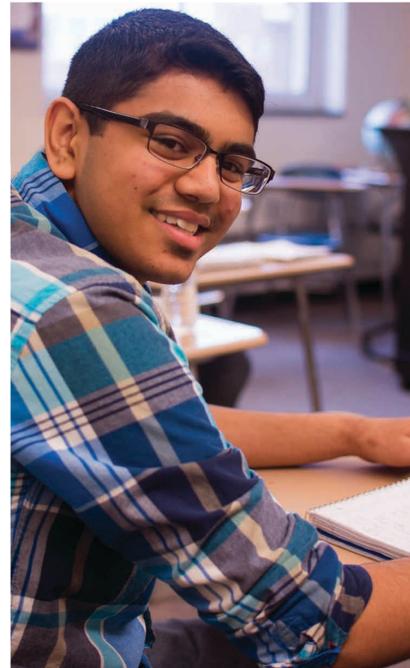


2016-2020 ENROLLMENT MANAGEMENT PLAN



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Table of Contents

Entry and Outreach Committee

Key Action 1: Marketing Function of the College (SP 2.2a)	4
Key Action 2: Cross-functional Enrollment Management/Marketing Team (SP 2.2c)	4
Key Action 3: Plan Production and Focus: (SP 2.2d)	4
Key Action 4: College Enrollment Practice and Process Improvement (SP 2.3)	5
Key Action 5: Holistic Student Entry System (SP 2.3b)	5
Key Action 6: Financial Aid (2.3c)	6
Key Action 7: Communications with Incoming and Potential New Students (2.3d)	6

Retention Committee

Key Action 1: Create a Retention Steering Committee	9
Key Action 2: Build on what is Known to Work (SP 1.1)	9
Key Action 3: Strengthen Students' First Year Experience (SP 1.2)	9
Key Action 4: Increase Student Engagement and Ongoing Support to Completion (SP 1.3)	10
Key Action 5: College Business Practices Align to Maximize QCC Performance (SP 1.5)	10
Key Action 6: Improve Student Learning Outcomes Assessment (SP 1.6)	12
Key Action 7: Improve Academic Facilities (SP 1.7)	12
Key Action 8: Improve Information/Data Support Infrastructure (SP 3.2)	12

Graduation Sub-Committee

Key Action 1: Increase total number of certificates and associate degrees conferred by recognizing the importance of student engagement and a welcoming college environment to program completion (SP 1.5d and 2.1c)	17
Key Action 2: Strengthen Students' First Year Experience (SP 1.2)	17
Key Action 3: Early Alert and Warning System (SP 1.3b)	17
Key Action 4: Technology Changes / Improvements (SP 2.3)	17
Key Action 5: New Models of Collaboration (SP 2.6)	18
Key Action 6: Alternative Program / Course Start and End Dates (SP 2.3)	18
Key Action 7: Mentoring Program (SP 1.3)	18
Key Action 8: Transfer Options in Healthcare, STEM and High Demand Careers (SP 2.6)	18
Key Action 9: Service Learning (SP 1.3d)	18
Key Action 10: Outreach, Access and Success of Service Region Special Populations (SP 2.5)	19
Key Action 11: Early Alert and Warning System (SP 1.3)	19

Enrollment Task Force,



Entry and Outreach Committee

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Entry and Outreach Committee Strategic Objectives

Strategic Objectives and Key Actions

Key Action 1: Marketing Function of the College (SP 2.2a)

- Improve marketing materials through collaboration with program areas and Admissions
- Incorporate marketing strategies that include a robust website, social media and text messaging campaigns
- Utilize a Client Relation Management software to manage relationships
- Create a virtual tour that is accessible through the website
- Redesign the Admissions marketing pieces
- Increase promotion of accelerated and certificate programs to non-traditional populations
- Translate marketing materials and website into Spanish & Vietnamese
- Create supplemental marketing materials for STEM Programs and ITAC, and offer mini information sessions for STEM careers
- Create a marketing plan for Southbridge that includes increasing traditional marketing in newspapers
- Specific programming ads, starting six weeks prior to the beginning of each semester that are ongoing in local daily/weekly publications
- Increase concurrent enrollment participation by increasing marketing and visibility of these programs
- Bring back course schedule booklets and direct mail them to all communities in the region
- Get the word out for "Information Nights" through publications, radio, and cable access, starting three weeks in advance

Key Action 2: Cross-functional Enrollment Management/Marketing Team: (SP 2.2c)

- Become a data driven campus utilizing a Client Relation Management system software
- Faculty from Academic Affairs and staff from Enrollment and Community Engagement should meet quarterly to promote and market outreach events and collaborations
- Require staff and faculty to attend an all-day in-service day explain how everyone can be an enrollment agent
- Establish a comprehensive call center for admissions, advising, financial aid, registrar and student payment center

Key Action 3: Plan Production and Focus: (SP 2.2d)

- Outreach to local business and CBO's to build strategic partnerships
- Create a pipeline with high schools to STEM Programs
- Add Career Exploration Software to encourage promote career exploration of prospective students
- Implement a "two Year" campaign to re-enroll students who have left QCC. Remove barriers for students to re-enroll
- Buy PSAT lists to market to high school junior families regarding QCC articulation opportunities with four year institutions
- Expand the recruitment plan to maximize population enrollment, document the recruitment cycle to fuel the funnel report
- Build a non-traditional outreach plan, including Perkins Grant special populations: limited English, proficient, displaced homemakers, single parents, economically disadvantaged, incumbent workers, ADA/students
- Code non-credit students as inquiries to market to them for events
- Host general recruitment events in the community to increase attendance and visibility

- Offer more events that focus on clearing enrollment obstacles not just acceptance, like QCC Days
- Work collaboratively with STEM Program areas to create on-campus events
- Offer STEM seminars at high schools and contextualized learning opportunities to promote STEM
- Focus on recruiting first-time college students, both traditional and non-traditional-aged students
- Build recruitment plan that includes more visibility in lower income locations
- Offer regular Admissions Information Sessions to increase visibility in the South Worcester County
- Partner with South Worcester County middle & high schools to create pipelines to the Southbridge campus
- Partner with South Worcester County businesses to offer training for workforce
- Secure or barter for a QCC mobile bus to circulate to local neighborhoods
- Build within the recruitment plan a liaison position at Southbridge site that specializes in the recruitment and retention of Latino students

Key Action 4: Enrollment Process Assessment and Improvement (SP 2.3)

- Offer Orientation in May for early accepted students
- Offer bridge programs over the summer that keep newly accepted students engaged
- Complete financial aid packages in April for September enrollment
- Improve IT systems to allow acceptance of students within days at any location that are not high demand
- Create a college campus experience to offer a full-range of support services on a full-time basis through the student services area
- Increase evening facility staff and food options
- Offer referral programs to current students
- Increase programs and services available at Southbridge campus

Key Action 5: Holistic Student Entry System: (SP 2.3b)

- Critical to create a One-Stop Registration Center/ Enrollment Center that operates year round
- Increase counseling services
- Increase awareness and participation in mentorship programs like Brothers and Keepers & S.H.E.
- Establish Alumni network for mentoring, career placement and recruiting
- Provide a transportation shuttle between the two Worcester Campuses
- Trio Program and High Schools: Tapping into this population
- Use the Family Academy model which emphasizes family engagement and cultural differences as assets when delivering Financial Aid, Admissions, and other informational and life skills workshops at the College
- Promote programming that emphasizes students' sense of self-efficacy
- Explore the option of HiSET preparation with Spanish population with a pathway into college or workforce training after they pass
- Create physical permanent space within the college that fosters sense of diversity and pride for those who identify as underrepresented groups at the College
- Provide a space for parents to do homework with their children
- Publicize the Children's School to students who are parents
- Offer more ESL programming as a gateway to credit programs
- Deans will collaborate with Southbridge Enrollment Management staff before scheduling classes each semester; better planning ahead
- Add programming based on labor market viability student (not online), continued communication with Nichols College on the A-B program and finalize establishing A-B in programs other than Business

Key Action 6: Financial Aid (2.3c)

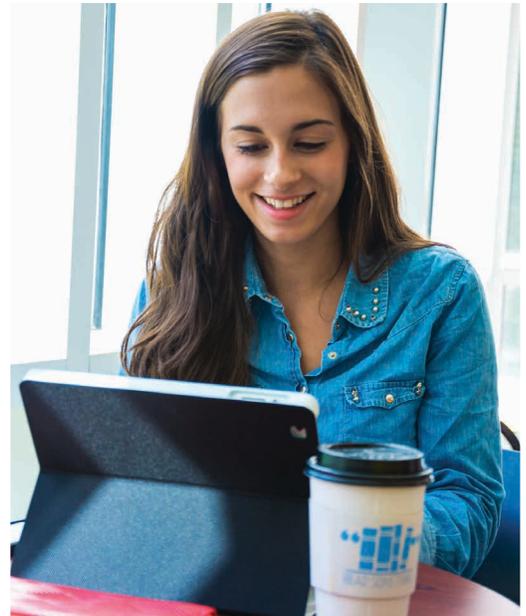
- Partner with CBO's that serve low income populations
- Assist students with completing the FAFSA online through the Financial Aid Help Center
- Provide on-site FAFSA Workshops and assist students with completing the FAFSA online through the new Financial Aid Help Center
- Promote FAFSA Day at QCC
- Train Phi Theta Kappa students on how to complete the FAFSA and have mentorship program

Key Action 7: Communications with Incoming and Potential New Students (2.3d)

- Partner with organizations in order to help their constituents with completing the FAFSA
- Involve Financial Aid staff in high school recruitment
- Offer scholarships to underrepresented programs

Annual Enrollment Goal Projections					
	2016	2017	2018	2019	2020
Overall	2%	3%	4%	5%	5%
22 years or younger	1%	2%	3%	4%	4%
Non-traditional	2%	3%	4%	5%	5%
Underrepresented Populations	3%	4%	5%	6%	6%
STEM	4%	4%	5%	6%	6%
Southbridge	3%	4%	5%	6%	6%

In a progressively declining enrollment period of 4 years it is important to project growth and work towards stabilization of enrollment.



Retention Committee

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Retention Statement

Retention is itself not the goal, but is the “byproduct” or result of improved educational quality and the upgrading of the student experience without the sacrificing of standards.

How to Approach Enhancing the Educational Quality and Experience of QCC Students

When we say “student retention initiatives”, we often think of outreach to students-at-risk (e.g., first generation college students, low socio-economic status, low grades in high school). While such outreach should obviously play a role in attempting to retain students, it shouldn’t be the only way we try to increase student retention.

EVERYTHING is a potential retention issue. The condition of bathrooms on campus is a retention issue. Parking, or lack thereof, is a retention issue. Customer service, whether it is bad or good, is a retention issue. The ease of use of a college’s website is a retention issue; and on and on. Everything is a retention issue. Therefore, when attempting to determine how to increase student retention, everything needed to be examined.

There are many factors which can negatively affect student retention at a community college. One example would be an unwelcoming campus atmosphere. Crowded student offices, dingy hallways and carpeting, unclear steps for enrollment, or an occasional bad interaction with faculty or staff can quickly turn a potential student into one who walks away, never to return. After a review of QCC offices and policies, and just simple day-to-day observations of how the college operates, the committee agrees that we in fact have many challenges to overcome. Campus offices are operationally disorganized and do not offer privacy to our students. Processes can be made clearer to our students and we should be able to impart a working knowledge of how the college works and is organized. Information should be correct, organized, and easily accessible. When we add these issues to those our students bring (academic, financial, personal, family, health, transportation) and those Vincent Tinto lists (academic difficulty, adjustment

problems, lack of clear academic and career goals, uncertainty, lack of commitment, poor integration with the college community, incongruence, and isolation), we have quite a number of challenges to address to increase student success and completion.

QCC Student Retention Guiding Principles

- **Welcoming:** Make QCC more welcoming (the college’s physical appearance; clear/concise signage; understandable policies/processes) and FERPA compliant (private areas for students to interact with staff about private issues such as financial aid and advising).
- **Information and Communications:** Improve communications with students and staff so that all concerned have the information they need to meet initiatives.
- **Better:** Work to improve the efficiencies of campus operations, from office processes and information flow to curriculum and instruction, giving first priority to the items expected to provide the greatest improvements.
- **Data and Feedback:** Use Institutional Research and Planning research data and feedback from staff/ students to guide retention efforts and improve the educational experience for students.
- **Interventions:** Use existing resources strategically to assist all students, but particularly students at risk, and create new interventions as necessary.

Retention Committee Strategic Objectives

Strategic Objective

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 is assured through delivery of high quality teaching and learning and effective, proactive academic and student support services (SP 1.0).

Key Action 1: Create a Retention Steering Committee

This cross-representational retention steering committee is charged with implementing the initiatives listed below, ensuring effective communication across offices/areas involved in retention. This committee may be housed within Enrollment Services, but should include leadership from Academic and Administrative areas. Through the use of feedback/suggestions provided on a regular basis from all staff/faculty/students, the committee should constantly evaluate and implement new measures to improve educational quality and enhance the student experience.

(Note: IRaP will assist in this regard by conducting periodic (i.e., twice yearly) surveys and focus groups. In addition, a digital suggestion box will be created on the first page of the website to provide a constant source of feedback).

Charge

- Determine if a Student Retention Coordinator position should be created to oversee these retention initiatives.
- Identify and keep track of existing retention-related initiatives, monitor their progress, partner with the implementers of those initiatives, and then scale up where appropriate.
- Prioritize the initiatives listed below. A balance must be struck based on those that will have the greatest affect versus those that can be completed more quickly.
- Establish a communication network and plan to manage flow of information related to all retention activities.

- Create a public record that documents ideas, statuses, and plans for completion.

Key Action 2: Build on what is Known to Work (SP 1.1)

- Implement recommendations from the Late Registrants Report dated 8.1.2012.
 - FT/FT students should be restricted to registering with assigned CAPS advisor.
 - Current students could be allowed to register.
 - Non-matriculated student could register and attend.

Key Action 3: Strengthen Students' First Year Experience (SP 1.2)

- Create a Holistic Student Entry System, integrating the college's admissions, orientation, financial aid, advising, registration, billing processes and practices into a seamless, cohesive student entry system that assures all students start off their college experience well informed with a plan for success. Single stream entry. Guide students through the enrollment process; control messaging; connect the dots.
- Create a "Simple steps to enrollment" checklist so new students know exactly WHAT they need to do to complete the enrollment process. A map will also be created, color coded in connection with the checklist, so that students know WHERE the offices they need to go to are located. 1) Determine what steps students need to complete in order to register for classes; 2) Compare with other schools; 3) Create checklist; 4) Determine who (i.e., which office or offices) will distribute the checklist to students and where it will appear on the website (SP 2.3b).
- Re-create Orientation. (SP 1.2c-2) Orientation should provide a transitional pathway into a QCC experience and should ensure course registration that aligns with majors and career focuses of students. 1) Use newly created "Simple Steps to

Enrollment” checklist as a guide for re-creating the orientation; 2) Review the literature on what to include in an Orientation; 3) Review how similar schools run orientations. Orientation should be:

- Mandatory.
- More comprehensive and robust.
- Available both online and in-person formats, based on best practices and practicality.
- Offered via many-small sessions vs. fewer-larger orientation sessions based on best practices and practicality.
- Stress the need for students to get involved in a campus organization since research demonstrates that students who have a stronger connection to the college are more likely to succeed.
- Evaluated by students/staff afterward and implement improvements for following semester.
- Hyper Visibility of staff during Orientation.
- Include presence from student clubs, organizations, and athletic teams as well.
- Redesign ORT 110 into a 1-2 credit First Year Experience (FYE) course, followed by a 1-credit Second Year Experience (SYE) taken after the student has completed 30 credits (SP 1.2d).
- Increase the number of full-time CAPS advisors (SP 1.2c-3).
 - Assign all First Time/Full Time students to CAPS advisors at point of admission.
 - Review CAPS advising model for Southbridge students; currently all CAPS advisors are assigned to main campus (SP 2.1h).
- Examine compulsory ACCUPLACER preparation for those who must complete the placement test (www.insidehighered.com/news/2012/02/02/academic-support-offerings-go-unused-community-colleges).
 - Reduce the number of students who have to take the test. Review results from the Math Pilot, or other Board of Higher Education suggestions.
- Examine creating more Summer Transitional Programs/Summer Bridge Programs.
 - i.e., Brothers & Keepers/STEM Starter Summer Program collaboration started in June 2015.
 - Other themed/identity based transitional programs for students enrolling at QCC for first time.

Key Action 4: Increase Student Engagement and Ongoing Support to Completion (SP 1.3)

- Increase usage of STARFISH and Blackboard by faculty, staff and students. Use software to its full potential (SP 1.3b).
 - Identify First-time/Full and Part-time Cohort yearly and support through Starfish.
 - Build analytics to determine higher risk profiles and build network and supports for them.
 - Utilizing the Starfish Committee, implement targeted interventions by affinity groups (i.e. Brothers and Keepers, SHE, TRIO, Athletics, Clubs and Organizations).
- Use Non-cognitive assessment of all first time students and high risk readmits and transfers to ensure results are readily available to inform the course/program, advising and the registration process (SP 1.2c(1)).
- Expand the number of students TRIO can serve by 150 with the infusion of \$150,000 by QCC (these students could be any students, without restriction).
- Develop and implement a mentoring program (faculty, staff, and peers) for high risk students and/or students in high attrition programs.
- Bring QCC alumni back to campus and provide opportunities for current students to communicate and interact with the alumni, including the opportunity to benefit from being mentored by QCC alumni.

Key Action 5: College Business Practices Align to Maximize QCC Performance (SP 1.5)

- Through the use of feedback/suggestions provided from all staff/faculty/students, evaluate and implement any changes necessary to improve office operations so as to enhance the student experience. Offices to include Admissions, Advising, Business, Career Placement, Disability Services, Financial Aid, Payment Center, Prior Learning, Registrar’s, Testing, and Transfer.
- Regularly (at least 2 times per year) ask students and staff their suggestions and/or experiences (through the use of surveys, focus groups, and a digital suggestion box) on how to improve services in every campus office. Then create a process of

- evaluating and implementing these suggestions.
- Greatly improve communication. This may require creating the position of Communications Czar. The need is to maximize 1) the effectiveness of information flow to students/staff and, 2) student/staff understanding for how offices work and what they do and where they are located. Additionally, rather essentially, what do we need to say and how best to say/convey and who needs to be told and how best to tell them? (Facebook, email, snail mail, text, portal, web).
 - Create a framework for regularly obtaining the necessary information from the campus community on what needs to be communicated, and then create the processes for communicating that information in the most effective and succinct manner possible; that be through the website, email, phone blasts, mail, Big Boards, etc.
 - Redesign the website and *The Q* to be much more effective than it currently is in communicating information to students, staff, and the outside community.
 - Improve campus signage.
 - On the loop road, at every intersection, directing guests, students, and staff on where to park.
 - Near all parking areas, providing students with directions on where campus buildings are located. Map of campus included on signs.
 - At all building entrances, identifying the building name.
 - Just inside all entrance doors, directories identifying all offices and locations.
 - At every turn in a hallway, indicating what is located further along.
 - Outside of every major office, a list of what that office does (e.g., change major, register for classes, career exploration).
 - Ask faculty to read a weekly, 15-second “announcement-of-the-week” at the beginning of each class.
 - Use hallway walls to communicate how various campus offices can assist students. For example, large samples (2 feet by 3 feet) of good resumes and cover letters, referring students to career placement; and areas with large posters of 4-year transfer schools, referring students to the Transfer Office.
 - Stress student communication: Intentional and motivational communication with students to maintain and support continuous enrollment and student success.
 - Text
 - Apps
 - Create a call center to accommodate incoming call volume, call campaigns to students around registration, payment, incomplete applications and financial aid. Personalized service as robo-calls do not work as well.
 - Review Business Practices to increase student payment options and increase follow up.
 - Modify the Nelnet payment plan by reducing the down payments to include a zero down option and increasing the number of payments per year to twelve.
 - Align Business hold process with financial aid policies for payment of prior year balances. No holds for balances less than \$200.00.
 - Remove Business Office hold for addresses.
 - Increase communication to students regarding holds.
 - Provide personal phone calls to students to assist in clearing holds prior to scrub for non-payment.
 - Align college probationary and dismissal policies with minimum federal guidelines for Satisfactory Academic Progress thus streamlining appeal and reinstatement procedures for students.
 - Examine policy on WHEN classes should be canceled due to low enrollment. Students are not happy when a class is cancelled at the last minute which occasionally happens even after the semester has begun.

- Use analytics to determine when and at what time classes should run, with special emphasis on low enrollment classes (e.g., MAT 111, CSC 108). Offer classes when students can take them. Eliminate time conflicts with other low enrollment classes.
- Pursue Block Scheduling (See Complete College America materials).

Key Action 6: Improve Student Learning Outcomes Assessment (SP 1.6)

- Implement a Teaching Awards Program: student nominated, peer reviewed. Rewards and acknowledges teaching excellence.
- Implement Grading Policy Changes.
 - Solve problem of students who received a grade of "I" who never discussed this with the instructor. Either make the "I" grade a student-initiated process, or require faculty to file the proper paperwork so that students are notified of the "I" grade and what they need to do to complete the class.
 - Eliminate the "X" grade.
- Create an Academic Team to examine and implement academic retention initiatives.
 - Create better connections between faculty and students without sacrificing academic standards.
 - Improve engagement of students in the learning process.

Key Action 7: Improve Academic Facilities (SP 1.7)

- Create a One Stop Shop for Student Entry, locating the following offices (and possibly more) into one area: Admissions, Advising, Business, Career Placement, Disability Services, Financial Aid, Payment, Prior Learning, Registrar's, Testing, and Transfer (SP 1.7a and 1.7b).
 - Until such time as the One Stop Shop for Student Entry is created, update offices to make them:
 - Student centered and welcoming and,

- Structured to honor the privacy needs of our students (i.e., private offices or areas for students to meet with staff to have confidential conversations, particularly in Advising and Financial Aid.
- Along with campus offices and outdoor space, make the hallways and cafeteria more inviting and welcoming. A more diverse collection of artwork that is more reflective of the diverse student population at QCC would be helpful, along the use of more vibrant paint colors, greenery, and places to sit.
- Create a Student Support Center/ Student Advocacy Center/Triage Center, where some or all of the following offices/programs would be housed: TRIO, SHE, Student Success Center, Brothers and Keepers, Math Center, Communication Skills Center, Counseling Services, Veteran Affairs. This should also be a referral center for life issues (hunger, domestic violence, and housing) and should take measures to address the particular needs of the immigrant student population at QCC (1.7B and 2.5d).
- Maximize opportunities for student gatherings: Engage students more effectively with fellow students and college faculty/staff by providing space(s) to meet and gather regularly and by sponsoring activities that keep students on campus (1.3e).
- Offer creature comforts, to make QCC more welcoming and user friendly. For example:
 - Starbucks on campus
 - Charging stations
 - Comfortable chairs, picnic benches

Key Action 8: Improve Information/ Data Support Infrastructure (SP 3.2)

- Get the Portlets up and running before CX stops functioning.
- If a student attempts to register for a class that is not part of their degree, a note should appear on QCCNet (or Portlet) notifying the student/advisor of that and asking them to push a button if they still want to register for it.

Table 1: All students enrolled in the fall (graduates removed)

Benchmark based on three year cohort average: FA11 to FA13				Goals (%)							
	Cohort Total (N)	Retained (N)	Percent Retained	Retained (approx. N)	FA15	Retained (approx. N)	FA16	Retained (approx. N)	FA17	Retained (approx. N)	FA18
First time/Full Time	3423	1919	56%	640	56%	662	58%	697	61%	742	65%
Males	10008	4918	49%	1639	49%	1706	51%	1806	54%	1940	58%
Pell	10103	5433	54%	1811	54%	1878	56%	1979	59%	2114	63%
African American	2684	1396	52%	465	52%	483	54%	510	57%	546	61%
Latinos	3595	1756	49%	585	49%	609	51%	645	54%	693	58%
STEM	2750	1542	56%	514	56%	532	58%	560	61%	597	65%
Veterans*	465	244	52%	81	52%	84	54%	89	57%	95	61%
All OCC students	23240	11910	51%	3970	51%	4125	55%	4357	56%	4667	60%

Table 2: Only first time full time students (graduates removed)

Benchmark based on three year cohort average: FA11 to FA13				Goals (%)							
	Cohort Total (N)	Retained (N)	Percent Retained	Retained (approx. N)	FA15	Retained (approx. N)	FA16	Retained (approx. N)	FA17	Retained (approx. N)	FA18
Males	1822	967	53%	322	53%	341	56%	359	59%	383	63%
Pell	1914	1069	56%	356	56%	375	59%	395	62%	420	66%
African American	310	171	55%	57	55%	60	58%	63	61%	67	65%
Latinos	627	347	55%	116	55%	122	58%	128	61%	137	65%
STEM	490	298	61%	99	61%	104	64%	109	67%	116	71%
Veterans*	73	40	55%	13	55%	14	58%	15	61%	16	65%
All OCC students	3423	1919	56%	640	56%	674	59%	708	62%	754	66%

Table 3: Only first time part time students (graduates removed)

Benchmark based on three year cohort average: FA11 to FA13				Goals (%)							
	Cohort Total (N)	Retained (N)	Percent Retained	Retained (approx. N)	FA15	Retained (approx. N)	FA16	Retained (approx. N)	FA17	Retained (approx. N)	FA18
Males	940	449	48%	150	48%	156	50%	165	53%	175	56%
Pell	1288	669	52%	223	52%	232	54%	244	57%	257	60%
African American	267	135	51%	45	51%	47	53%	49	56%	52	59%
Latinos	475	226	48%	75	48%	79	50%	83	53%	88	56%
STEM	263	139	53%	46	53%	48	55%	51	58%	53	61%
Veterans*	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
All OCC students	2146	1083	50%	361	50%	375	52%	397	55%	418	58%

*N is too small.

Table 4: Full time and part time first time students (graduates removed)

Benchmark based on three year cohort average: FA11 to FA13				Goals (%)							
	Cohort Total (N)	Retained (N)	Percent Retained	Retained (approx. N)	FA15	Retained (approx. N)	FA16	Retained (approx. N)	FA17	Retained (approx. N)	FA18
Males	2762	1416	51%	472	51%	490	53%	518	56%	546	59%
Pell	3202	1738	54%	579	54%	601	56%	633	59%	665	62%
African American	577	306	53%	102	53%	106	55%	112	58%	117	61%
Latinos	1102	573	52%	191	52%	198	54%	209	57%	220	60%
STEM	753	437	58%	146	58%	151	60%	158	63%	166	66%
Veterans*	87	50	57%	17	57%	17	59%	18	62%	19	65%
All QCC students	5569	3002	54%	1001	54%	1038	56%	1093	59%	1149	62%

STEM 2X Initiative

A cross-functional STEM2X Team was charged by the Executive Team to examine how we can double STEM completions from 200 to 400. After much examination by the cross-functional team of the outreach, retention and graduation effort work by all of the college stakeholders, we learned that the institution as a whole did an excellent job building a bridge from beginning to end around supporting STEM growth on the campus. In a five year period of enrollment decline, QCC in fact has grown 6% in STEM enrollments in the same time-frame. Therefore, we proposed to grow graduation rates to 400 by 2020.

The STEM 2X Team discovered that the missing link in our examination was the voice of the front-line staff our Faculty and Program Coordinators. They fully understand the needs and are engaged in the work of retention on a daily basis. Moreover, they work hard to support student success. The following recommendations are the top rated results of a workshop solely focused on the question of what are QCC solutions to STEM completions.

STEM 2X – Top Retention Recommendations from the STEM Faculty and Program Coordinators

1. Institutionalize a summer bridge for STEM programs that builds capacity to increase academic entry and performance.
2. Create a teaching assistantship for difficult courses with students who are mastering the content or in the Honors Program.
3. Work tutoring time into the class.
4. Hire work-study students to support mandatory tutoring or study halls that are built into classes. These courses would be entry-level and on the higher spectrum of academic rigor. They are the courses that students tend to drop early or have high failure rates.
5. Use senior students to mentor first year students.
6. Hire work-study students to support the overall work of orienting and training students with their new computers. Some STEM programs require the purchase of computers. Many students don't know how to get their programs installed. This can be accomplished by establishing a student run computer help center.
7. Increase capstone projects across electronics and manufacturing.
8. Utilize the Fablab as a learning laboratory to encourage applying new skills.
9. Utilize flipped classrooms as a tool for expanded learning.
10. Double class time on homework – teach how to study, organizational skills, how to find the answers in the textbook, etc.
11. Build cohorts to support student learning.
12. All Program Coordinators should involve employers as part of helping to connect students to their career paths and to increase course appreciation.



Enrollment Task Force, Graduation Sub-Committee

Clarence Ates, Dean of School of Humanities and Education

Beth Auger, Director of Financial Compliance

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Jenn Horan, Records and Registration Systems Manager – Co-Chair*

Paula Ogden, Director of Veteran Affairs

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Enrollment Management Task Force – Graduation Sub-Committee Strategic Objectives

Strategic Objectives and Key Actions

Key Action 1: Increase total number of certificates and associate degrees conferred by recognizing the importance of student engagement and a welcoming college environment to program completion (SP 1.5d and 2.1c).

	AY 15/16	AY 16/17	AY 17/18	AY 18/19	AY 19/20
Degrees and Certificates	16%	17%*	20%	22%	24%

QCC's strategic plan goal of 19% will align with the national average of 22% by 2020.

*percentage based on information provided by Institutional Research and Planning on the comparison of the 2011 and 2014 cohorts.

- Expand the use of Cognos reports to identify students who did not file for graduation, but are eligible for certificate or degree conferral by;
 - a. Working with IS (Information Services) to create an algorithm to identify students who have satisfied program requirements of a major they had not declared and award them a degree or certificate.
 - b. Identify students who received an associate degree, but not a corresponding (stackable) certificate and award the certificate that is stackable within the major.

Key Action 2: Strengthen Students' First Year Experience (SP 1.2)

- Create a learning community cohort for students testing into more than one developmental course.
- First time, full-time students that are in college level English and Math in their first semester remain as a cohort and receive targeted special advising and communications throughout their QCC career to stay engaged and more likely to complete a certificate or degree.
- Prescribed class schedule for students testing into

more than one developmental course.

- Create an Honors Learning Community to mentor students in the developmental learning communities.

Key Action 3: Early Alert and Warning System (SP 1.3b)

- Form a cohort in Starfish for first time, full-time and part-time students whose success serves as the basis of the Achieving the Dream portion of performance based funding. The progress towards completion of these students can be monitored more closely if they are in a Starfish cohort.
- Expand current software system (Starfish) to identify students who are at risk and develop academic interventions such as referring students to the tutoring center, promote in-service learning experiences and developing course specific study groups.
 - a. Increase the communication with the cohort regarding registration and program progress toward completion through the use of Starfish and advising outreach.
 - b. Research ways to improve/enhance Finish First initiative.
 - c. Encourage students to enroll in the Commonwealth Commitment.
- Expand upon the current intrusive advising to include completing an online intent to graduate request and an exit plan (i.e. – transfer to a 4 year college).

Key Action 4: Technology Changes / Improvements (SP 2.3)

- Develop an online Intent to Graduate form
- Implement Jenzabar Mobile which will allow students to apply for graduation from their mobile devices.
- Explore the Reverse Transfer feature the NSC which may lead to a way to identify potential candidates for degree and certificate awards.
- Develop and market career videos for the QCC web site that feature career options for students at point of graduation. Link them with the major pages in the Academics area of www.QCC.edu.

Key Action 5: New Models of Collaboration (SP 2.6)

- Identify students who have earned 45 or more credits and have not graduated. Work with partnering institutions to reach out to these students to complete associate degree (Reverse Transfer).
 - Assign an advisor to these students to communicate with them where they are pursuing the baccalaureate degree to ensure they are registering for courses that will enable them to finish their degree requirements at QCC while enrolled at their new college (allows for completion of both associates and bachelors at the same time).
- Develop a team comprising of Advising, Registrar and Transfer Services, specific to the Finish First Program who will remain in constant communication with the 4 year institutions participating in the program and an advisor who is a direct contact for the student regarding their progress toward completion.
- Work with division deans to increase the number of co-op/internship opportunities for students.
 - a. Offer an internship option in place of an open elective for first year students in General Studies and undecided students to help identify correct career path.
 - b. Investigate non-credit internship options to allow students to shadow a professional at their workplace.

Key Action 6: Alternative Program / Course Start and End Dates (SP 2.3)

- Develop a more robust course offering for Fall 1 and 2 and Spring 1 and 2 so students can plan their course path further out that promotes a school-life balance.
 - Example: Pilot two associate degree programs in Fall 2016 in the evening utilizing the short terms. College ready students can complete a program in two years by attending classes on two nights a week. Courses will be in a blended format. The courses will always be offered on the same two nights (always Mon/Wed or Tues/Thurs) through the length of the program. This will allow students to better plan for work and family responsibilities.
 - Spring recruitment/promotion will be necessary.

Key Action 7: Mentoring Program (SP 1.3)

- Institutionalize a faculty and staff mentoring program that a student can connect with and remain in contact with during their time at QCC. Promote it at student orientation, in developmental courses and in first year courses such as ORT 110 and PSY 115.
- Institutionalize a Minority Male Mentoring Program (www.successnc.org/initiatives/minority-male-mentoring-program) or Men of Merit program (www.jccmi.edu/diversity/menofmerit) to work in correlation with the current Brothers and Keepers program.
- Recruit a Vista Volunteer through the Massachusetts Campus Compact to assist in the QCC Brothers Keepers program.
- Develop new support groups such as study skills, parenting, school-life balance.
- Host a transfer fair with representatives from historically black colleges to discuss transfer options.
- Employ more African American and Hispanic instructors.

Key Action 8: Transfer Options in Healthcare, STEM and High Demand Careers (SP 2.6)

- Host STEM week consisting of workshops and a joint Transfer and Employment Fair promoting STEM careers, employers and schools.
- Offer group sessions of transfer advising specific to healthcare, STEM and high demand majors for students with 45 or more credits to offer a clear plan to moving into a baccalaureate program.

Key Action 9: Service Learning (SP 1.3d)

- Use All College Day to educate and provide training on service learning and cultural diversity.
- Develop a Faculty Fellows program to promote service learning across the campus.
- Create a service learning (student run) club to promote civic engagement resulting in students developing and maintaining institution and peer connections and keeping them invested in their education through completion.

Key Action 10: Outreach, Access and Success of Service Region Special Populations (SP 2.5)

- Streamline prior learning credit process, making it easier for Veterans to be awarded credits for Military training and experience.
- Assign a representative from Veteran's Affairs to be a graduation liaison who can track academic progress (credits) and contact Veteran students directly to complete Intent to Graduate request.
- Establish a Veteran Center.

Key Action 11: Early Alert and Warning System (SP 1.3)

- Research and Development tools of current software systems (Starfish) to identify veterans who are at risk of stopping out and develop an academic intervention to keep them engaged in their courses and the college community.
- Develop a team approach comprised of Career Services, Academic Advising, Veteran's Affairs and Financial Aid to work with veterans throughout their academic career.

Entry and Outreach Plan

Anticipated Outcomes	Strategic Goals/ Objectives	Leaders for Implementation	Projected Due Date
Strengthen Marketing Functions of the College			
Improve marketing materials through collaboration with program areas and Admissions	2.2a	Marketing, Admissions	Done
Incorporate marketing strategies that include a robust website, social media and text messaging campaigns	2.2a	Marketing, Admissions	2017
Utilize a Client Relation Management software to manage relationships	2.2a	Marketing, Admissions	2017
Create a virtual tour that is accessible through the website	2.2a	Marketing, Admissions	2017
Redesign the Admissions marketing pieces	2.2a	Marketing, Admissions	Done
Increase promotion of accelerated and certificate programs to non-traditional populations	2.2a	Marketing, Admissions	2016
Translate marketing materials and website into Spanish & Vietnamese	2.2a	Marketing, Admissions	2016
Create supplemental marketing materials for STEM Programs and ITAC, and offer mini information sessions for STEM careers	2.2a	Marketing, Admissions	Done
Create a marketing plan for Southbridge that includes increasing traditional marketing in newspapers	2.2a	Marketing, Admissions	Done
Specific programming ads, starting six weeks prior to the beginning of each semester that are ongoing in local daily/weekly publications	2.2a	Marketing, Admissions	Done
Increase concurrent enrollment participation by increasing marketing and visibility of these programs	2.2a	Marketing, Admissions	2016
Bring back course schedule booklets and direct mail them to all communities in the region	2.2a	Marketing, Admissions	Done
Get the word out for "Information Nights" through publications, radio, and cable access, starting three weeks in advance	2.2a	Marketing, Admissions	Done
Become a data driven campus utilizing a Client Relation Management system software	2.2c	Information Technology, Marketing, Admissions	2017
Faculty from Academic Affairs and staff from Enrollment and Community Engagement should meet quarterly to promote and market outreach events and collaborations	2.2c	Academic Affairs, Marketing, Admissions	2017
Require staff and faculty to attend an all-day in-service day explain how everyone can be an enrollment agent	2.2c	Academic Affairs, Marketing, Enrollment Management Departments	2017
Establish a comprehensive call center for admissions, advising, financial aid, registrar and student payment center	2.2c	Information Technology, Marketing, Enrollment Management Departments	2017
Outreach to local business and CBO's to build strategic partnerships	2.2d	Admissions	Ongoing
Create a pipeline with high schools to STEM Programs	2.2d	Admissions	Ongoing
Add Career Exploration Software to encourage promote career exploration of prospective students	2.2d	Marketing, Admissions	Done
Implement a "two Year" campaign to re-enroll students who have left QCC. Remove barriers for students to re-enroll	2.2d	Admissions, Institutional Research	2017

Buy PSAT lists to market to high school junior families regarding QCC articulation opportunities with four year institutions	2.2d	Admissions	2017
Expand the recruitment plan to maximize population enrollment, document the recruitment cycle to fuel the funnel report	2.2d	Admissions	2016
Build a non-traditional outreach plan, including Perkins Grant special populations: limited English, proficient, displaced homemakers, single parents, economically disadvantaged, incumbent workers, ADA/ students	2.2d	Admissions, ABE/ESL	2016
Code non-credit students as inquiries to market to them for events	2.2d	Admissions, Workforce Development	Done
Host general recruitment events in the community to increase attendance and visibility	2.2d	Admissions	2016
Offer more events that focus on clearing enrollment obstacles not just acceptance, like QCC Days	2.2d	Admissions, Advising, Testing	2016
Work collaboratively with STEM Program areas to create on-campus events	2.2d	Admissions, Program Areas	2016
Offer STEM seminars at high schools and contextualized learning opportunities to promote STEM	2.2d	Admissions, Program Areas	2016
Focus on recruiting first-time college students, both traditional and non-traditional-aged students	2.2d	Admissions	2016
Build recruitment plan that includes more visibility in lower income locations	2.2d	Admissions	2016
Offer regular Admissions Information Sessions to increase visibility in the South Worcester County	2.2d	Admissions	Done
Partner with South Worcester County middle & high schools to create pipelines to the Southbridge campus	2.2d	Admissions	2016
Partner with South Worcester County businesses to offer training for workforce	2.2d	Admissions, Workforce Development, Program Areas	2016
Secure or barter for a QCC mobile bus to circulate to local neighborhoods	2.2d	Admissions, Enrollment Management, Program Deans	2016
Build within the recruitment plan a liaison position at Southbridge site that specializes in the recruitment and retention of Latino students	2.2d	Admissions	2017
Offer Orientation in May for early accepted students	2.3	Student Life, Advising, Program Area Deans	2016
Offer bridge programs over the summer that keep newly accepted students engaged	2.3	Admissions, Program Area Deans	2016
Complete financial aid packages in April for September enrollment	2.3	Financial Aid	2016
Improve IT systems to allow acceptance of students within days at any location that are not high demand	2.3	Information Technology	Done
Create a college campus experience to offer a full-range of support services on a full-time basis through the student services area	2.3	Academic Affairs, Student Life, Auxiliary Services	2017
Increase evening facility staff and food options	2.3	Academic Affairs, Student Life, Auxiliary Services	2017
Offer referral programs to current students	2.3	Student Life	2017
Increase programs and services available at Southbridge campus	2.3	Academic Affairs, Student Life, Auxiliary Services	2017

Critical to create a One-Stop Registration Center/Enrollment Center that operates year round	2.3b	Enrollment Management, Advising, Payment Center	2018
Increase counseling services	2.3b	Student Life	2017
Increase awareness and participation in mentorship programs like Brothers and Keepers & S.H.E.	2.3b	Student Life	2016
Establish Alumni network for mentoring, career placement and recruiting	2.3b	Community Engagement, Admissions, Career Services	2017
Provide a transportation shuttle between the two Worcester Campuses	2.3b	Auxiliary Services	2018
Trio Program and High Schools: Tapping into this population	2.3b	Trio, Admissions	2016
Use the Family Academy model which emphasizes family engagement and cultural differences as assets when delivering Financial Aid, Admissions, and other informational and life skills workshops at the College	2.3b	Financial Aid, Student Life, Admissions	2017
Promote programming that emphasizes students' sense of self-efficacy	2.3b	Enrollment Management	2017
Explore the option of HiSET preparation with Spanish population with a pathway into college or workforce training after they pass	2.3b	Admissions, ABE/ESL	2017
Create physical permanent space within the college that fosters sense of diversity and pride for those who identify as underrepresented groups at the College	2.3b	Auxiliary Services, Student Life	2017
Provide a space for parents to do homework with their children	2.3b	Auxiliary Services, Student Life	2017
Publicize the Children's School to students who are parents	2.3b	Admissions, Marketing	2016
Offer more ESL programming as a gateway to credit programs	2.3b	ABE/ESL, Community Engagement	2016
Deans will collaborate with Southbridge Enrollment Management staff before scheduling classes each semester; better planning ahead	2.3b	Program Area Deans, Southbridge Management	2016
Add programming based on labor market viability student (not online), continued communication with Nichols College on the A-B program and finalize establishing A-B in programs other than Business	2.3b	Academic Affairs	2017
Partner with CBO's that serve low income populations	2.3c	Admissions	2016
Assist students with completing the FAFSA online through the Financial Aid Help Center	2.3c	Financial Aid	2016 - Ongoing
Provide on-site FAFSA Workshops and assist students with completing the FAFSA online through the new Financial Aid Help Center	2.3c	Financial Aid	2016 - Ongoing
Promote FAFSA Day at QCC	2.3c	Marketing, Admissions, Financial Aid	2017
Train Phi Theta Kappa students on how to complete the FAFSA and have mentorship program	2.3c	Phi Theta Kappa, Financial Aid	2017
Partner with organizations in order to help their constituents with completing the FAFSA	2.3d	Admissions, Financial Aid	2016
Involve Financial Aid staff in high school recruitment	2.3d	Admissions, Financial Aid	2016
Offer scholarships to underrepresented programs	2.3d	Financial Aid	2016

Retention Plan

Anticipated Outcomes	Strategic Goals / Objectives	Leaders for Implementation	Projected Due Date
The constant improvement of educational quality and the upgrading of the student experience.	Retention Steering Committee	Martin Muysenberg, Michelle Tufau Afriyie	
Higher retention rate for FT/FT. Increased learning curve/expectation change. So it will subside over time.	Implement recommendations from the Late Registrants Report dated 8.1.2012	Maria Addison, Tara Jenkins, Jennifer Guzman-Gayflor	
Will ensure all student start off their college experience well informed with a plan for success.	Holistic Student Entry System	Lillian Ortiz, Pat Toney, Casey Sullivan, Brenda Kuchnicki, Jennifer Guzman-Gayflor	
Better wrap-around supports, program and course selections.	Non-cognitive assessment of all first-time students and high risk readmits and transfers mandatory and ensure results are readily available to inform the course/program, advising and the registration process.	Pat Schmohl, Lupe Lomeli, Eric Saczawa, Maria Addison, Amy Beaudry, Ai Co Abercrombie	
Students will know EXACTLY how to enroll into QCC and the responsibilities of each office.	Simple Steps to Enrollment Worksheet	Mishawn Davis Eyene, Lupe Lomeli, Jennifer Horan, Jennifer Guzman-Gayflor	
Increase educational/social competencies usage of Q-mail, portal and Blackboard. Clear expectations on how to engage with the college. Set learning expectations resulting in appropriate courses and successful scheduling. Will help students to gain the skills, information and meaningful relationships important to successful long-term academic and personal outcomes.	Recreate Orientation	Mishawn Davis Eyene, Maria Addison, Ray Lawless, Casey Sullivan, Maura Stickles, Judy Colson, Byron Thomas, Beth Fullerton	
Better informed students, more engaged, increased academic expectations and levels of academic engagement, and will assist students who have insufficient academic preparation for college. Will demonstrate enhanced knowledge of college resources to help them succeed, competence in academic and career selection.	Develop a 1-2 credit First Year Experience (FYE) course. Followed by a credit when they reach > than 30 credits.	Maura Stickles, Judy Colson	
Students will be more likely to register on time and form a relationship if they meet early and often with an Advisor. Students who have been assigned CAPS Advisors are more successful; thus, assigning ALL FT/FT students to a CAPS Advisor at the time of admission should increase their retention.	Increase the number of CAPS advisors and assign all FT/FT students at point of Admission	Pat Toney, Maria Addison, Mishawn Davis-Eyene	
Ensure that Southbridge students receive the same Advising services as main campus students.	Review CAPS Advising model for Southbridge students (currently, all CAPS Advisors are assigned to the main campus)	Maria Addison, Rebecca Brownstein, Michelle McCrillis, Victor Somma, Ray Lawless	
Increase number of students testing out of developmental classes.	Examine compulsory ACCUPLACER preparation: www.insidehighered.com/news/2012/02/02/academic-support-offerings-go-unused-community-colleges	Maria Addison, Laura Tino	
Students will have increased awareness of college resources and will have explored foundational competencies for writing and math. Will have exposure to matters related to personal development and life skills. Possibility of college readiness.	Examine creating more Summer Transitional Programs/Summer Bridge Programs	Darcy Carlson, Jude D'Angelo, Ricky Frazier, Jennifer Guzman-Gayflor	

Retention Plan

Anticipated Outcomes	Strategic Goals / Objectives	Leaders for Implementation	Projected Due Date
Earlier intervention of students and analytics to determine who will need additional support. Increased support and communication of students with faculty and staff. Students will be able to access consolidated campus resources in online platform.	Increase usage of STARFISH and Blackboard by faculty, staff and students. Expand uses software to its full potential.	Pat Schmohl Lupe Lomeli, Eric Saczawa, Maria Addison, Amy Beaudry, Faculty Senate and/or Academic Coordinators, Student Senate Representative	
TRIO students are successful. The program delivers support services which results in increased retention and graduation rates, ultimately positively impacting performance funding.	Expand the number of students TRIO can serve by 150 with the infusion of \$150,000 by QCC	Joseph Adams, Ricky Frazier, Steve Marini, Jane Shea	
Increased connections with students, added support for students.	Implement a mentoring program	Byron Thomas, Liz Woods	
Smoother operations will equal more satisfied students.	Improve office operations based on student/faculty/staff feedback and suggestions	Pat Schmohl, Ingrid Skadberg Retention Steering Committee	
Institutional Communication professional person determine what do we need to say and how best to say it, who needs to be told (students staff, community?) (Method: email, snail mail, text, FB, portal, web) build the framework. Implement processes that support the framework. Minimizes confusion for new and incoming students navigating offices. Increases access to information for students on campus.	Review/Create Communication framework/plan	Beth Fullerton, Casey Sullivan, Lupe Lomeli	
A functional, well-designed, understandable website is the first step in providing new/returning students with the information they need to reach their goals.	Redesign the website	Lupe Lomeli	
Clear directional for students. Creates a consistent identity and branding for sustainability.	Improve campus signage	Josh Martin, Lupe Lomeli	
Another way to provide students with an important "message of the week."	Weekly faculty announcement to students	Beth Fullerton, Casey Sullivan, Lupe Lomeli	
Another way to inform students of the various offices on campus and what role they can play in assisting students.	Hallway communications	Beth Fullerton, Casey Sullivan, Lupe Lomeli	
Part and parcel of the previous. Embedded in the communication framework.	Increase motivational communication to students	Beth Fullerton, Casey Sullivan, Lupe Lomeli	
Increased usage of the payment plan as a financing option.	Modify Nelnet Payment Plan: reducing down payment, increasing number of payments to 12	Beth Auger, Deb LaFlash	
More students being able to register.	Relax hold parameters (address, <\$200.00)	Beth Auger, Deb LaFlash	
Increased resolution of holds prior to priority registration.	Increased communication to students regarding Holds	Beth Auger, Deb LaFlash	
Single, clear and efficient appeal process.	Align college probationary and dismissal polices with minimum federal guidelines for Satisfactory Academic Progress thus streamlining appeal and reinstatement procedures for students.	Karen Grant, Pat Toney, Maria Addison	

Retention Plan

Anticipated Outcomes	Strategic Goals / Objectives	Leaders for Implementation	Projected Due Date
Reduction in last-minute class cancellations that frustrate students. Elimination of conflicts in scheduling of low-enrollment classes.	Class cancellation and 'when-classes-should-run' policy.	Pat Toney, Ray Lawless, Lillian Ortiz, Michelle McCrillis,	
Increased retention as can anticipate and plan fixed schedules. (Review Nursing program).	Block scheduling	Tara Jenkins, Kathy Rentsch, Ray Lawless, Mishawn Davis-Eyene, Jane Shea	
Rewards and acknowledges teaching excellence.	Teaching awards program	Ingrid Skadberg, Student Senate and PTK representatives	
Increase communication/expectation between students and professors. Increased conversions of I grade to completed grades that are above the compulsory F. Other institutions have student initiated I grades.	Solve problem of students who received a grade of "I" who never discussed this with the instructor	Pat Toney, Tara Jenkins	
More advantageous in terms of funding for the student to have earned a grade even if it is an F.	Withdrawal and Grading Policy: Elimination of the X Grade as it pertains to students who walk away. Issue the student an F	Karen Grant, Pat Toney, Jean Mclean, Tara Jenkins	
Increase student connectedness to faculty leading to increased retention.	Create and Academic Team to examine and implement academic student retention initiatives	Maura Stickles, Byron Thomas,	
Streamline enrollment process, increase conversion between applicants and students, increase efficiencies of both offices and student time/experience.	One Stop Shop for Student Entry	Lillian Ortiz, Pat Toney, Beth Fullerton, Brenda Kuchnicki	
Organizing programs/supports for students. One location to get all need met. We are able to better support students.	Create a Student Support Center	Lillian Ortiz, Liz Woods	
Increased student engagement QCC becomes more welcoming and students are more comfortable here. Maybe students will stay on campus longer.	Student Gathering Space and Opportunities, and Creature Comforts, campus more inviting	Liz Woods, Kevin Butler, Lillian Ortiz	
Catastrophic problems if CX goes down with no alternate way to register students.	Get portlets up and running before CX stops functioning	Maria Addison	
Students graduating quicker by not taking unnecessary classes.	Indicate when a student is registering for a class that is not a part of their degree or certificate	Karen Grant	
Increased student satisfaction and retention. Someone will answer the phone when people call and student will have a live person when they have an issue.	Create a call center to accommodate incoming call volume, call campaigns	Josh Martin, Michelle Tufau, Jen Horan, Nancy Daigle	

Graduation Plan

Strategic Objectives	Leaders for Implementation	Projected Due Date
Develop a Finish First Program team.	Director of Transfer and Articulations, VP Enrollment Services	
Increase number of Finish First articulations with Mass. Universities.	Registrar, VP Enrollment Services	
Intrusive Advising at 45 credits.	Academic Advising	
Increase the number of co-op/internship opportunities for students.	Career Services	
Recruit a Vista Volunteer for Brothers Keepers.	Trio and Mass Campus Compact	
Prescribe class schedule for students testing into more than one developmental course.	Academic Affairs, Academic Advising	
Develop career videos.	Career Services	
Develop an online Intent to Graduate form.	Registrars	
Develop and implement an exit interview.	Financial Aid, Academic Advising	
Establish a female mentoring program to work in collaboration with Brothers & Keepers.	Student Services and Career Services	
Host a STEM week promoting STEM careers.	Career Services and Transfer Services	
Host a joint Transfer and Employment Fair for STEM careers.	Career Services and Transfer Services	
Facilitate group transfer sessions for STEM and other specific populations.	Transfer Services	
Expand internships to transfer programs.	Academic Affairs and Career Services	
Higher more minority faculty.	Academic Affairs	
Develop a Faculty Fellows program to promote service learning across the campus.	Career Services	
Create a Service Learning student run club.	Student Life	
Implement graduating student exit interview.	Academic Advising	
Host transfer fair for historically black colleges.	Transfer Services	
Streamline prior learning credit process for Veterans.	Veteran's Affairs and Career Services	
Identify Veteran's liaison for graduating veterans.	Veteran's Affairs	
Form a Starfish FTE cohort to monitor progress toward completion.	Academic Advising and Faculty	
Pilot two short term/evening/blended associate degree programs to facilitate student transition toward completion.	Academic Affairs and Registrars	
Create learning community cohorts for developmental and honors students.	Academic Affairs, Career Services	
Create non-credit internship option for undecided and general studies students.	Career Services	

2016-2020
**ENROLLMENT
MANAGEMENT PLAN**



QUINSIGAMOND
Community College