
  • Developed a Student of Concern Team to address students who rise to the level of a multidisciplinary approach for support

• Started “Trustee Connection” newsletter to improve communications with Board of Trustees

• Created new cross-functional teams, task forces, and committees that improved communication and collaboration (e.g. strategic planning, Student Success Task Group, Enrollment Management Team, International Partnership Task Group, Food Insecurity Task Group)

• Increased the President’s visibility on campus and community
Annual Performance Measures

The following tables are key performance metrics. While these reflect numbers prior to the current year, it’s important to establish a baseline to chart our future performance.

ENROLLMENT

Fall enrollment at QCC peaked Fall, 2011, at 9,130 students and has steadily declined as the economy has improved after the Great Recession. Relative to Massachusetts peer community colleges, QCC’s enrollment drop has been less dramatic than most during the past three years, dropping an average of 4% annually as compared to the community college average of 5%. QCC ranks fourth from the top in total enrollment.

Fall Enrollment and Annual FTE, 2017

Source: HEIRS
Edwin Analytics
QCC provides access to students traditionally underserved by institutions of higher education. Forty-five percent of QCC students receive Pell grants, an indicator of low income. In addition, the proportion of racial and ethnic minority students has steadily increased, while the proportion of white students has decreased.

**QCC Pell Recipients as a Percentage of All Students, Fall 2006 – Fall 2017**

![Bar chart showing the percentage of QCC students receiving Pell grants from Fall 2007 to Fall 2017.](chart)

Source: IRaP-SPSS Fall Frozen Files
FIRST-TIME FRESHMEN

Over 20% of QCC students are first-time freshmen, which is slightly above the state average.

First-time Freshman Percentage Change, Fall 2013 – Fall 2016

- FA13-FA14: -7.8%
- FA14-FA15: -10.6%
- FA15-FA16: -2.5%

Source: IPEDS Data Center

Quinsigamond Community College  Massachusetts Community Colleges Total
RACE & GENDER

Relative to QCC’s service region, QCC enrolls higher proportions of underserved racial and ethnic minorities than are represented in the general population. Fifty-two percent (52%) of African American/black, 65% of Hispanic, and 47% of white graduates from Worcester pubic schools (QCC’s largest feeder district) who attend Mass. public post-secondary institutions attend QCC.

Changing Demographics: Race/Ethnicity and Gender, Fall 2012 – Fall 2017

Source: QCC Institutional Data SharePoint Demographic Trends
DUAL ENROLLMENT / NON-CREDIT

The number of high school students taking QCC courses has more than doubled over the last four years, from over 300 students AY 2014-2015 to over 700 students AY 2017-2018. Approximately half of students concurrently enrolled in high school and QCC enroll at QCC as college students within two years.

Percentage of Dual Enrolled Students Who Enrolled at QCC Within Two Years, Fall 2014 – Fall 2016

Concurrent Enrollment, 2014 to 2018

Source: Cognos > Institutional Research>Course Data Student level>Concurrent enroll numbers_success rates & QCC enroll WITHIN 2 YRS FALL/SPRING
DEGREES

QCC conferred 1,340 degrees in 2017, the third most degrees conferred by Mass. community colleges. Relatively high proportions of degrees were conferred in high demand fields. Twenty-eight percent (28%) of degrees conferred were in healthcare fields as compared to 25% of degrees conferred by all Mass. community colleges. Sixteen percent (16%) of degrees conferred were in STEM fields as compared to 13% of degrees conferred in STEM fields by all Mass. community colleges.

Although not reflected in the chart, the number of graduates is steadily increasing. At our Commencement in May, 1,522 students graduated.

Healthcare Graduates (%), 2017

STEM Graduates (%), 2017

Source: HEIRS Edwin Analytics degrees conferred
CIP=51
QCC First-time freshmen Fall-to-Fall retention rates are low relative to Mass. community colleges, ranking third from the bottom, and the retention rate among this population has been decreasing in recent years.

Mass. Community Colleges First-time Freshmen Fall 2016 to Fall 2017 Retention Rate

Source: HEIRS CC Performance Dashboards
Fall-to-Fall retention rates among all students at QCC, however, has steadily increased by approximately 1/2% a year during the past five years. An additional 10% of students transfer to other institutions. The Fall-to-Fall retention/transfer rate among all students at QCC has increased from 59%, Fall 2011-2012, to 63%, Fall 2016-2017.

**QCC Students Retained/Transferred, Fall 2011 – Fall 2017**

Source: QCC Institutional Data, SharePoint Fall to Fall Retention table
RETENTION BY RACE/ETHNICITY

Gaps in retention rates between racial and ethnic groups were lowest for students who entered QCC Fall 2013 and Fall 2014. Approximately 52% of students from all racial and ethnic groups were retained from one Fall to the next, during these years. African American/black students enrolled Fall 2014 and Fall 2016, in fact, had slightly higher retention rates than their peers from all other racial and ethnic groups, including white students, a statistic that bucks national trends. In diverse populations, retention decreased in some instances more than in previous years.

QCC Fall to Fall Retention Rates by Race/Ethnicity, 2012 – 2017

*Graduates have been removed, Source: IRaP-SPSS retention file:
COMMUNITY COLLEGE GRADUATION RATES

QCC’s graduation rate (21%) is well above the Mass. community college average (18%). Women graduate at higher rates than men, with a gap of 3%.

**QCC and Mass CC Graduation Rates, 2016**

<table>
<thead>
<tr>
<th>Category</th>
<th>Mass CC Total</th>
<th>QCC Total</th>
<th>Mass CC Women</th>
<th>QCC Women</th>
<th>Mass CC Men</th>
<th>QCC Men</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rate</td>
<td>18%</td>
<td>21%</td>
<td>20%</td>
<td>22%</td>
<td>17%</td>
<td>20%</td>
</tr>
</tbody>
</table>

Source: IPEDS Data Center
DEVELOPMENTAL MATH

Approximately 25% of students who were enrolled in remedial math, Fall 2015, completed a college level math course by Fall 2017, placing QCC slightly higher than the middle of its Mass. community college peers.

Developmental Math Progress Rates

Source: DHE dashboards
QCC institutional data shows an upward trend in the proportion of students completing a college level math course two years after enrolling in remedial math for all racial and ethnic groups. Between Fall 2013 and Fall 2016, college math completion rates for remedial students increased from 19% to 33% for Asian students. The upward trend for black and Hispanic students has been less consistent, but in recent years, the proportion of black students completing college level math increased from 20% to 28% and for Hispanic students, the proportion increased from 17% to 23%. The proportion of white students completing college level math increased steadily from 25%, Fall 2012, to 32%, Fall 2015; then decreased, Fall 2016, to 28%.

**First-time Fall Freshmen (%) who Start in Developmental Math and Earn College Level Math Credit by their 2nd Spring Semester, 2012 – 2016**

Source: Cognos -Public Folders > Institutional Research > Developmental education>FF_FA_YEAR_enrolled in DEV MAT and college MAT completion by SP_YR+2_RACE_SK
Approximately 47% of students who were enrolled in remedial English, Fall 2015, completed a college level English course by Fall 2017, placing QCC toward the bottom of its Mass. community college peers. However, this comparison does not take into account the percentage of English learners/ESL served by each college, which can skew the numbers.

**Developmental English Progress Rates**

![Graph showing Developmental English Progress Rates for various colleges in Massachusetts.](image)

*Source: DHE dashboards*
QCC institutional data shows an upward trend in the proportion of Asian students completing a college level English course two years after enrolling in remedial English, increasing from 30%, Fall 2012, to 64%, Fall 2016. The course completion trend is down, however, for all other racial and ethnic groups.

**Percent of First-time Freshmen who Start in Developmental English and Earn College Level English Credit by the End of their 2nd Spring Term, 2012 – 2016**

Source: Cognos - Public Folders > Institutional Research > Developmental education>FF_FA_YEAR_enrolled in DEV ENG and college ENG completion by SP_YR+2_RACE_SK
GATEWAY COURSES

What might explain these downward trends.

Gateway courses are the required courses that students must complete to continue taking courses toward their degree. While we must continue to improve, we do have fewer students enrolling into developmental education due to better placement strategies. The proportion of first-time freshmen who place into college level courses their first semester and earn credit in a gateway course is trending up. Sixty-nine percent (69%) of first-time freshmen earned credit in a gateway course, Fall 2017.

First-time Students (%) who Earn College Credit in a “Gateway” Course their First Year at QCC by Cohort, Fall 2014 – Fall 2017

GATEWAY COURSES INCLUDE: ACC 101, BIO 101, CIS 111, ENG 100, ENG 101, ENG 102, HUM 101, MAT 100, MAT 122, MAT 123, PSY 101, SOC 101, SPH 101

Source: Cognos-Public Folders > Institutional Research > First-time Freshmen > New Student and Gateway courses
FINANCIAL

Expenses increased from FY 2010 to FY 2013 as enrollment increased and QCC benefited from large grant awards. Major grants included MACCWDTA, MA STEM Starter Academy, Vision Project, and the Federal Financial Aid PELL grant pilot awards. Expenses continued to increase, FY 2014 and FY 2015, due to the opening of the Healthcare and Workforce Development Center in downtown Worcester. Around this time, enrollment began to decline. Grant revenue steadily increased until FY 2015, when it, too, began to decline as the MACCWDTA and PELL grant pilot project phased out. State appropriation revenue has steadily increased since FY 2014 with the implementation of the new funding formula. Tuition revenue has increased slightly despite declining enrollment as student fees have risen.

Revenue streams ($) and “Total Expenses w/o depreciation” (auxiliary removed) with annual FTE, FY 2005 to FY 2015
Making a Difference: One Student at a Time

VISION

Students enrolled at QCC will receive resources that provide requisite supports, which enable them to receive a quality and affordable education to prepare them for the workforce; or will allow them to continue on to pursue a bachelor degree, and advanced degrees at 4-year college and universities of their choice.

The Four Strategic Focus Areas

- Increase donor and alumni engagement
- Coordinate fundraising strategies and development activities
- Increase board development and engagement
- Increase grants applications and awards

ANALYSIS

Strengths

We have a fairly stable Community Connections Division housed on the Main campus, affording easy access to key resources such as Institutional Communications, Institutional Research, printing, mailing and technology services. Personnel, though limited in number, are qualified and have the requisite skills to perform key functions. We utilize the RE/NXT (CRM system) and have an updated database and established mechanisms to maintain current data. Further, we utilize RE/NXT scholarship software to track our scholarship awarding process.

As part of the Capital Campaign we completed two sets of wealth screenings (5,000/screening) of 10,000 individuals covering periods from 2012-2015. We have the results of this information on file and see its usefulness for at least the next few years. Especially given that through the Blackbaud products, we can secure current information specific to individuals. We use Blackbaud products, which includes RE/NXT. RE/NXT enables us to screen up to 500 individuals annually in Research Point. RE/NXT also includes ratings, refreshed automatically, tied to giving, which tells us the capacity of the individual.

We have a strong Foundation Board of Directors – adding three new members; 100% Board Giving; establishment of Development Committee, and a record of aggressive/assertive outreach by Foundation Directors. Active Committees have mission statements, goals and committee descriptions. The Office of Community Connections has launched creative and productive approaches to fundraise dollars through direct appeals, events, cold calls and legislative lobbying.

Challenges

Relative to the development office, the four key challenges are: 1) exponentially growing our individual and corporate donor giving; 2) increasing the amount raised annually; 3) operating with limited human resources; 4) coordinating efforts and implementing a standard calendar (events and appeals such as annual giving, guardians, friend-raising, etc.). Given the limited number of personnel and available hours to dedicate to a comprehensive development program, it will be important to build a solid volunteer base in order to strategically and efficiently carry out the plans outlined below. As a newly constituted department, we are still
challenged with implementing regularly scheduled appeals and communications in a timely, efficient and coordinated effort.

Considering the current efforts and success in building a resourceful and engaged board, the College’s priorities and needs, it is important that we have a coordinated approach that address College needs, align with the strategic plan yet is flexible enough to respond to opportunities and priorities that surface throughout the project year(s). The Capital needs noted thus far are: improved facilities for dental programs, upgrading the gym, expanding and upgrading the Children’s School, new furniture for classrooms, student study areas and lounge areas.

**Opportunities**

Funds raised as of May, 2018 are: $176,307.01. Of that, $9,000 is from two donors to Corporate Scholarship Program; $1,000 is from one donor to the President’s Circle; $2,855 is from 32 donors to the Alumni Annual Appeal; $10,468 was raised from two events (Literary Philanthropy Project and Alumni Mystery Dinner).

We have piloted several projects in line with current trends/practices: online campaign; #Giving Tuesday, postcard campaign; First Year Alumni Reunion; we have won $10,000 worth of online fundraising.

The Alumni Advisory Board is becoming increasingly energized. Most alumni live in the Central MA and New England Area. The 50 Ambassadors have a vested interest in QCC’s success and present an opportunity to cultivate donor relations and serve as first tier ambassadors from which to build. There are QCC “friends” and Foundation members whose educational pathway includes starting at a community college and which informs their involvement/interest with QCC.

The College’s Strategic Plan is being developed and is expected to be approved by Fall 2018. In the draft strategic plan there are five goals each one includes strategies and measurable outcomes. Goal 5 focuses on Resource Development

**PLAN TO ATTRACT NEW DONORS AND STRENGTHEN DONOR RELATIONS**

Given the challenges as noted above, it is important to build upon the volunteer base with the intention of improving donor relations, increase donor involvement and growing donor revenue. To that end, the following goals address three basic donor categories and are based on three sources: QCC Strategic Plan (Especially Goal 5); QCC current priorities, and QCC Foundation 2017-2018 Fundraising Goal of raising $890,000 and increase endowment incrementally over the next three to five years.

**Goal for attracting new donors:** Identify 75 new contacts and acquire contact information from in person events and alumni outreach. Add 30 new donors from peer-to-peer cultivation by recruiting 15 fundraisers.

New donors will include alumni, corporations, foundations and individuals. We will utilize RENXT database and the wealth screening to create a short list of constituents. Interactions will include direct engagement at social events, as well as by direct outreach. We will launch peer-peer approach by assigning key QCC personnel, and Foundation members tasked with reaching out to and arranging an initial meeting. In addition, dedicate at least the next few years to cultivate relationships to include sharing information about QCC by inviting them to QCC related events, etc.
**Goal for renewing donors:** By March 31, 2019 recruit 20 renewal donors from past records, annual giver cultivations of the mid-level donor base. Increase donor giving by 20% of lapsed and annual donors by December 30, 2019.

To renew relationships, similar to above, we will utilize peer-to-peer relationship approach to re-engage past donors. We will also utilize direct mail, online, and social media to keep donors informed.

**Goals for upgrading donors:** By August 1, 2019 increase donor giving by 20%. Implement scheduled meetings with 45% of major donors.

To upgrade existing donors, utilizing peer-to-peer as well as a targeted list assigned to specific people, we will start by updating them on recent and past College highlights. Our specific ask will start with asking the consistent donors to start monthly or scheduled giving at a higher annual gift level as appropriate.

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**PLAN TO COORDINATE FUNDRAISING STRATEGIES**

Goal for aligning QCC Strategic Goals with Development Plan. By December 2018, key personnel will serve and provide leadership on the Strategic Plan Implementation Team, specifically providing leadership on Goal 5.

To align the development plan and corresponding strategies and activities with the strategic plan, it will be important that the Community Connections team continue to serve on the Core team as well as the broader strategic plan implementation team. Formulate cross-functional Development Committee as identified in Strategic Plan.

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**PLAN TO INCREASE QCC FOUNDATION BOARD ENGAGEMENT AND DEVELOPMENT**

I. Recruit new Foundation Board members that possess agreed upon qualities to achieve identified goals
   - Provide Foundation Board Development Training
   - Work with Foundation Development Committee to finalize and implement fundraising strategies.

II. Develop Strategies for Fundraising Plan and Solicitation Plans
   - Incorporate QCC Strategic Plan
   - Work with Development Committee to review and implement previously identified strategies. (2017-2018)