



PATHWAY TO A NEW PROSPERITY

ACHIEVING THE VISION

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Strategic Priority: Student Success – Retention and Completions

Goal 1.0: QCC will help students realize their potential, facilitate student success, and create and sustain a student centered learning environment at all campus sites where doors to opportunity are open and success (from the point of entry into the College to completion/graduation) is assured through delivery of high quality teaching and learning and effective, proactive academic and student support services.

Strategic Objectives and Key Actions

Objective 1.1 – Build on What Is Known to Work:

Advance/model elements of QCC’s current student success initiatives (e.g., TRIO, Math Emporium, CAPS/Early Alert, Title III proposal etc.) as well as other state/national programs (e.g., Baltimore CC model) that have demonstrated success helping students persist to completion.

■ Strategic Action

1.1a – Scalable, High Impact Strategies:

Continue to allocate resources each budget cycle to the support of scalable, high impact student persistence initiatives (i.e., known to work) that show they can cost effectively reach larger numbers of students and, by doing so, measurably boost QCC’s program/course retention and completion rates.

Objective 1.2 – Strengthen Students’ First Year

Experience: Implement “best practice” student intake, placement, tracking, advising, intervention, and support strategies/systems to enhance the first year experience for QCC students and optimize retention and likelihood for completion/success; particularly focus on high risk student groups and high attrition courses/programs especially in high demand Health/STEM fields.

■ Strategic Actions

1.2a – Quality, Accessible Student Information for Faculty and Staff:

Collect, computerize and make easily accessible to faculty and support staff student cognitive (skills assessment results and academic background information) and non-cognitive information (personal and life attributes,

traits, issues) to better inform the advising, intervention, and academic support processes.

1.2b – Quality and Accessible Information for Students:

Improve the quantity, quality of student information (their own as well as important College related student information) and make easily accessible on-line to help students self-advise and make more informed decisions re: courses/programs, course load, and how to access College support services.

1.2c – New Student Intake Process: Strengthen the first year student intake process and run the process at planned intervals (i.e., weekly/monthly) throughout registration cycles with manageable numbers of entering new student cohorts.

1.2c (1) – Mandatory Assessment: Make cognitive and non-cognitive assessment of all first-time students and high risk readmits and transfers mandatory and ensure results are readily available to inform course/program advising and the registration process.

1.2c (2) – Student Orientation: Implement a more comprehensive new student orientation and also make available on-line and in web-based formats for certain populations of students.

1.2c (3) – Advising: Place a greater focus on new student career assessment/educational planning CAPS/EA during the advising process to better advise academic program/course selections and increase student chances for success.

1.2d – ORT: Develop a comprehensive freshman experience program including reviewing ORT110 and similar courses.

Objective 1.3 – Student Engagement and Ongoing Support to Completion:

Recognizing the importance of student engagement to successful retention and degree completion, create and sustain a supportive, welcoming college climate and provide the proactive academic and student supports that will increase persistence to completion.

■ Strategic Actions

1.3a – Intensive Advising and Academic Support:

Strengthen advising for high risk students and students enrolled in high attrition courses/programs and more effectively integrate advising and learning support services, particularly hands on applications and tutorial services, directly into the teaching/learning process at all campus sites; imbed professional and peer tutoring in programs/courses with consistent high attrition/low completions.

1.3b – Early Alert and Warning System:

Implement an automated early alert warning system with well-defined advising and academic/personal support intervention strategies and timetable. Integrate wrap-around services including wider community support systems.

1.3c – Mentoring Program: Develop and implement a mentoring program (faculty, staff and peers) for high risk students and/or students in high attrition programs.

1.3d: Service Learning: Increase the service learning opportunities at the college by working with faculty. Connect students and staff to additional volunteer opportunities in the area by creating a searchable database of volunteer locations.

1.3d(1): Create additional program specific clubs.

1.3e – Student Gathering Space and Opportunities: Engage students more effectively with fellow students and college faculty/staff by providing space(s) to meet and gather regularly and sponsoring activities that keep students on campus.

1.3f – Student Feedback: Design/administer an annual student satisfaction/feedback survey as well as use student focus groups more effectively to assess how well the College is meeting student needs and to identify how to improve offerings, support services, student life activities to foster student access, engagement, and persistence (e.g., seek feedback re: transportation between campuses, use and access to technology).

1.3g – Civic Literacy: Develop programs and curriculum that enhance the college's ability to inspire a civically literate and engaged student population.

Objective 1.4 – English/Math Basic Skills to College level Course Sequencing and Transitions:

Strengthen the learning continuum from noncredit to credit and pre-college/basic skill to college level coursework by improving course sequencing and transitions from one level to the next, eliminating obstacles that impede successful transitions, and accelerating student skill mastery to increase student persistence and completion.

■ Strategic Actions

1.4a – English Curriculum: Promote the cultural integration of developmental and college level English faculty, involve all faculty in advancing one cohesive English curriculum from basic skills to college level, and make certain that curriculum and instruction accelerate student skill mastery and increases English course completions through adopting the Baltimore model and/or other proven high impact approaches.

1.4b – Alignment of communications skills general education learning goal with student learning outcomes defined for AA/AS/AAS/Certificate programs; English work area will launch a discipline review spring 2014 - December 2014;

Areas of emphasis to include:

- 1) QCC and WSU ENG realignment of course learning outcomes;
- 2) Examination of course content and sequencing between and among ENG 096, ENG 100, and ENG 101 with a goal of aligning both developmental AND college level courses with other Mass. community colleges;
- 3) Examine course content and learning outcomes for ENG 205 (technical and workplace writing) in consultation with career and technical (CTE) program coordinators and faculty members with a goal of aligning course outcomes and prerequisites with needs of QCC's CTE programs.

1.4c – Academic Departmental Exams:

Incorporate departmental final exam grades as a percentage of the final course grade in developmental math and English, but do not use such exams as a stand-alone exit exam or sole prerequisite to enter into the next sequence level.

1.4d – Modularized Math Courses: Modularize more developmental math courses to facilitate student self-paced skill mastery and test for proficiency of student learning at the close of each module.

1.4e – Contextualized English and Math Courses: Increase the number of contextualized Math and English course offerings; develop contextualized math options for non-STEM majors.

1.4f – Basic Skills Technology Supports: Increase the use of technology supported basic skills modules in Math and English to accelerate student progression from one level to the next.

1.4g – Pre-Core Cluster Program: Fully implement the *Nine to Shine*, pre-core cluster of introductory coursework for students with significant basic skills challenges, combining remedial coursework with a career/vocational course and limiting the number of credits taken to nine (9); imbed within the pre-core cluster intensive academic student support.

1.4h – Math and English Boot Camps: Increase the impact and scalability of boot camps with regional high school students.

1.4i – Vision Project integration: review and embrace integration of emerging state-wide Vision Project priorities including PARCC initiatives; Task Force on Transforming Developmental Math Education; State-wide program to program and course to course transfer and access to clear, accurate, and cohesive transfer information.

Objective 1.5 – College Business Practices and Policies-Aligned To Maximize QCC Performance on Student Success Measures: Recognizing that program and course completions are key measures of success in the new state funding formula as well as federal and state grant programs, review and make certain College policies, practices, and procedures (e.g., withdrawal/grading, awarding of certificates and degrees, reporting etc.) are optimizing College student completion/success rates.

■ Strategic Actions

1.5a – Late Registration: Eliminate late registration and establish late start/cycle sessions to accommodate late registering students as well as student populations more likely to enter the

College within a term but at a later date.

1.5b – Purging for Nonpayment: Strengthen the nonpayment policy/procedures and criteria for identifying students who should be removed from the student record system for nonpayment of tuition/fees and make certain the policy/procedures include a process for timely reinstatement; run the process at prescribed times during registration periods to drop nonpaying students, free seats, and improve seat management.

1.5c – Withdrawal and Grading Policy-Eliminate the X grade: Examine and clarify grading policies. Revise grading system to maximize the awarding of appropriate grades in concert with new state funding formula; ensure faculty submit grades in a timely fashion and that incompletes and in-progress grades are minimized where possible and appropriate; analyze pros and cons of a GPA neutral grading system for developmental coursework.

1.5d – Degree Awarding System: Strengthen certificate/degree auditing to assure students with requisite credits are awarded credentials and appear as completers in reported annual degrees/certificates conferred files submitted to DHE and also reported to IPEDS.

1.5e – Freezing College Student Enrollment and Course Data and Development of DHE Student, Course, and Enrollment HEIRS Unit Record Files (also supports Objective 3.3): Review and improve the College's data freeze processes and procedures and the logic of all scripts that extract and report data to DHE; be certain QCC data definitions mirror federal and state definitions.

1.5f – Noncredit Workforce Development Courses and Enrollments (also supports Objective 3.3): Recognizing that noncredit workforce development course enrollment is an enrollment factor in the new state funding formula and also a DHE Vision Project performance metric, align the college's definition of workforce development noncredit courses and enrollment with the state definitions; collect and fully computerize all required data fields in the Higher Reach system and develop the critical interface program between Higher Reach and Jenzabar to facilitate download of all required data to the QCC HEIRS files.

Objective 1.6 – Student Learning Outcomes

Assessment: Continuously review and improve the relevancy, responsiveness, and quality of the College’s curriculum and instruction by strengthening the College’s Academic Program Review (APR) and Student Learning Outcomes Assessment processes and procedures.

■ Strategic Actions

1.6a – Career and Technical Program Review:

Given the workforce and accreditation self-study needs of various programs, align APR cycle with program accreditation cycles to ensure relevancy and currency.

1.6b – General Education: Implement the general education learning assessment process and determine how assessment results will be applied to continuously improve general education curricula.

1.6c – Program Assessment: With learning outcomes defined for 100% of college programs, develop the programmatic learning assessment methodologies to be employed and determine how assessment results will be used to revise/improve program curricula and instruction.

1.6d – Academic Disciplines: Define learning outcomes and assessment methodologies for each QCC academic discipline.

Objective 1.7 – Academic Facilities: A facilities plan for successful education of all majors will be prioritized through a well vetted college wide process.

■ Strategic Actions

1.7a – Academic Space: Backfill on vacant facilities to be created by the opening of currently engaged project (Downtown Center & Science, Engineering and Technology Building) will reflect identified programmatic need guided by the Strategic Plan and appropriate needs analysis. A cross functional team will be formed to equitably consider all space concerns regarding the back-fill process on the main campus.

1.7b – Student Support Services: A space plan to ensure effective student support services and student life will be created, including schedule and cost considerations.

Goal 2.0: QCC is a recognized regional catalyst for individual and community economic, cultural, and civic growth and development. The College will strengthen its presence and impact among service area constituencies and strategically optimize enrollment by providing relevant and responsive programs, services, and diversified learning options targeted to the needs of existing and new, emerging student markets.

Strategic Objectives and Key Actions

Objective 2.1 – Program, Scheduling/Delivery, and Services Mix by College Site: QCC will deliver relevant programs, innovative, flexible learning options, and appropriate services at each of its campus sites based on distinct student market needs, interests, and scheduling preferences and regional workforce and economic development needs.

■ Strategic Actions

2.1a – Market Research Driven Academic Program/Course Planning and Site Placement:

2.1a (1) – Market Research and Environmental Scanning: Strengthen and make more robust QCC’s market research and external environmental scanning capacity to assure program/course development/improvement and placement by campus site are driven by comprehensive market research.

2.1a (2) – Academic Program Mix Plan: Based on new market research, develop a comprehensive strategic program mix plan identifying program/course placements per campus site and intended student markets to drive enrollment development/marketing plan strategies.

2.1b – Curriculum Development/Approval Process: Continue to apply the DOL cross-functional **Program & Process Team** model/methods for new and revised curriculum and innovative approaches to programming/delivery, including all areas of the college.

2.1c – Career Pathways and Stackable Certificates: Expand noncredit to credit integrated pathways/stackable certificates in **all** career

Strategic Priority: Community Outreach and Enrollment Optimization

program areas (where relevant) with particular emphasis on Healthcare and Science, Technology, Engineering, and Math (STEM) fields of study.

2.1d – Noncredit Clock Hour Programs: Develop noncredit clock hour programs and industry specific skill certificates for special populations of adult learners seeking Middle Skills Jobs and make certain enrollment processes and systems are setup to accommodate these learning options (refer to 2.3a (4)).

2.1e – Alternative/diversified program/course delivery options: Create additional fast track/ accelerated and nontraditional program delivery options; i.e., short-term cycles, distance, weekend college, for adult learners and other traditional/ nontraditional student markets.

2.1f – Downtown Worcester Campus: Evolve the new downtown campus into a premier regional workforce development site for health care professionals. Investigate the feasibility of moving the Dental Hygiene and Dental Assistant Programs to the downtown Worcester area.

2.1g – Science, Engineering and Technology Building on Main Campus: Strengthen QCC's capacity to be a leading provider of relevant STEM programming by constructing a state of the art Science and Technology Building and delivering new and/or improved STEM programming/ options.

2.1h – Access Opportunities throughout QCC's Service Region: Expand capacity at the Southbridge Campus to meet demand, strengthen/expand programming options at the Assabet Valley and Marlboro satellites, and create new opportunities at Blackstone Regional.

2.1i – New On-Campus Academic Building: Coordinate with DCAM on design of \$15.9 million campus facility; ensure priority space for new and expanding academic programs.

2.1j – Children's Lab School: Ensure quality space for expansion and evolving curricular needs of Early Childhood Education/Lab School.

Objective 2.2 – Enrollment Development, Management and Marketing Processes and Planning: Implement a comprehensive enrollment development and target marketing planning process resulting in production of an annual data driven enrollment management/marketing plan that identifies recruitment/marketing strategies to attract/enroll new markets, increase market penetration and market share of targeted markets, and increase student inquiries, applicants, and enrollments.

■ Strategic Actions

2.2a – Marketing Function of the College: Strengthen the College's marketing functionality by creating new approaches and multiple media formats to identifying, reaching out to, and communicating effectively with specific target markets (both new and continuing).

2.2b – Market Research and Environmental Scanning (same key action as 2.1a(1)): Strengthen and make more robust QCC's market research and external environmental scanning capacity to assure enrollment development/ marketing strategies are driven by comprehensive market research and continuous external environmental scanning/analysis.

2.2c – Cross-functional Enrollment Management/Marketing Team: Create a new cross-functional Enrollment Management/ Marketing Team (comprised of College Institutional/Market Research staff, Marketing Office, Admissions Dir., Registrar, Financial Aid Dir., Comptroller, Assessment/Advising Dir., and two Academic representatives) to:

- Use data analysis to develop the annual marketing and enrollment development and management plan
- Monitor/manage plan implementation throughout all registration periods
- Provide E-Team with weekly admissions/ enrollment progress reports prepared by IR.

2.2d – Plan Production and Focus: Develop an annual enrollment management/marketing plan that: 1) sets and measures enrollment targets/projections at the course/program level by site; 2) identifies target markets and specific recruitment and marketing strategies; 3) adopts a

diversified multimedia/messaging strategy which includes community outreach/market segment cultivation, use of social networking media, improved college web presence, and direct mail, radio, TV; 4) Establishes high school outreach and integration methods to increase the college going rate and college readiness of all students in the service area.

Objective 2.3 – College Enrollment Practice and Process Improvement: Maximize student access and ease of entry into the College by streamlining and simplifying cumbersome practices and processes and creating an easily navigable, well integrated student enrollment system.

■ Strategic Actions

2.3a – Enrollment Process Assessment and Improvement:

2.3a (1) – Business Process Assessment (strategic action also supports Objective 3.2): Review all current enrollment services practices and processes (i.e., Admissions, Financial Aid, Assessment, Registration, Billing, etc.) and eliminate practices that deter students from applying/enrolling and identify how technology can be used more effectively to improve, simplify, and make processes and practices more automated, time efficient and functional.

2.3a (2) – Technology Changes/Improvements (strategic action also supports Objective 3.2): Include in the Strategic Technology Plan and implement the necessary technological/data system improvements and functionalities to support new and improved practices/processes that enhance access and ease of entry to OCC.

2.3a (3) – Alternative Program/Course Start and End Dates: Institute late starting and cycle sessions within a term to accommodate diverse student scheduling needs and ensure all enrollment processes and systems are set up to accommodate multiple entry and exit dates.

2.3a (4) – Process for Accommodating Clock Hour Programs/Students: Ensure all enrollment related processes and systems are set up to accommodate

the enrollment and support of students entering the College's clock hour program options.

2.3b – Holistic Student Entry System:

Integrate the college's admissions, assessment, orientation, financial aid, advising, registration, billing processes and practices into a seamless, cohesive student entry system that assures all students (credit and noncredit) start off their college experience well informed with a plan for success.

2.3c – Financial Aid: Widely promote sound financial planning and aid options as an enrollment tool throughout registration/enrollment periods to ensure students in need of aid have access to aid in order to enroll and persist; reduce processing time for awarding and disbursing financial aid to make certain students in need of aid are informed and able to enroll.

2.3d – Communications with Incoming and Potential New Students

2.3d (1) – Quantity and Quality of Information: Streamline/simplify information about programs, services, and enrollment policies and procedures provided to new and continuing students.

2.3d (2) – Responsiveness to Inquiries: Implement an effective admissions/enrollment communication plan to increase applicant/new student and continuing student yield/conversion rates; employ call center methods for responding to student inquiries and communicating in a timely way vital information to facilitate enrollment (i.e., acceptances, financial aid awards etc.).

2.3d (3) – Phone System and On-Line Interactive Capabilities: Improve the College's phone system and on-line interactive capabilities (admissions, registration, and financial aid, and billing, et al.) to enhance ease of entry.

2.3d (4) – Signage/Navigators: Improve college signage and employ more navigators during registrations.

Objective 2.4 – K through 12 and Vocational Technical High School Partnerships and Collaborations:

Cultivate strong and productive partnerships with regional K-12 school systems and vocational technical high schools to increase College access and participation rates of high school graduates, create viable career pathways, and expand concurrent/joint enrollment opportunities.

■ Strategic Actions

2.4a – College Presence: Actively partner with regional school districts to: 1) identify skills gaps; 2) develop/improve pre-college remediation and/or college readiness programs that help reduce skills gaps and prepare students for College entry and success; 3) enhance career and higher education awareness among K-12 students.

2.4b – Concurrent Enrollment: Increase QCC's concurrent curricula /career pathways with regional comprehensive and vocational-technical high schools particularly in high demand health and STEM fields; increase the number of students concurrently enrolled in these programs.

2.4c – Early College/Jump Start program: Implement a credit bearing Early College/Jump Start program for high school seniors.

Objective 2.5 – Business and Community

Partnerships and Collaborations: Fully support the workforce, economic, social/civic development needs of the service region by being a willing collaborative partner with businesses/industries, cities/towns, and civic and social agencies to address regional needs, solve problems, and produce results.

■ Strategic Actions

2.5a – Ambassador Model: Implement a QCC Executive Ambassador program to strengthen existing and cultivate/build new relationships/partnerships with regional community entities and businesses/industries, increase collaborative programming, and expand the College's share of the adult learner working market.

2.5b – QCC Corporate Training Function: Increase the visibility and impact of the College's Corporate Training function, (i.e., number of businesses/community enterprises served, options provided and enrollment/participation) by partnering with businesses and industries to create

advanced noncredit/credit certifications and industry specific training and education options for working adults.

2.5c – Proactive Program Advisory Boards:

Expand the College's use of Program Advisory Boards to advance and strengthen program relevancy and responsiveness, identify new opportunities, provide workplace learning options for students, serve as recruiters for potential students, and assist financially or in kind with program facility/equipment needs to maintain curriculum currency.

2.5d – Outreach, Access and Success of Service Region Special Populations:

Working in partnership with community based entities/agencies, develop new and/or strengthen existing access/ entry programs applying a career/vocational pathway and contextual learning approach for underserved at risk populations, i.e., low income/economically disadvantaged, immigrants and non-English speakers, Veterans, academically underprepared, students with disabilities, and unemployed/underemployed.

Objective 2.6 – Articulation and Transfer Rates:

Collaborate with four year public and private colleges to create well articulated career pathways to the baccalaureate degree and afford QCC students with multiple opportunities for transfer.

■ Strategic Actions

2.6a – Transfer Options in Healthcare, STEM and Other High Demand/High Need Fields:

Improve articulation in career/technical programs to provide QCC students with a clear pathway to a baccalaureate degree and increase student transfer rates.

2.6b – New Models of Collaboration:

Foster new models of resource/course development/sharing, and cultivate a reverse transfer market with our four year college counterparts.

Strategic Priority: Technology, Information and Fiscal Resources

Goal 3.0: QCC will think and act creatively and entrepreneurially to secure, evolve, and effectively use its technological, information, financial, human, and physical resources to advance teaching/learning, program relevancy and responsiveness, enrollment optimization, student success and institutional planning and effectiveness.

Strategic Objectives and Key Actions

Objective 3.1 – Technology: Build the technology infrastructure, acquire the tools, provide the technical support and training necessary to use technology strategically and effectively to enrich and enhance teaching and learning, student access, support and success, marketing and enrollment development, college communications, and planning, management, and assessment.

■ Strategic Actions

3.1a – Strategic Technology Plan: Develop, as a supplement to the College's Strategic Plan, a Strategic Technology Plan that identifies: 1) Infrastructure, Academic, Student Support, and Administrative technology/system improvements and 2) academic professional development, staff training and IT skill sets required to successfully fulfill Technology plan priorities/objectives.

3.1b – Administrative Technologies: Within the Strategic Technology Plan, identify cost effective administrative technology improvements/new applications that will *substantively* improve community outreach and market cultivation, recruitment, admissions/enrollment processing, and advising, student tracking and student service support.

3.1c – Educational Technologies: Within the Strategic Technology Plan, identify the technological teaching, learning, and communications innovations (e.g. social networking, blogging, PDA and podcasts, on-line tutorials, learning aids, smart phone applications, tablets, synchronous learning options for remote sites) that will substantively advance student learning and success.

3.1d – Robust Web Presence and Use of Social Media (also supports Objective 1.2 under Enrollment Optimization): Create a more comprehensive and competitive web presence and adopt social media strategies to enhance outreach and grow enrollment.

3.1e – IT Staff Skill Sets: Ensure College IT staff has the requisite skills to support new administrative and educational technologies, a strengthened data support infrastructure and reporting capacity, and a robust web presence and application of social media.

3.1f – PACE IT Efficiencies: Advance the statewide efficiencies savings where appropriate by participating in the PACE (DHE) IT efforts.

3.1g – Technology Training/Support:

3.1g (1) – Strengthen the instructional design role/functionality of the College to increase the number of faculty employing current and new pedagogical technologies in the classroom and on-line.

3.1g (2) – Strengthen the College's technical training/technical support capacity in order to deliver timely training and support that assures faculty and staff are employing administrative and academic systems and tools fully and effectively to gain efficiencies in operations and increase productivity.

Objective 3.2 – Jenzabar System Functionality:

Optimize the functionality of the College's Jenzabar system and improve how the College uses the system to increase enrollments, enhance student success, and support achievement of College strategic goals and objectives.

■ Strategic Actions

3.2a – Business Practice/System Assessment (also supports Objective 2.3, Action 2.3a):

Assess key student processing business processes/practices in concert with Jenzabar system utilization to get processes and systems in sync and to specifically define: 1) where the system is not utilized correctly and/or needs fixing, 2) where the system is underutilized, i.e.,

functionality not currently activated could be/ should be used to fully automate, streamline and/ or make more efficient and productive college processes and practices, and 3) where the College can move away (in a planned logical manner) from reliance on shadow databases to best practice storing/maintaining all college information in one central, integrated, and easily accessible data repository.

3.2b – System Capabilities to Support

Nontraditional Options and Innovation: Activate and utilize system capabilities and/or make the essential changes/improvements to facilitate innovative approaches to programming, delivery, and scheduling (such as nontraditional sessions with diverse start and stop dates, financial aid processing for students in these sessions and academic progress verification; student tracking and timely intervention, fully automated college catalog production, enrolling and support of students in clock hour programs, etc.).

3.2c – Systems Interfaces: Develop the essential programmed system interfaces to ensure peripheral systems used by QCC (e.g., Higher Reach, Powerfaids, etc) fully integrate with student, academic, and financial data maintained in the Jenzabar ERP.

3.2d – Student Information (same as 1.2a and 1.2b): Increase the quality and quantity of student information regarding attributes, traits, aspirations, interests, engagement that is collected and entered into the Jenzabar system to better inform enrollment management, advising, student services, and college planning.

Objective 3.3 – Information/Data Support

Infrastructure: Develop and activate the data support architecture and reporting tools (i.e., data warehouse and/or data views/marts and BI reporting tool) that increase the College’s capacity to use data and information effectively for decision-making, planning, assessment, and quality improvement across the College.

■ Strategic Actions

3.3a – Universal Data Definitions: Use at QCC the same data definitions applied across public higher education by other colleges and used in the DHE HEIRS system to ensure comparability with peers.

3.3b – Freeze Policy and Procedures (also supports Objective 2.5, Action 2.5e): Develop detailed written enrollment freeze policies and procedures for creating all frozen data instances (admissions, student, course, program, graduates) and the process for producing HEIRS files from these frozen instances; define the roles and responsibilities of enrollment services, IT and IR staff in the distinct freeze instance production processes.

3.3c – Data Management Infrastructure: Create live and frozen data instances, build the data warehouse/data mart infrastructure, deploy COGNOS as a query, data analysis and report development tool, and provide ready access to live and frozen information essential to maximize operational efficiency and productivity and advance planning, enrollment management, student tracking and success measurement.

3.3d – Report Production and Accessibility: Develop a library of standard data error/ discrepancy reports to ensure data is clean and accurate before freezing; develop high quality, more comprehensive analytic standard reports that can be run off the data warehouse (live and frozen instances); set in place the permissions on who can access what in the warehouse; and fully automate federal and state data reports/file submissions (e.g., HEIRS files production, IPEDS reports, etc.).

Objective 3.4 – Institutional Research and Planning:

Strengthen QCC’s Planning and Research function by developing timely data access/extraction tools, making more robust data analysis/interpretation, and developing/issuing comprehensive regularly scheduled environmental scans, market analyses, enrollment and student retention/completion trends and analyses at the course and program level throughout the year.

■ Strategic Actions

3.4a – Market Research: Add external environmental scanning and market research as a key responsibility of Institutional Research and Planning, provide the support needed, and institute a regular schedule of reports/special studies re: population updates, labor market, and other educational and economic trends.

3.4b – Scheduled Reporting: Produce robust analyses of student trends (admissions, enrollment,

retention/completions data at course and program levels) on a scheduled regular basis with comparative analyses with national peer and state community colleges (whenever possible) to provide context and inform planning and enrollment management/marketing.

3.4c – Student Surveys: Administer periodic student attributes/traits/interests, feedback/satisfaction and engagement surveys (e.g., CIRP Survey of Incoming New Students, CCSSE, Noel Levitz, or homegrown satisfaction survey) and release results to inform planning, quality improvements and decision-making.

3.4d – Formal Process for Official Data Release:

Assign IR responsibility for developing some or managing development of other college external data submissions to state and federal entities (HEIRS, IPEDS, OSFA etc.) to ensure accuracy, completeness, and comparability of reported institutional data; institute a policy where no college data is released without a review by IR and final approval of the College President.

revenues where possible from QCC existing and potential entrepreneurial activities.

3.5c – Integrated Resource Development Plan:

Ensure resource development plans (institutional and College Foundation) support the priorities/ goals, objectives and strategic actions of the College set forth in its strategic plan.

3.5c (1) – Private Fundraising: Conduct a Capital Campaign and raise more funds for new facilities and endowment.

3.5c (2) – Annual Appeals: Increase friend cultivation, stewardship and annual giving and donor recognition for student scholarship support through regular annual appeals and events.

3.5c (3) – Grant Opportunities: Develop better communication vehicles for informing faculty and staff re: potential grant support for strategic initiatives; better align grant writing efforts with strategic plan objectives and actions.

Objective 3.5 – Financial Resources: Develop a three year financial plan to accompany the Strategic Plan Revision that defines resource requirements for planned operational and strategic actions, determines funding strategies and sources, identifies cost savings and efficiencies, and optimizes how the College invests and manages its fiscal resources wisely and strategically.

■ **Strategic Actions**

3.5a – Budget Allocation-Use of College Assets:

3.5a (1) – ROI: Implement a creative ROI/ long term sustainability criteria that looks at both financial and key nonfinancial factors to determine how best to invest institutional resources/allocate budget dollars to new programs and strategies to optimize enrollment and student success.

3.5a (2) – Cost efficiencies and savings:

Maximize efficiencies through better use of technology and innovative cost savings strategies and reallocate savings to high need strategic plan actions.

3.5b – Profitability of Auxiliary and

Entrepreneurial Services: Conduct cost benefits analyses and develop strategies to increase

Goal 4.0: College leadership, faculty and staff will forward institutional vision and maximize QCC’s impact and operational effectiveness by continuing to break down silos, broadening participation, working together collaboratively and cross-functionally, realigning organizationally when needed, adopting new approaches and ideas, and strengthening planning and performance/effectiveness measurement across the College.

Strategic Objectives and Key Actions

Objective 4.1 – Governance Structure and Processes: Implement the new QCC governance model, evaluate its effectiveness, and refine and improve it as needed.

■ **Strategic Actions**

4.1a – Finalize and Implement Operational Policies and Procedures for the All College Forum:

Determine operational procedures (Parliamentary procedures; straight up and down voting etc.) and strengthen communication protocols within the new governance system ensuring all faculty and staff understand procedures and protocols.

Strategic Priority—Organizational Alignment and Effectiveness

4.1b – Cross-functional Committee/Team

Training: Provide orientations and trainings for new and existing cross-functional committees/teams that will play key roles in implementing the new governance structure and the revised Strategic Plan. Provide each committee/team with a charter defining responsibilities and roles and train groups on how to create a safe and welcoming atmosphere supportive to creative thinking and high level team functioning.

4.1c – Diversity and Inclusion: Recruit and retain a broadly diverse community of colleagues supported by consistent faculty and staff professional development, especially around diversity and inclusion. Provide institutional support for faculty and staff initiatives that amplify and protect the college mission and values and the statewide affirmative action plan.

4.1d – Civility: Examine and embrace policies and practices that protect the individual views, beliefs, and values of all campus members in an environment free of stereotyping and bullying.

Objective 4.2 – Improved College Communications:

Improve communications at all levels of the organization and across campus sites by implementing new communication tools/methods and making certain all faculty and staff understand their responsibility to be informed members of the College community.

■ Strategic Actions

4.2a – College Leadership: Determine actions to regularly communicate State-wide and E-Team strategies and priorities on matters of college-wide importance and explore approaches for convening the college community when necessary to communicate and discuss time sensitive issues/problems.

4.2b – Technology: Advance the College portal as a central go to communication tool for disseminating timely information to faculty/staff at all campus sites.

4.2c – Managers Meetings: Reinstigate monthly managers meetings based on well developed

agendas of issues/concerns that require communication, discussion and resolution.

Objective 4.3 – Organizational/Staff Realignment:

Optimally align the College’s organizational structure and individual staff job roles and responsibilities as needed to advance the College’s vision, mission, and strategic goals and objectives.

■ Strategic Actions

4.3a – Staff/Structure Realignment: Identify and implement each year in the three year Strategic Plan implementation cycle, necessary non-unit reorganizational/job responsibility changes and staffing hires/redeployment plans that will strengthen the overall operations of the College and assure successful implementation of strategic goals and objectives.

Objective 4.4 – Planning and Effectiveness

Measurement: Strengthen the College’s strategic plan implementation, management, and institutional assessment processes and procedures and make more effective.

■ Strategic Actions

4.4a – Implementer Assignment: Identify more clearly the individual(s) and department(s) who will be held accountable for implementing specific key objectives/actions in the plan and make certain all are fully aware of their responsibility and the expected outcomes.

4.4b – Revision of Professional Staff Job Descriptions: Revise job descriptions to clearly include implementation of strategic goals, objectives and actions among key job duties for which staff will be held accountable each year during the professional performance review process.

4.4c – Mid-year and End of Year Implementation Review: Conduct a progress review of plan implementation at mid-year (i.e., January) and produce a summative report at the end of year (May/June) with implementers providing updates to the Planning Office for compilation into the summary report provided

to College trustees, leadership and all planning managers.

4.4d – Annual Key Performance Indicator

Report: Strengthen **QCC by the Numbers** by
1) incorporating all federal (DOL, Title III), state (DHE), and college metrics (i.e., Strategic Plan Quantitative Outcomes) performance indicators/metrics 2) displaying results and trends in dashboard format 3) including comparative peer data when available to give context.



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