Welcome to All College Day

September 3, 2019
TODAY’S AGENDA

- Student Story Telling
- Welcome back – Gilmarie Vongphakdy
- Welcome to New Employees
- In Memoriam
- NISOD Awards Presentation

- Title III
  - Cohesive Student Services Delivery System
  - Orientation & First Year Experience
  - Optimized Student Services via Technology Team

- Strategic Plan Update
- DHE – Equity Goal
  - President Pedraja
New Hires

Vernon Stitt
HVAC Refrigeration Mechanic II

Amanda Fregeau
Student Success Counselor

Amy Harding
Audiovisual Technician I
New Hires

Andrew Kupec
High School to College Linkages Specialist

Carl Tirocchi
Communications Dispatcher I

Caryn Zelazo
Student Success Counselor
New Hires

David Irwin  
System Architect

Eileen Morgan  
Program Specialist, Business Development

Erica Yeaton  
Receiving Teller I
New Hires

Georgette Chiasson  
Director of Children’s School

Jason Walker  
Advanced Manufacturing Program Specialist  
– Central Region Advanced Manufacturing Consortium

Kyla McSweeney  
Director, Early Childhood Career Pathway
New Hires

Maureen Dubois  
Program Assistant  
Early Childhood Career Pathway

Rachel Wallace  
Program Specialist, Early Childhood Career Pathway

Keith McKittrick  
Assistant Director of Advancement Program and Services
New Hires

Kristine Campbell
Coordinator of Records and Registration

Susan Rosa
Assistant Professor of Nurse Education
A.D.N. Evenings

Anthony Yeulenski
Assistant Professor of Human Services
New Hires

Michaela Almeida
Assistant Professor of Elementary Education
Transfer Option

Anne Marie Fortin
Assistant Professor of Nurse Education, PN Evenings

Mary Ellen Tetreault
Assistant Professor of Nurse Education, A.D.N. Evenings
Kathleen Gemma
Instructor/Program Coordinator, Associate Degree Surgical Technology

Joanna Bachour
Assistant Professor of Nurse Education, PN Days

Cheryl DeCoff
Assistant Professor of Medical Assisting/Coordinator of the Medical Specialist Program
New Hires

John Pignataro
Instructor for Automotive Technology

Viviana M. Abreu-Hernández
Associate Vice President for External Affairs
Assuming New Roles on Campus

- **Veronica DeWolfe** – Administrative Secretary I (Office of Institutional Research and Planning)
- **Benjamin Benton** – Interim Dean of the School of Math and Science
- **Nichole Wheeler** – Coordinator, Career Services & Credit for Prior Learning (Senior Special Programs Coordinator)
- **Joseph Whitney** – Coordinator, Career Services & Credit for Prior Learning (Senior Special Programs Coordinator)
- **Tenisha Mincey** – Coordinator of Instructional Technology & Assessment
- **Patrick Printz** – Executive Director of Technology
- **Jason Graves** – Interim Network Administrator
- **Shirley Dempsey** – Community Connections Assistant Director of Operations
- **AiCo Abercrombie** – Interim Director of Admissions
- **Anuj Nautiyal** – Audiovisual Equipment Technician II
- **Carolyn Morse** – Interim Dean for Library and Academic Support Services
In Memoriam

Professors Emeriti:
Mr. Edward Eagan
Ms. Hannah Laipson
Mr. Albert Theriault
Mr. Charles Barton
Mr. Ronald Cloutier
Mr. Daniel King

Adjunct Faculty Member:
Mr. Jerry Williams

Former Academic Dean:
Mr. Dick Baldwin
Lisa Antonelli          Roger Meservey
Joseph Babu            Lillian Ortiz
Bonnie Coleman         Karen Plant
Jessica Crowley        Patrick Printz
Maureen Giacobbe       Kristin Proctor
Deborah Gonzalez       Benjamin Wendorf
Russell Gwilliam      Nichole Wheeler
Brenda Kuchnicki       Joseph Whitney
Patricia LaFountaine
The Commonwealth Citation for Outstanding Performance

Sharon Marini, Administrative Secretary I

Michelle Sheehan, Clerk IV/Educational Partnerships & Early College Initiatives

Laurie Teece, Evening/Weekend Nurse Education Laboratory Coordinator

Michelle Tufau Afriyie, Interim Assistant Vice President of Student Success/Title III Coordinator
The road to fruition...

Increase Student Persistence and Completion by Improving Student Information Systems and Management Structures

Title III Project
Increase Student Persistence and Completion by Improving Student Information Systems and Management Structures

Title III Project

- Project seeks to reform student orientation, acclimation and support by removing barriers, improve logistics and increasing technical support resulting in increased student satisfaction and usage and a significant increase in persistence, retention and completion.

- 5 year project is organized around three key implementation strategies:
  - Create a comprehensive orientation and first year experience program;
  - Improve/expand all components of IT infrastructure to support optimum student services through technological intervention;
  - Institute systems change to create a cohesive and user-friendly system of student services.
5 Year Goals

- Comprehensive Orientation and First Year Experience (FYE)
  - Redesign and expand onboarding, assessment and orientation both online and onsite.
  - Redesign and Expand FYE
  - Proactively track student success to goal attainment

- Optimized Student Services Via Technology
  - Strengthen Enterprise System and Analytics
  - Improve Technological Networks
  - Review, Upgrade and Expand Technological Capacity
  - Expand Professional Development and Training
5 year Goals

CONTINUED

- Cohesive Student Services Delivery System
  - Refine Enrollment Policies and Procedures affecting Retention
  - Continued Integration of Advising and Non-academic Support Services
  - Improve logistics of centralization
  - Professional Development and Training
Cohesive Student Services Delivery System

Liza Smith, Dean Academic Planning
Michelle Tufau Afriyie, Interim AVP Student Success
The journey has been fraught with peaks valleys and turns... but we continue to persevere....

- 2010-2015 Strategic Plan: Pathway to a New Prosperity
- 2014-2017 Strategic Plan Extension: Pathway to a New Prosperity, Achieving the Vision
- Financial Aid Process Reengineering
- Campus Works Assessment
- Strategic Plan 2018-19 to 2022-23
Refine Enrollment Policies and Procedures affecting Retention

- Changes have been big and small
  - Drop for Non-payment procedure
  - Add/Drop/Swap Policies
  - Auto Accept to majors with limited admission requirements
  - Cancelled class procedures (related to student notification and re-enrollment)
  - Student Diagnostic Report

- Centralization of Student Success Services
  - Improving logistics and student experience
Centralization of Student Success Services

- Improving logistics and student experience
- Focus on customer service and student success

Continued Integration of Advising and Non-academic Support

- StartRIGHT
- Q Review
- RegPrep Sessions
- Coordination with Tutoring, Disability Services, Admissions, Financial Aid, Student Life, Counseling Services, Food Pantry, etc.
How can you be part of what we are doing?

- **Enrollment Management Team**
- **Recruitment**
  - Call students interested in your program
  - Consider going on a high school visit, or hosting a group that comes to campus.
- **Mentorship**
  - Mentoring students
- **Participate in college discussions**
Comprehensive Orientation & First Year Experience (FYE)

Lizette Cordeiro, Associate Professor of Psychology
FYE 101, First Year Experience

Michael Bean, Director of Student Life and Leadership
New Student Orientation
QUINSIGAMOND COMMUNITY COLLEGE
FIRST YEAR EXPERIENCE

PEER MENTOR PROGRAM
FYE Peer Mentor Program Description

The First Year Experience (FYE) Peer Mentor Program is a new initiative at Quinsigamond Community College providing mentors to incoming, first-year students to promote student success by increasing student engagement.
FYE Peer Mentor Team

Michael Beane, Director of Student Life and Leadership
*New Student Orientation*

Lizette Cordeiro, Associate Professor of Psychology
*FYE 101, First Year Experience*

Amanda Fregeau, Student Success Counselor
*Second Semester Experience*

Caryn Zelazo, Student Success Counselor
*Second Semester Experience*

13 Peer Mentors
12 FYE 101 Faculty Members
FYE Peer Mentor Mission Statement

The FYE Peer Mentor Program at Quinsigamond Community College seeks to enhance the retention and completion rates of First-Year Experience (FYE) students by facilitating intentional, integrated, collaborative, and academic support. The purpose of the mentoring relationship is to provide FYE students support and guidance in one or more of the following domains: academic support, career exploration, goal setting and emotional support.
<table>
<thead>
<tr>
<th>Program Components</th>
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<tbody>
<tr>
<td><strong>New Student Orientation</strong></td>
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<tr>
<td><strong>FYE 101:</strong></td>
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<tr>
<td>First Year Experience</td>
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<tr>
<td><strong>Second Semester Experience</strong></td>
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<tr>
<td><strong>Mentor Development &amp; Faculty</strong></td>
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<tr>
<td>Training and Support</td>
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</table>
New Student Orientation

Peer Mentors will serve as leaders in the New Student Orientation which offers students new to QCC a way in which they can connect with staff, faculty and peers prior to the start of college.

Online Orientation Update

- Video Shoot
  October 1st-3rd
- Fall 2020 Launch
- How you can help?
<table>
<thead>
<tr>
<th>Program Components</th>
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### FYE 101: First Year Experience

- 13 FYE 101 sections will have peer mentors supporting students inside and outside of the classroom. Impacting 240 First Year Students!

- The peer mentors will work closely with faculty to help students successfully navigate academic socialization, learning strategies, self-assessment, and career planning.

- Peer Mentors will meet with faculty outside of class time to discuss course curriculum and student support.
## Second Semester Experience

- Continued support for First Year Students by the Peer Mentor Team (Peer Mentors, Amanda Fregeau, Caryn Zelazo, Lizette Cordeiro, and Michael Beane)

- Peer Mentors will develop and implement workshops, encourage involvement in current college initiatives (Transfer, Career, Student Life, Tutoring, etc.)

- Host social events for first year students.

- Incentives for FYE students to attend these events.
<table>
<thead>
<tr>
<th>Program Components</th>
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<tbody>
<tr>
<td><strong>Mentor Development &amp; Faculty Training and Support</strong></td>
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</table>

**Peer Mentors**
- Summer Training Series
- Fall & Spring Weekly Meetings (support and leadership development)
- 1:1 Check ins with Student Success Counselors

**FYE 101 Faculty**
- Summer Training
- Bi-weekly Reflective Practice Sessions
- 1:1 Support with Reflective Practice Coach
Optimized Student Services via Technology

Barbara Zawalich, Registrar
Patrick Printz, Executive Director of Technology
## SIS Team Members

<table>
<thead>
<tr>
<th>Core Team</th>
<th>Extended Team</th>
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<tbody>
<tr>
<td>Patrick Printz - Co Chair</td>
<td>Anila Nagle</td>
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<tr>
<td>Barbara Zawalich - Co-Chair</td>
<td>Ann Panetta</td>
</tr>
<tr>
<td>Deb LaFlash</td>
<td>Beth Auger</td>
</tr>
<tr>
<td>Derek Thomas</td>
<td>Betsy Groves</td>
</tr>
<tr>
<td>Betty Lauer</td>
<td>Carol King</td>
</tr>
<tr>
<td>Jacqueline Guittar</td>
<td>Deborah Fraturelli</td>
</tr>
<tr>
<td>Karen Grant</td>
<td>Denise Cross</td>
</tr>
<tr>
<td>Kathie Manning</td>
<td>Ingrid Skadberg</td>
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<tr>
<td>Susan McPherson</td>
<td>Kelley LaVergne</td>
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<tr>
<td>David Shapiro</td>
<td>Krista Lajoie</td>
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<td></td>
<td>Kristen Proctor</td>
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<td></td>
<td>Laura Tino</td>
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<td></td>
<td>Laurie Comeau</td>
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<td>Lisa Schlegel</td>
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<td>Michelle Tufau</td>
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<td></td>
<td>Nicole Etcheverry</td>
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<td>Peggy Tata</td>
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<td></td>
<td>Ray Wisniewski</td>
</tr>
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<td></td>
<td>Raymond Lawless</td>
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<td>Stacey Kadish</td>
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# SIS Selection Timeline

<table>
<thead>
<tr>
<th>Item</th>
<th>Timeframe</th>
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<tbody>
<tr>
<td>SIS Core Team Kick-Off</td>
<td>March 19, 2019</td>
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<tr>
<td>Request For Information (RFI) Authoring &amp; Review</td>
<td>April 8-30, 2019</td>
</tr>
<tr>
<td>RFI Sent Out</td>
<td>May 1, 2019</td>
</tr>
<tr>
<td>SIS Extended Team Kick-Off</td>
<td>May 28, 2019</td>
</tr>
<tr>
<td>RFI Demo’s</td>
<td>June 11-21, 2019</td>
</tr>
<tr>
<td>Request for Proposal (RFP) Authoring &amp; Review</td>
<td>June 24-August 18, 2019</td>
</tr>
<tr>
<td>RFP Sent Out</td>
<td>August 19, 2019</td>
</tr>
<tr>
<td>RFP Proposals Due</td>
<td>October 1, 2019*</td>
</tr>
<tr>
<td>RFP Proposals Review &amp; Discovery Calls</td>
<td>October 1-14, 2019*</td>
</tr>
<tr>
<td>RFP Demo’s</td>
<td>October 15-November 22, 2019*</td>
</tr>
<tr>
<td>RFP Vendor Review &amp; Selection</td>
<td>December 1-20, 2019*</td>
</tr>
</tbody>
</table>

* - Dates subject to change
Ask questions!

Please don’t hesitate to reach out to us with any questions about the SIS Project.

Patrick Printz
pprintz@qcc.mass.edu
508-854-7517

Barbara Zawalich
bzawalich@qcc.mass.edu
508-854-4283
Strategic Plan 2018-2023: Implementation Update

Dr. Kathy Rentsch
Dr. Ingrid Skadberg
QCC in Massachusetts Context

• QCC [Strategic Plan 2017-2022](#)

1. Achieve 100% student success
2. Become leader in quality innovative academic & workforce programs
3. Optimize communication to increase collaboration
4. Foster a diverse and engaged community
5. Strengthen QCC’s organizational sustainability

MA DHE [Equity Strategic Framework](#)

• Need to close persistent opportunity and achievement gaps that are tracked by race, socioeconomic status and gender

• Significant improvements in “momentum metrics” which measure two specific signs of first-year progress:
  • students’ completion of “gateway” math and English courses
  • on-time credit accumulation (i.e. 12 credits/yr. PT; 24 credits/yr. FT)
“Many community colleges across the country are implementing guided pathways (GP) reforms to improve their effectiveness in helping students gain early momentum and sustain that momentum through to completion. GP involves a set of organizational changes that transform how students navigate through programs of study to earn credentials (see Bailey et al., 2015). GP offers colleges a framework for reform that is both comprehensive (addressing each step in students’ educational journey at college) and holistic (engaging cross-functional units within college, like student/academic affairs, transfer/workforce programs, and credit/noncredit offerings).

Essential features of GP reforms align with our analysis of how meeting EMMs influence success.”

(Belfield, Jenkins & Fink, 2019)
QCC’s Strategic Plan: Addressing Persistent Opportunity Gaps, Momentum Metrics & Guided Pathways

- Strategy 1.1. Increase access to education
  - Increase outreach to *underserved populations*
- Strategy 1.2: Create clear college & career pathways
  - Help students identify/implement their academic/career goals
    - Implement *guided pathways*
    - Implement FYE 101
  - Strengthen basic and transferable skills for academic & continued success
    - Investigate and implement ways to *accelerate students to college-level courses*
- Strategy 2.7: Improve placement and developmental education to increase access to academic and workforce programs
  - Promote entry into college-level courses and success in program *gateway requirements*
    - Apply best practices and innovations in developmental education
How will we know if we have:

• Increased access to education; Strategy 1.1
• Reduced persistence gaps for racial/ethnic groups that traditionally struggle in college; Goal 2, multiple strategies
• Improved student success as measured by course completion rates in gateway courses; Strategy 2.7
A quantifiable measure used to evaluate the success of an organization in meeting performance objectives
Increasing access to education for underserved racial/ethnic groups: Goal 1, Metric 1

Changing Demographics: Enrollment by Race/Ethnicity, FA13-FA18
Reducing persistence gaps for racial/ethnic groups that traditionally struggle in college: Goal 1, Metric 2

QCC Fall to Fall Retention Rates by Race/Ethnicity: FA13-FA17

<table>
<thead>
<tr>
<th></th>
<th>FA 13-14</th>
<th>FA 14-15</th>
<th>FA 15-16</th>
<th>FA 16-17</th>
<th>FA 17-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>52%</td>
<td>52%</td>
<td>52%</td>
<td>52%</td>
<td>59%</td>
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<tr>
<td>Hispanic/Latino</td>
<td>52%</td>
<td>52%</td>
<td>52%</td>
<td>52%</td>
<td>56%</td>
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<tr>
<td>Asian</td>
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<td>53%</td>
<td>52%</td>
<td>53%</td>
<td>55%</td>
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<tr>
<td>White</td>
<td>52%</td>
<td>52%</td>
<td>52%</td>
<td>53%</td>
<td>54%</td>
</tr>
<tr>
<td>ALL</td>
<td>52%</td>
<td>52%</td>
<td>52%</td>
<td>52%</td>
<td>54%</td>
</tr>
</tbody>
</table>
Improving student success as measured by course completion rates in gateway courses: Goal 1, Metric 3

College Level First-Time Students Who Earn College Credit in a "Gateway" Course Their First Year at QCC by Cohort (%), FA14-FA18

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
Implementation Update

- Implementation launched January 2019
- I-Team (driving implementation strategy)
  - **Members:** Veronica DeWolfe, Ken Dwyer, John Lafleche, Betty Lauer, Patrick Printz, Kathy Rentsch, Karen Rucks, Lisa Schlegel, Ingrid Skadberg, Liza Smith, Michelle Tufau-Afriyie, Liz Woods, Barbara Zawalich
- 50+ champions leading work on individual strategies/action items
- Projects managed and tracked via Trello
  - Public link: [https://trello.com/qccspteam/](https://trello.com/qccspteam/)
Objective 2.2.2

2.2.2a: Update formatting of all 10 general education learning outcome documents with consistent formatting and layout.

2.2.2b: Add necessary elements to maintain consistency (e.g., framing language, glossary, etc.) to above reformatted general education learning outcome documents.

2.2.2c: When all formatting and elements have been added to the GE SLOs, review updated versions with original teams who drafted the corresponding documents (10 teams).

Continue the development and implementation of general education outcomes assessment.

Link to Strategic Plan:
Committed to 100% Student Success

President Luis G. Pedraja, Ph.D.
We have come a long way and have accomplished much over the past year:

- Opening of the Student Success Center
- Approval and Implementation of our Strategic Plan
- Title III Initiatives
  - Peer Mentors and Student Success Counselors
- Increase in Student Support Services
  - Opening of Student Resource Center
  - Opening of Food Pantry
We continue our focus on achieving 100% Student Success

This year, the Massachusetts Board of Higher Education has announced Equity as a top statewide policy and performance priority
Equity Strategic Framework

BHE Vision Statement

The Massachusetts Board of Higher Education aims to sustain and expand on Massachusetts’ unique leadership position in higher education as defined by the strength and reputation of our private and public postsecondary institutions and our nation-leading level of attainment among our adult citizens.

To further realize those goals and to ensure that public higher education opens doors of opportunity and fulfilment for traditionally underserved populations...

We elect to make our top statewide policy and performance priority:

Significantly raise the enrollment, attainment and long-term success outcomes among under-represented student populations.

We intend this equity lens priority to guide campus and system performance measurement and promote initiatives and policies that collectively expand success for residents and for our economy and society.
Three Reasons the Equity Lens as the Top Priority is the Right Choice:

- The **moral** imperative
- The **economic** imperative
- The **business model** imperative (i.e. colleges need more enrollment)
White females consistently rank at the top of their peers.

MA Key Education Indicators: By Race/Ethnicity & Gender

- High School Graduation: 2017
- College Enrollment: 2016
- Public College Graduation: 2017
- Overall College Attainment: 2018

- 94% female
- 85% female
- 61% female
- 65% White Female
And Latino males consistently rank at the bottom
The gaps are large

MA Key Education Indicators: By Race/Ethnicity & Gender

- High School Graduation 2017
- College Enrollment 2016
- Public College Graduation 2017
- Overall College Attainment 2018

-24
-32
-33
-43

White Female
Latino Male
MA Public HS Graduating Classes: By Race/Ethnicity & Gender

- 81% White
- 56% White
- 22% Latinx
- 11% Afr. Am.
- 7% Afr.: Am.
- 6% Latinx
- 5% Other
- 10% Other
Reference:

Massachusetts Department of Higher Education
DHE Data Center
Performance Measurement Reporting System
Quinsigamond Community College

https://www.mass.edu/datacenter/PMRS/quinsigamond.asp
What are we going to do to close these gaps?

The Department of Higher Education (DHE) and the Board, in partnership with public higher education institutions in Massachusetts, is focusing its efforts to increase the numbers of students graduating with degrees and certificates and seeks to significantly raise the enrollment, attainment and long-term success outcomes among underrepresented student populations.

The Board intends to use an equity lens priority to guide campus and system performance measurement and promote initiatives and policies that collectively expand success for residents and for our economy and society.

*BHE 2019 Common Assessment Policy, March 12, 2019, p. 2*
The BHE shall urge campuses to design general “academic pathways” for all students, including math sequences consistent with the academic requirements of each pathway or “meta-major,” such as social sciences, liberal arts, and STEM (science, technology, engineering and math).

*BHE 2019 Common Assessment Policy, March 12, 2019, p. 4*
The BHE has adopted a three-pronged approach to reduce remediation and increase student success.

- Transforming Developmental Education
  - Multiple Placement Measures
  - Co-requisite Support
  - Math Pathways
The BHE has adopted a three-pronged approach to reduce remediation and increase student success.

- **Phase I**: Identify Approaches to Transform Developmental Education
- **Phase II**: Pilot the Use of GPA, Development of Math Pathways, and Adoption of Co-requisite Support
- **Phase III**: Transition from Pilot to Policy
A number of studies have found that high school GPA is a stronger predictor of college success than single measure, high stakes placement tests.

(Belfield & Crosta, 2012; Center for Community College Student Engagement, 2016; Hodara & Lewis, 2017; Scott-Clayton, 2012)
## Developmental Course Placement by Race/Ethnicity

<table>
<thead>
<tr>
<th>FALL 2018</th>
<th>ENGLISH</th>
<th>MATH</th>
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<tbody>
<tr>
<td></td>
<td>FF in any ENG</td>
<td>DEV ENG</td>
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<tr>
<td>ALL</td>
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<td>502</td>
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<tr>
<td></td>
<td>46%</td>
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<tr>
<td>Hispanic</td>
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<td>178</td>
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<td></td>
<td>58%</td>
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<tr>
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<td>126</td>
<td>77</td>
</tr>
<tr>
<td></td>
<td>61%</td>
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Some things to look forward to in this coming year:

- Continued Strategic Plan Implementation
- Continued Academic Dean Searches
- VP of Academic Affairs Search
- Gray Associates – positioning our programs for the future
- Continue to strengthen student success initiatives, retention, & programmatic innovations
Have a great school year!