

The Massachusetts Bay Community College Strategic Plan, 2018-2022:

MassBay – A Catalyst for Transformation

June 2018

EXECUTIVE SUMMARY

Massachusetts Bay Community College embraces its mission to serve the Commonwealth and its citizens by offering excellence, affordability and opportunity to those seeking higher education. MassBay's Strategic Plan, 2018-2022, *MassBay – A Catalyst for Transformation*, presents the College's goals and the strategies designed to achieve them within an environment of challenges and opportunities. Demographic patterns and a robust economy, both locally and nationally, challenge the College's enrollment; however, the MetroWest region is growing and MassBay is poised to address significant skills gaps that are projected for the Greater Boston region in health services and information technology (IT), in addition to other fields.

To better fulfill its mission, the College identifies five strategic directions to be addressed in the plan's five-year period. The College will: (1) improve student outcomes, (2) increase college participation, (3) strengthen workforce partnerships, (4) enhance professional growth of faculty and staff, and (5) optimize resources. Within each category, the College aims to achieve a series of goals:

Strategic Direction 1: Improving Student Outcomes

- Goal 1. Improve retention and degree completion rates.
- Goal 2. Increase the percentage of students who have completed a college-level math course in two years.
- Goal 3. Improve academic outcomes for underrepresented groups.
- Goal 4. Improve the academic success of students who have experienced emotional distress and who are experiencing food insecurity.

Strategic Direction 2: Increasing College Participation

- Goal 5. Maintain enrollment despite downward projections.
- Goal 6. Increase online offerings.

Goal 7. Better prepare students for their role as citizens in a diverse environment.

Strategic Direction 3: Strengthening Workforce Partnerships

Goal 8. Refine the curriculum to meet employer needs and occupational projections.

Strategic Direction 4: Enhancing Professional Growth of Faculty and Staff

Goal 9. Improve the professional experience of faculty and staff.

Goal 10. Increase the racial and ethnic diversity of the faculty.

Strategic Direction 5: Optimizing Resources

Goal 11. Establish a long-term facility for the Health Science programs.

Goal 12. Build a Student Recreation and Fitness Center on the Wellesley campus to address students' athletic and recreational needs and to serve as a tool for recruitment and retention.

Goal 13. Improve the College's infrastructure.

Goal 14. Improve the College's readiness to respond to public safety emergencies.

Accompanying each of these goals is a set of specific strategies, as well as measurable outcomes.

To achieve these goals, MassBay will strengthen existing strategic partnerships and build new ones, including partnerships with K-12 districts and vocational schools, other post-secondary institutions, local businesses, career centers, health providers, and not-for-profit organizations. MassBay benefits from an existing comprehensive partnership with Framingham State University and we anticipate expanding that relationship even further over the next five years.

This strategic plan is a blueprint for building on existing strengths and addressing regional workforce needs in the period 2018 to 2022. In particular, we intend to advance the programs that distinguish MassBay – Computer Science (including a Center for Cybersecurity Education), Health Science, and Automotive Technology – all of which meet demonstrable workforce needs. The plan posits adding seven new academic programs to better serve our community, while

closing 14. Taken together, we are confident that the goals and strategies identified in this plan will advance our vision of serving as a catalyst for transformation for our students.

Introduction

In Fall 2016, Massachusetts Bay Community College began discussions about a new strategic plan that would position the College to address the challenges and opportunities of the coming years. The President appointed a Strategic Planning Committee, co-chaired by Dr. Lynn Hunter, Vice President for Academic Affairs and Provost, and Dr. Gary Donato, Adjunct Professor of Social Sciences/Legal Studies and Government and Advisor to the Veteran's Club. The committee re-organized into nine subcommittees (College Participation, College Completion, Student Learning, Workforce Alignment, Preparing Citizens, Closing Achievement Gaps, Campus Safety, Infrastructure, and Financial Strength). Each of the subcommittees reviewed data concerning their respective areas and prepared a report that identified goals, outcomes, and strategies. Each report was integrated into this plan, the work of the nine subcommittees having been narrowed into five *strategic directions* which serve as the plan's organizational structure:

- Improving Student Outcomes
- Increasing College Participation
- Strengthening Workforce Partnerships
- Enhancing Professional Growth of Faculty and Staff, and
- Optimizing Resources

This plan is intended to strengthen and sharpen the focus of MassBay as it pursues its mission in the period 2018 to 2022. It is meant to guide the College in its actions over this period to better serve its students and community in an educational and workforce environment that is rapidly changing.

Background

The central guide for any institution is its mission, a strong, clear declaration of its purpose and its desired end result. MassBay's *mission* guides the activities of the College:

Massachusetts Bay Community College fosters educational excellence and student success, prepares students for local and global citizenship, anticipates and responds to the needs of surrounding communities, and contributes to evolving regional economic development.

The College further defines itself through the following *institutional description*:

Massachusetts Bay Community College is a comprehensive, open-access community college, offering associate degrees and certificate programs. The College is dedicated to student learning and achievement through academically rigorous courses and programs. Massachusetts Bay Community College provides its diverse student body with a strong foundation in the liberal arts and state-of-the-art career preparation. The College enriches student experience and encourages civic engagement through academic and co-curricular activities, student services, and partnerships with local businesses, civic organizations, and schools.

The College's *vision statement* reminds us of its over-arching goal:

Massachusetts Bay Community College aspires to be a catalyst for transformation — calling for the best in students, preparing them as engaged citizens, and enabling them to realize their dreams.

We take the notion of the College as a “*catalyst for transformation*,” articulated in the vision statement, as the theme of the present plan.

The ideal state or vision of an institution can only be achieved through an acknowledgement and understanding of fundamentally shared values that are the bases of decisions, actions, and policies. These *core values* are a bedrock in a changing environment and act to keep the institution firmly grounded. They are:

Accessibility and Affordability

Massachusetts Bay Community College is an affordable, open-access public institution, which meets the immediate and long-term needs of the diverse students and communities that the College serves.

Communication

Massachusetts Bay Community College is committed to a culture of open communication and transparency.

Diversity

Massachusetts Bay Community College values and pursues diversity and teaches students the importance of inclusion and collaboration in a global context.

Professional Development

Massachusetts Bay Community College invests in professional development for faculty and staff to ensure the excellence of its programs and services.

Respect

Massachusetts Bay Community College promotes mutual respect and creates a forum for vigorous questioning and debate among faculty, staff, and students.

MassBay Community College was founded in 1961 and located at that time in Boston and Watertown. In 1973, the College moved to Wellesley Hills. In addition to the Wellesley Hills campus (which sits on state property), MassBay leases properties in Framingham and Ashland. The Framingham campus houses the Health Sciences, Early Childhood Education, and Human Services programs and several administrative and student services offices; its lease expires in 2019. The Ashland facility is four miles south of the Framingham campus and is home to the Automotive Technology programs; its lease expires in 2022.

MassBay's service area includes 27 cities and towns in the MetroWest area of Boston, a major economic center in the Commonwealth of Massachusetts. Our service area is home to over 18,000 businesses with more than 400,000 employees and, according to the 495/MetroWest Partnership, 1 in every 11 payroll dollars in the Commonwealth comes from the MetroWest region.

In Fall 2017, the College served 4,629 students (2,700 FTE). The greatest enrollment, in descending order, comes from Framingham, Boston, Waltham, Newton, Natick, Marlborough, Milford, Ashland, Watertown, and Franklin. About two-thirds of the students are enrolled part-time, and one-third full-time. Nearly 50% of the first-time degree- or certificate-seeking

students receive financial aid. Roughly 51% of the students are female. Nearly 51% of the students are white, while 37% are persons of color; the remaining 2% are non-residents and 10% do not specify their race. The proportion of students of color has been increasing gradually in recent years.

The College offers a broad range of certificate and associate degree programs, although a proportion of our students do not seek a certificate or associate degree and intend to transfer to a college that awards bachelor's degrees. The ten programs with highest enrollment are, in descending order, General Studies/STEM (for pre-STEM and pre-Health Science students), Business Administration, Liberal Arts, Criminal Justice, General Studies/Humanities, Computer Science, Psychology/Sociology, General Business, Early Childhood Education, and Communication. The three programs with the highest degree of first-to-second year retention are Radiologic Technology (100%), Early Childhood Education (92%), and Practical Nursing (89%). Twenty percent of instruction is delivered through a hybrid or online format; this percentage has increased each year for several years.

Seventy-five full-time professors and about 200 part-time instructors comprise the faculty. The full-time/part-time teaching ratio is 35:65.

The current president, David Podell, began in July 2016, following the presidency of John O'Donnell (2011-2015) and the interim presidency of Yves Salomon-Fernandez (2015-2016).

A Look Backward: Progress on *Strategic Plan 2012-2017— Investing in the Future*

Over the past five years, MassBay has made substantial progress on its former strategic plan which focused on six distinct strategic directions: dynamic learning environment, focused student success, expanded partnerships, collaborative college community, improved systems, and financial strength.

Some of the major achievements of this period were:

- Ensuring the quality of academic programs: During this period, the College implemented a series of academic program reviews, established program learning outcomes, and initiated an annual program of learning assessment.
- Improving opportunities for students to advance: The faculty developed a series of stackable certificates, including in Business and Cybersecurity.
- Experimenting with ways to improve students' progress into college-level English and math: The faculty developed a co-requisite sequence in English to promote students' progress out of developmental courses. The STEM division created a grant-funded summer math immersion program for its incoming students to reduce the number needing developmental math and, for students still at the developmental level, to bring them to higher levels in their developmental coursework.
- Working more closely with high schools to bridge the gap between secondary and post-secondary education: MassBay received two grants supporting its college dual enrollment program (CDEP) initiatives to help build early college pathways for high school students.
- Creating pathways to bachelor's degree programs: The College improved upon transfer and articulation agreements for affordable bachelor's degree completion programs for students, revised programs for correspondence with the Mass Transfer Pathways, created

FSU@MassBay in cooperation with Framingham State, and participated in the development of the Commonwealth Commitment.

- Improving connections to industry and the workplace: The College developed industry advisory boards in several areas, and expanded its external clinical and internship sites. In the period 2014 to 2016, the College lost key positions in the areas of workforce development, corporate partnerships, career and internship services, and community education due to budget constraints. Although the College continued to maintain relationships with community partners, its efforts were hampered by the lack of staffing. These positions were reinstated in 2017.

- Improving the learning environment through technology: Through strategic investment, MassBay was able to keep its technological infrastructure up-to-date. Most classrooms are technology enabled with current hardware and software. The College acquired Blackboard tools, such as the Retention Center and Qwickly, to equip faculty with high quality learning management systems. NEASC, in its 2015 report, commended MassBay for its strong distance education structures and practices.

- Growth of professional development opportunities: Professional development has advanced with a systemic program for faculty and staff (the 2016-2017 theme was “Being a Student-Centered College”), in addition to other strategic initiatives for professional development, such as the “Go Open” online open education online resource initiative promoted by MassBay’s Center for Teaching and Learning Excellence.

Several organizational changes strengthened the College during this time. The Trustees reactivated the Student Success Committee and became more deeply involved in the ongoing evaluation of academic programs. The College introduced the President’s Council to foster broad communication across the College. It added new tools, such as the academic publishing program Acalog, to make systems more efficient and cost effective. Strategic investment in marketing regularly featured student success stories and implementation of new initiatives to improve internal and external communication of the College’s work.

During the period 2012 to 2017, the College moved from a position of financial uncertainty, following a period of declining enrollment, to financial stability. The minimum enrollment for courses had been reduced from twelve to seven in 2013. In 2017, the College raised the minimum to eleven. The latter increase improved financial strength and reduced the number of under enrolled sections; average class size across all classes was restored to the *status quo ante* of 17.5. Other strategies to improve the College's finances included deferred rehiring in key positions and implementing a centralized, limited printing and copying policy. During this period, cash reserves of the College increased significantly, funds managed by the College's Foundation increased, and accounts receivables decreased.

A significant financial challenge to the College is the cost of its two large leases for the property in Framingham and Ashland. Deferred maintenance of the Wellesley campus, as well as issues of accessibility, and the gross inadequacy of the existing athletic center on the Wellesley campus are remaining challenges as we move from the prior to the present strategic plan.

Methodology

MassBay used a dynamic and inclusive process to create this plan. We designed a methodology that would allow us to solicit input broadly to gain the best understanding of a college housed in three locations and serving 27 communities. To prepare for the planning effort, the Strategic Planning Committee examined current trends and issues, the strategic planning efforts of the other Massachusetts community colleges, and research on national and regional trends. The College's Office of Planning and Institutional Effectiveness provided data to the committee and later to the nine sub-committees. The 2015 NEASC self-study and the College's existing planning documents (i.e., Academic, Retention, Infrastructure, Technology, and Public Safety plans) were also essential to the process.

The Strategic Planning Committee co-chairs began the planning process during the Fall 2016 semester with an in-depth discussion with President Podell to establish a baseline philosophy for the strategic planning team. The co-chairs then assembled the Strategic Planning Committee, with representation from faculty, staff, and students, which reviewed pertinent documents and deliberated on the College's challenges and directions.

The co-chairs assigned committee members to nine subcommittees (College Participation, College Completion, Student Learning, Workforce Alignment, Preparing Citizens, Closing Achievement Gaps, Campus Safety, Infrastructure, and Financial Strength). The College chose these subcommittees after careful analysis of the Board of Higher Education (BHE) Goals. The membership of the Committee and the nine Sub-Committees is presented in Appendix A.

To aid collaboration and transparency in the planning process, the Committee posted all relevant documents, drafts of committee reports and other pertinent information on a dedicated Blackboard site. The College set aside a Professional Day at the start of the Spring 2017 semester for faculty and staff to discuss the plan; the day included a set of break-out sessions corresponding to the subcommittee topics. Team members, in their respective subcommittees, identified characteristics, challenges, and successes to help inform strategic goals and strategies. Over the course of the Spring 2017 semester into the Summer 2017 semester, the subcommittees independently met with various constituent groups of the College and created draft outlines of

their themes. Several subcommittees also held town hall-style meetings to obtain more input. Subcommittee reports established tentative timelines and metrics for the goals in their areas.

In Spring 2017, concurrent with subcommittee activities, the College sought to obtain a better understanding of its market. It engaged Gray Associates, a consulting firm specializing in higher education marketing analyses, to provide local and regional data on four dimensions: employment opportunities; student demand for specific academic programs; degree of fit for programs at the associate-degree level; and competitive intensity for academic programs. In two full-day workshops, teams of faculty and staff analyzed composite scores based on the four dimensions and the underlying dimension-level data to make recommendations about academic programs. In determining the composite score, the participants gave the greatest weight to employment opportunities and student demand; thus, the approach was demand-driven. Ultimately, the teams identified several programs as top potential new program opportunities. Similarly, other programs were deemed outdated and appropriate to discontinue; these confirmed recommendations for program closures that had already begun. These findings became part of several strategies in this plan.

An editing team began reviewing the nine subcommittee reports and organizing the findings into a concise “strategic plan at a glance” document. This document was shared with corporate and community partners at a breakfast meeting in December 2017 (see Appendix B). Participants reflected on our partnerships and provided input on how to best meet the needs of our communities over the next five years. The team also shared the “at-a-glance” document with the College’s Board of Trustees for their review, as well as with Carlos Santiago, Commissioner for Higher Education, who also received Draft #1 of the plan (“Touch Point 1”).

Based on the feedback of these constituents, the editing team revised the draft of the strategic plan (Draft #2). The College presented this draft to the Strategic Planning Committee of the Board of Higher Education on January 16, 2018 (“Touch Point 2”). Based on the BHE Strategic Planning Committee’s feedback, the editorial team developed a further draft (Draft #3). Faculty, staff, and students attended five town halls (two in Wellesley, two in Framingham, and one in Ashland) in February and March of 2018 that were devoted to discussions of this draft. It was

also the subject of a MassBay Board of Trustees retreat in March 2018. The editorial team revised Draft #3 based on feedback received on these occasions into the current document.

Appendix C presents a crosswalk of each of the current plan's fourteen goals with the BHE 2016-2017 Goals and Initiatives and the later document, the Department of Education FY 18 System-Level Strategic Framework "Big Three" State-wide Priority Objectives.

Strengths

The College has identified seven strengths that have aided in the pursuit of its mission:

1. The College's mission is clear, focused, and relevant to the needs of the population it serves.
2. The faculty has a deep commitment to community college education, to education in their disciplines, and to the mission of MassBay.
3. The College offers degree programs that have national recognition (e.g., Biotechnology) and are meeting critical workforce needs (e.g., Automotive Technology, Computer Science, and Health Science), as well as nationally recognized student support programs (e.g., for veterans).
4. The College successfully prepares students for bachelor's degree programs and entry into the workforce with advanced-level training.
5. The staff is dedicated to the success of the community college population.
6. The College has a strong Information Technology arm and has been successful in growing its online learning offerings.
7. The College has developed strong partnerships with neighboring school districts, local health care providers, local industry, and, among its automotive programs, with national industry. Its partnership with Framingham State University (FSU) is particularly strong, encompassing the RN-to-BSN program, the FSU@MassBay program, the use of FSU residence halls by MassBay students, and the MetroWest College Planning Center, funded by both institutions to work with underrepresented students as early as middle school to prepare them to attend college. Further, we hope to locate our Health Science Building on Framingham State's parking lot. We have discussed with Framingham State opportunities for our Health Science students to enroll in upper-level electives at FSU, as well as using the library, recreation, and dining facilities. Together with FSU, MassBay is working closely with the Framingham

Public Schools and Keefe Technical High School, located in Framingham, to establish pathways from K-12 to community college to bachelor's degree programs.

Weaknesses

The College has identified seven weaknesses:

1. The proportion of students who either graduate or transfer to a bachelor's degree-granting institution is not high enough; further, there exists a gap in these success rates of students of different racial and ethnic backgrounds.
2. For several years, the College, its community partners, and prospective students have been uncertain about the future of its programs that are housed in the Farley Middle School in Framingham, the lease of which is about to expire.
3. Our facilities are either old (Wellesley) or do not belong to us (Framingham and Ashland), both of which present challenges in maintaining them well.
4. Like other community colleges in the Commonwealth, our enrollment surged during the Great Recession, returned to pre-Recession levels, and has declined even further; a declining K-12 demographic and a very low unemployment rate in our region present challenges to future enrollment. Our research indicates that unemployment correlates .86 with enrollment; for each percentage point decrease in unemployment, 175 fewer students enroll in MassBay.
5. In recent years, the College successfully improved its record of compliance with federal and state laws. However, because of our increased attention to compliance, we saw a diminution of student-centeredness. Therefore, our focus moving forward needs to be on making sure students feel the College is here to serve them while maintaining compliance.
6. The College being divided into three sites affects the experience of both students and faculty, detracts from a shared sense of community and purpose, and diminishes our efforts to develop a sense of MassBay being "one team."
7. Although there have been efforts to ensure that the College community embraces the diversity within it, there is much work to be done to strengthen our inclusivity and respect for diversity.

Context

Regional, state-wide, and national contexts influence the direction of this strategic plan. According to the Massachusetts Department of Higher Education, the traditional college-age population in MassBay’s service area will shrink by approximately 3% annually during the period covered by this plan. New “traditional” entrants to MassBay, although fewer, will be more diverse, with higher proportions of students of color, predominantly Latino/a and Asian students, and more first-generation college students.

Based on these changing demographics, the entering population will have the same or perhaps greater need for academic support in English (including ESL) and mathematics. Demographic data suggest continuing or increasing non-academic roadblocks for students, including food insecurity, transportation, and housing needs. Our students demonstrate very significant needs that inhibit their progress toward academic success; these needs include (but are not limited to) lack of academic preparation, inadequate financial support, emotional stress, and food insecurity. In addition to having an impact on academic engagement, persistence, and completion of programs, these needs frequently have a deleterious effect on students’ quality of life and increase the level of stress with which they live.

While the high school age population is shrinking, the overall population of the MetroWest region is growing annually at a rate of 7%, double the state-wide average, providing opportunities for MassBay to serve this population’s workforce education and training needs. Framingham, in particular, is growing. One out of eleven jobs in Massachusetts is located in the MetroWest area. This potential growth in the “adult learner” population and in traditional students in Framingham creates rich opportunities for MassBay.

Further, the changing nature of employment will affect how and what we teach. While unemployment rates are low in Massachusetts (and even lower in the MetroWest region – the most recent figure is 3.4%), we anticipate that workers will be more peripatetic in their employment as workforce demands adapt to continually more sophisticated technologies. The demand for online instruction allowing students flexibility will continue to increase. Based on

Occupational Outlook five-year projections, computer technology and health sciences will continue to be high priority areas for employment.

Support for higher education continues to be a concern, in particular relating to maintaining our buildings, solving the Framingham campus problem, and making our facilities more accessible. When the state does not cover contractual increases in salaries, the College experiences, in effect, a budget cut. With enrollment stagnant or decreasing, the College must be economical, carefully establish its priorities, remove barriers to enrollment and creatively increase it, and become more strategic in its use of its resources.

We developed this plan with an awareness of this context and with renewed commitment to ensure MassBay continues to be a successful catalyst for transformation – a critical resource for students needing higher education to advance their lives and careers.

Assumptions

The following assumptions underlie this plan:

1. The demographic and economic conditions that yield continuously declining enrollment projections throughout the duration of this plan (2018 to 2022) will hold, challenging the College to be highly creative and strategic to maintain current levels of enrollment.
2. State funding will hold steady.
3. The College should whenever possible organize itself to lessen the impact of possible funding reductions due to decreased enrollment or state funding.
4. It is important to maintain the affordability of the College. Therefore, increases in student fees should be avoided if at all possible.

Goals, Strategies, and Measurable Outcomes

We have identified five *strategic directions* to organize our goal setting. Within each strategic direction, a set of *goals* are identified, along with a set of *strategies* designed to meet these goals with accompanying *measurable outcomes*. Appendix D presents a workplan showing a timeline for each strategy, and identifying who is responsible for achieving each one.

Strategic Direction 1: Improving Student Outcomes

We seek to provide an enriching environment where students can achieve their academic and professional goals, with focused efforts to improve progress in retention, degree completion, and academic performance. An awareness of the achievement gaps between racial and ethnic groups and the impact of trauma in students' personal lives on their academic success has informed our planning.

We have identified five specific goals pertaining to student outcomes. They and the accompanying strategies designed to achieve them are listed below.

Goal 1: Improve retention and degree completion rates. MassBay's current fall-to-fall rate of retention for first-time, full-time degree-seeking students is 57%, just below the Massachusetts community college average of 58%. MassBay's most recent three-year graduation rate (for the students who began in 2014) was 17%, after many years of hovering around 14 to 15%. We believe the increase was attributable to an externally-funded coaching project that helped students navigate the College; this coaching intervention ended when the grant ran out.

Strategy 1a: Create a guided pathways model using "meta-majors" to facilitate students' progress through their degree requirements that includes more intensive advisement tailored to their pathway (i.e., their "MassBay Academy").

Strategy 1b: Develop or purchase online tools for student self-monitoring (e.g., degree audit/risk alert systems).

Strategy 1c: Introduce peer mentoring.

Strategy 1d: Re-introduce coaching, perhaps using technology.

Strategy 1e: Improve customer service and make policies more student-centered.

Strategy 1f: Introduce a first-year seminar that will incorporate strategies for academic success.

Strategy 1g: Promote the “credit for prior learning” option allowing students to advance toward degree completion.

Measurable Outcomes: The fall-to-fall retention rate will increase to 62%; the graduation rate will increase to 20%.

Goal 2: Increase the percentage of students who have completed a college-level math course in two years. At present, among community colleges in Massachusetts, MassBay has the lowest rate (15%) of developmental math students who have completed a college-level math course within the first two years. The state-wide average is 22%.

Strategy 2a: Provide free summer and winter math instruction for incoming students with math developmental needs to strengthen their skills and qualify them for higher-level courses.

Strategy 2b: Transform the developmental math curriculum using a co-requisite model allowing students to work simultaneously on their college-level and developmental mathematics.

Strategy 2c: Improve academic advisement to ensure that students are directed to enroll in math, and ensure that sufficient sections of math courses are offered.

Strategy 2d: Redesign the Math Study Center to make it more appealing and ensure that it is appropriately staffed with support personnel.

Strategy 2e: Engage adjunct faculty in mathematics in professional development in pedagogy and curriculum to strengthen instruction.

Strategy 2f: Educate students on strategies to help them with math anxiety.

Measurable Outcome: The percentage of students who have completed a college-level math course within two years will increase to 22%.

Goal 3: Improve academic outcomes for underrepresented groups. Success rates for Black and Latina/o students at MassBay are lower than those of white students. Using the “Achieving the Dream” Success Rate (i.e., the proportion of students after six years who have graduated, transferred, or are still enrolled having completed thirty or more credits) averaged over three years (2014 to 2016), there is a seven percentage point gap between Latina/o students (44%) and white students (51%), and a six percentage point gap between African-American students (45%) and white students (51%).

Strategy 3a: Expand the existing Young Men of Color program to support a larger number of students.

Strategy 3b: Create a Young Women of Color program.

Strategy 3c: Offer faculty and staff professional development focused on cultural competence, cultural sensitivity, and teaching in culturally diverse environments.

Strategy 3d: Promote faculty discussions regarding inclusion of themes relating to underrepresented groups into curricula.

Measurable Outcome: The gap in success rates of Black and Latina/o students compared to white students will diminish by half.

Goal 4: Based on national data describing the prevalence of trauma and adversity, increase academic success of students by improving pedagogical and service relationships with students using trauma-informed best practices, as well as addressing the needs of students who are experiencing food insecurity.

Strategy 4a: Advance the Center for Trauma and Learning in Post-Secondary Education which will enhance instructors' and professional staff members' skills at promoting academic resilience, persistence, and success.

Strategy 4b: Provide opportunities for students to obtain free food at both the Wellesley and Framingham campuses.

Measurable Outcomes: By the end of the planning period (2022), 50% of the faculty and 50% of the professional staff will have participated in professional development focused on best trauma-informed practices. Increase the number of trauma-informed sections of “gateway courses” in English and mathematics. Free food will be available throughout the Fall and Spring semesters at the Wellesley and Framingham campuses.

Strategic Direction 2: Increasing College Participation

In the pursuit of its mission, the College needs to expand educational opportunities to new populations. From a pragmatic perspective, the College seeks to keep its enrollment, and thus its budget, robust. The demographic patterns and the region's very low unemployment present challenges; however, population growth and the changing nature of work provide important opportunities for increasing college participation. The College will act over the next five years to take advantage of these growth opportunities.

First, MassBay needs to deepen its reach to the K-12 population, building on our existing relationships with local school systems, to reach students who may not otherwise come to college. This is currently accomplished through the work of our recruitment team, our early college offerings and, most importantly, the efforts of the MetroWest College Planning Center. The MetroWest College Planning Center, co-funded by MassBay and Framingham State University, engages low-income and minority middle and high school students with college, helps prepare them for college, and recruits them into MassBay and Framingham State. Its goal is to diminish the college attendance gap between economic and racial/ethnic groups by orienting youth who may not otherwise plan to attend college toward planning and preparing for college. It primarily uses a coaching model, working closely with middle school and high school personnel in local schools in the MetroWest area. MassBay, in continuing cooperation with Framingham State, needs to expand the efforts of the MetroWest College Planning Center to reach more middle and high school students.

Second, the College needs to heighten its efforts to serve the adult population. We offer several career-oriented programs, both credit bearing and non-credit, with flexible schedules to serve these students. However, there is capacity to serve more students in several of our programs. An opportunity exists to partner with the local career center which, in the MetroWest area, is the American Job Center, which uses an employer-driven approach to job placement. Through this partnership, we can serve employers and potential employees (from the unemployed adults seeking work through the American Job Center) by offering academic programs to prepare the potential employees for careers. The academic programs could be existing programs or programs designed to fit a specific employer need.

Third, the College needs to build on its positive record of increasing online learning by further expanding online and hybrid offerings. Every year the College offers increasing numbers of courses online – such courses now represent 20% of our offerings. We need to continue to increase that proportion while also maintaining the quality of such offerings.

Fourth, the College needs to improve its retention of students. This issue is addressed in Goal 1 above.

Fifth, the College needs to ensure that we are offering the optimal roster of programs. As noted above, the College recently examined data obtained from Gray Associates to identify programs to consider opening, closing, and “fixing.”

Finally, the College has needs to maximize enrollment in its Automotive Technology program. In recent years, the College has invested significantly in this program, primarily in the cost of leasing the Ashland site. New state-of-the-art equipment has been purchased through a Skills Capital Grant and funding obtained from donors. However, of the four programs (BMW, Chrysler, General Motors, and Toyota/Lexus), only Toyota/Lexus is enrolled at full capacity. Additionally, past budget cuts to the program have resulted in the dean position being downgraded to a director and the elimination of a technician position. Given the size of the investment, the College should maximize enrollment in the programs; it is one of only two such programs in the Commonwealth.

Goal 5: Maintain enrollment, despite downward projections.

Strategy 5a: Leverage the City of Boston tuition-free community college program, including ensuring such students have sufficient transportation options.

Strategy 5b: Enhance the marketing of college events, programs, and accomplishments.

Strategy 5c: Expand early college offerings.

Strategy 5d: Increase the impact of the Metrowest College Planning Center in recruiting underserved students.

Strategy 5e: Increase the number of articulation agreements with high schools and vocational/technical schools.

Strategy 5f: Build on our existing strong relationships with K-12 systems to engage more deeply guidance counselors, including providing guidance counselors with opportunities to work part-time at the College in Academic and Transfer Advising and/or other student support services.

Strategy 5g: Partner with the American Jobs Center and local employers to deliver employer-directed programs that will prepare unemployed adults for new careers.

Strategy 5h: Develop the following new academic programs:

- Computed Tomography (evening)
- Construction Management
- Dental Assistant (evening)
- Health Science (General Studies)
- Medical/Clinical Assistant (evening)
- Political Science and Government (transfer)
- Substance Abuse/Addiction Counseling.

The Dental Assistant program would be offered in the evening in cooperation with Keefe Technical High School, which recently purchased the necessary equipment through a Skills Capital Grant. The Medical/Clinical Assistant program would be part of a Health Science pathway that allows students to move from non-credit programs to certificate to associate degree programs at MassBay and then on to a bachelor's degree program at Framingham State University (see Appendix E).

Strategy 5i: Discontinue the following programs:

- Art Certificate

- Biotechnology: Forensic DNA Science (A.S.)¹
- Biotechnology: Marine Biotechnology¹
- Business: Information Technology Certificate
- Central Services and Material Management Certificate
- Communication Certificate
- General Studies: Bioinformatics (Associate in Science)
- Electronics Technology (A.S.)
- General Studies: Lab Animal Care (Associate in Science)
- High-Tech Sales Certificate
- Liberal Arts: Community Health Certificate
- Liberal Arts: Community Health Option (Associate in Arts)
- Liberal Arts: Global Studies (Associate in Arts)
- Maxillofacial Assistant Certificate

¹ These are sub-programs of the Biotechnology program, which would remain open.

Strategy 5j: Strengthen the Automotive Technology program by upgrading the director position to a dean position, hiring a technician, hiring a recruiter with special responsibility for the Automotive Technology program, and consider expanding the high-demand Toyota/Lexus program and offering a weekend general Automotive Technology program.

Measurable Outcomes: Maintain College enrollment; increase the number of students from underserved groups by 10%.

Goal 6: Increase online offerings.

Strategy 6a: Invest in faculty development to encourage more faculty to teach their courses online.

Strategy 6b: Strengthen orientations for students who participate in online and hybrid classes.

Strategy 6c: Ensure that faculty and students have access to the equipment and programs that will facilitate online teaching and learning.

Measurable Outcome: Increase the number of course sections taught online or in a hybrid format by 10%.

Goal 7: Better prepare students for their roles as citizens in a diverse environment.

Strategy 7a: Introduce activities to promote civility in the college community.

Strategy 7b: Offer professional development opportunities to faculty to learn how to integrate civic engagement and service learning activities into courses.

Strategy 7c: Increase community engagement by offering community service activities for students and college employees.

Strategy 7d: Offer a wide variety of activities to promote deeper understandings of different cultures, races, ethnicities, genders, and sexual orientations.

Measurable Outcomes: Increase students' reported engagement in community service by 10%. Increase the number of courses that include content on civic knowledge and civic engagement by 10%. Increase students' engagement with students from backgrounds different from their own (as measured by the CCSSE) by 10%.

Strategic Direction 3: Strengthening Workforce Partnerships

MassBay must prepare students to fully participate in the growing sectors of the regional economy, expand outreach, and create new models to work with corporate and community partners to respond better to changing workforce needs. The Greater Boston Regional Workforce Development Group, called together by the Governor's Skills Cabinet, identified Computer Science/Information Technology and Health Careers as the highest priorities to address gaps in the availability of workers. The specific occupations in which such gaps are expected to be greatest are listed in Appendix F.

The identification of these two priority areas and the specific occupations where the gaps will be greatest presents opportunities for MassBay. The College already boasts a strong roster of computer science and health science programs. In fact, the College's newest program is an associate degree in the high-demand field of Cybersecurity; it is one of the few such programs in the country and its students have already won prestigious awards. As seen in Appendix F, some of the occupations with the anticipated skills gaps require degrees only at the associate or certificate level. Others (most in Computer Science/Information Technology) require a bachelor's degree; in the latter case, we need to ensure that our associate degree programs align with bachelor's programs offered at nearby four-year colleges.

Goal 8: Refine curriculum to meet employer needs and occupational projections.

Strategy 8a: Add advisory boards for vocationally-oriented academic programs.

Strategy 8b: Create a continuing education advisory board.

Strategy 8c: Identify a program that can engage industry in the manner in which the Automotive companies participate in the College's four Automotive Technology programs, and create a similarly structured partnership.

Strategy 8d: Provide on-site admissions and offerings at industry partners' sites.

Strategy 8e: Establish a partnership with the new Mayor of Framingham, Yvonne Spicer, to provide workforce education in downtown Framingham.

Strategy 8f: Collaborate with regional workforce development organizations such that MassBay's activities complement those of such organizations.

Strategy 8g: Create a Center for Cybersecurity Education.

Strategy 8h: Ensure that the associate programs in Computer Science are aligned with bachelor's degree programs in critical employment areas at neighboring four-year colleges.

Measurable Outcomes: Double the number of advisory boards; upgrade curricula of at least one program per year; increase the number of students enrolled in workforce development programs by 10%.

Strategic Direction 4: Enhancing Professional Growth of Faculty and Staff

To be a vibrant center of learning, the College needs to recruit, retain, and develop highly qualified faculty and staff, as well as ensure diversity among its employees. The College must make full use of the wealth of professionalism and expertise within its community. We must also ensure that all employees possess cultural competence and participate in the College's diverse community. We recognize the need to make sure faculty and staff have plentiful opportunities for professional development, as well as for recognition of their accomplishments.

A challenge in a college environment defined by departments and divisions is that individuals focus on the work of their unit; providing education in three locations can also create barriers among employees. To better serve its students, MassBay seeks to function as a single unit. It also needs to promote the understanding of itself as a single unit; indeed, our students and our external constituencies often view us as such.

To achieve this sense of unity, MassBay highlights its Mission, Vision, and Values prominently throughout all three locations. It employs strategies for socializing new students, faculty, and staff into the campus community. It engages the community in discussion in response to campus or external issues through open forums, with the hope of keeping morale positive and promoting a high degree of civic engagement. MassBay embraces as a central value respect for people whose backgrounds, cultures, or beliefs differ from one's own; indeed, Community College Survey of Student Engagement data show that MassBay is more effective than peers in promoting such an understanding. And yet, the College's employees – and, in particular, the faculty – do not, in their racial and ethnic distribution, reflect the student body. Further, many report tension and discomfort across racial and ethnic groups. We recognize the need to improve our recruiting practices to ensure greater diversity and to strengthen our community's sense of inclusivity.

Goal 9: Improve the professional experience of faculty and staff.

Strategy 9a: Create comprehensive professional development programming.

Strategy 9b: Increase opportunities to recognize faculty and staff, and promote these awards through the College's marketing.

Strategy 9c: Introduce faculty learning communities.

Strategy 9d: Increase the professional development opportunities for adjunct faculty.

Strategy 9e: Enhance the understanding of diversity and cultural competence of faculty and staff.

Measurable Outcomes: Demonstrate empirically greater satisfaction of faculty and staff through surveys. Achieve a rate of 20% of faculty completing an “Effective College Instruction and Course Design” program. At least 20% of faculty and professional staff per year will attend and present at professional conferences.

Goal 10: Increase the racial and ethnic diversity of the faculty.

Strategy 10a: Conduct searches for ten faculty positions.

Strategy 10b: In faculty searches, recruit whenever possible people of color.

Measurable Outcome: Increase the proportion of Black and Latina/o full-time faculty.

Strategic Direction 5: Optimizing Resources

The College has significant challenges pertaining to its facilities: the Wellesley campus is aging and retrofitted to its needs. The lease on the Framingham campus is expiring very soon and a replacement has not yet been identified. At the advice of the State's Division of Capital Asset Management, MassBay has simultaneously pursued two strategies: applying for capital funding from the state to build a new Health Science Center on a Framingham State University parking lot and seeking a new commercial lease. The College will no longer have a full-sized basketball court with the loss of the Framingham campus. Also, the Recreation Center on the Wellesley campus is dilapidated and small.

MassBay also seeks to maintain or improve the level of technology we currently enjoy. The College's technology is sound, but keeping up with rapid changes in technology presents a challenge.

Finally, we seek to be sure that we are ready for any emergency and that the students, faculty, and staff are safe.

Goal 11: Establish a long-term facility for the health science programs.

Strategy 11a: Move the health science programs into a new home, whether on state property or leased, while moving other programs and services currently housed in Framingham to the College's other sites.

Strategy 11b: Seek private funding to help cover some of the costs of the building, the move to a new building, and new equipment.

Measurable Outcome: Obtain \$1 million in private funding to support the new Health Science Center.

Goal 12: Build a Student Recreation and Fitness Center on the Wellesley Campus to address students' athletic and recreational needs and to serve as a tool for recruitment and retention.

Strategy 12a: Engage the Massachusetts School Building Construction Authority to design, arrange funding for, and build the Center.

Strategy 12b: Seek private funding to support the construction of the new facility.

Measurable Outcome: Obtain \$4 million in private funding to support the new Center.

Goal 13: Improve the College's infrastructure.

Strategy 13a: Complete the air conditioning project in Wellesley that will, for the first time, provide air conditioning on the third and fourth floors.

Strategy 13b: Create a five-year capital improvement plan that includes greater accessibility and sustainability.

Strategy 13c: Implement the College's Technology Plan.

Measurable Outcome: Increase availability of air conditioning to the Wellesley campus to 100% of rooms; student, faculty, and staff satisfaction with college-supported technology will increase by 15%.

Goal 14: Improve readiness to respond to public safety emergencies.

Strategy 14a: Reorganize staff and resources dedicated to public safety recognizing the needs of a three-site college.

Strategy 14b: Offer annual training to employees on dealing with public safety emergencies.

Measurable Outcome: Maintain the College's existing record of low incidences of crimes, as documented in the Clery report.

APPENDIX A

MEMBERSHIP OF THE STRATEGIC PLANNING SUB-COMMITTEES

Co-Chairs:

Gary Donato, Adjunct Professor of Social Sciences/Legal Studies and Government
Lynn Hunter, Vice President for Academic Affairs and Provost

1. College Participation

Elizabeth Blumberg, Vice President for Student Development and Dean of Students
Alison McCarty, Director of Admission
Barbara Pinto, Student

2. College Completion

Courtney Jackson, Dean for Planning & Institutional Effectiveness
Lisa Slavin, Assistant Vice President for Enrollment Management
Richard Williams, Assistant Dean for Student Success

3. Student Learning

Robert Bolivar, Assistant Professor of Automotive Technology
Mona Khaitan, Professor of Accounting
Chris La Barbera, Dean of Humanities and Social Sciences

4. Workforce Alignment

Kim Altavesta, Assistant Professor of Paramedicine and EMT
Lynne Davis, Dean of Health Sciences
Chitra Javdekar, Dean of STEM
Elizabeth Watson, Director of Corporate Training & Community Education

5. Preparing Citizens

Kainan Li, Student
Joe Nee, Duplicating and Printing Operator, Adjunct Professor of Government, AFSCME
Chapter Chair.
Robert Tarutis, Professor of Humanities, MCCC Chapter Chair

6. Closing Achievement Gaps

Laura Brown, Director of Grants Development
Anu Meacham, Assistant Director, Math and Science Center
Reggie Pierre-Charles, Administrative Assistant, Division of Business and Professional Studies
Meredith Watts, Assistant Professor of Mathematics

7. Campus Safety

Chuck Furgal, Director of Public Safety
Susan Maggioni, Dean of Business and Professional Studies
Vincent O'Connell, Police Captain

8. Financial Strength

Lauren Curley, Director of Procurement and Business Operations
Eileen Gerenz, Assistant Vice President for Administration and Finance
James Grenier, Director of Online Education

9. Infrastructure

Joseph DeLisle, Director of Facilities
Kathleen Kirleis, Vice President for Administration and Finance
Michael Lyons, Chief Information Technology Officer

APPENDIX B

EXTERNAL PARTNERS WHO PARTICIPATED IN THE DEVELOPMENT OF THE STRATEGIC PLAN

<i>Individual</i>	<i>Organization</i>
Rodolpho Sanz	BRZ Insurance
Lori Ferrante	Elizabeth Seton Residence
Kevin O'Connor	Framingham Adult ESL
Larisa Schelkin	Global STEM Education Center
Rita Advani	High Touch High Tech of New England and Bush Pond Ventures
Lance Hartford	Mass BioEd Foundation
Virginia Gavriss	Partners in Oral Health
Charles Gagnon	SMOC
Cece Hansen	Studio Fitness and Dance
Greg Pare, Michael Labrecque	Target
Scott Sszebak	Town of Wellesley
Rosemarie Teti	Wayland Public Schools
Elise MacLennan	Wellesley Free Library

APPENDIX C

CROSSWALK BETWEEN STRATEGIC PLAN GOALS, BHE GOALS & INITIATIVES (2016-2017), AND “THE BIG THREE: STATEWIDE PRIORITY OBJECTIVES”

Goal	BHE Goals & Initiatives, 2016-2017	“The Big Three”
1. Improve retention and degree completion rates.	2. Elevating performance of higher education with respect to key outcomes.	3. Improve college completion rates.
2. Increase the percentage of students who have completed a college-level math course in two years.	1. Fostering a more integrated system of public higher education capable of responding to local and statewide needs of students, communities, and employers in a coordinated way. 2. Elevating performance of higher education with respect to key outcomes. 3. Developing better integration of public higher education with both the P-12 and workforce sectors. 5. Incubating innovation that transcends traditional approaches to ensure higher quality, better access, more affordability, and alignment to the needs of learners throughout life.	3. Improve college completion rates.
3. Improve academic outcomes for underrepresented groups.	2. Elevating performance of higher education with respect to key outcomes.	2. Close gaps in student opportunity and achievement.
4. Improve academic success of students who have experienced significant emotional distress and who are experiencing food insecurity.		3. Improve college completion rates.
5. Maintain enrollment, despite downward projections.	1. Fostering a more integrated system of public higher education capable of responding to local and statewide needs of students, communities, and employers in a coordinated way. 2. Elevating performance of higher education with respect to key outcomes. 3. Developing better integration of public higher education with both the P-12 and workforce sectors.	1. Make college more accessible and affordable for all Massachusetts residents.
6. Increase online offerings.	1. Fostering a more integrated system of public higher education capable of responding to local and statewide needs of students, communities, and employers in a coordinated way. 2. Elevating performance of higher education with respect to key outcomes. 5. Incubating innovation that transcends traditional approaches to ensure higher quality, better access, more affordability, and alignment to the needs of learners throughout life.	1. Make college more accessible and affordable for all Massachusetts residents. 3. Improve college completion rates.
7. Better prepare students for their roles as in a diverse environment.	1. Fostering a more integrated system of public higher education capable of responding to local and statewide needs of students, communities, and employers in a coordinated way. 5. Incubating innovation that transcends traditional approaches to ensure higher quality,	2. Close gaps in student opportunity and achievement.

	better access, more affordability, and alignment to the needs of learners throughout life.	
8. Refine curriculum to meet employer needs and occupational projections.	1. Fostering a more integrated system of public higher education capable of responding to local and statewide needs of students, communities, and employers in a coordinated way. 3. Developing better integration of public higher education with both the P-12 and workforce sectors. 5. Incubating innovation that transcends traditional approaches to ensure higher quality, better access, more affordability, and alignment to the needs of learners throughout life.	3. Improve college completion rates.
9. Improve the professional experience of faculty and staff.	4. Incubating innovation that transcends traditional approaches to ensure higher quality, better access, more affordability, and alignment to the needs of learners throughout life.	1. Make college more accessible and affordable for all Massachusetts residents. 2. Close gaps in student opportunity and achievement. 3. Improve college completion rates.
10. Increase the racial and ethnic diversity of the faculty.		2. Close gaps in student opportunity and achievement. 3. Improve college completion rates.
11. Establish a long-term facility for the Health Science programs.	1. Fostering a more integrated system of public higher education capable of responding to local and statewide needs of students, communities, and employers in a coordinated way. 3. Developing better integration of public higher education with both the P-12 and workforce sectors.	1. Make college more accessible and affordable for all Massachusetts residents. 3. Improve college completion rates.
12. Build a Student Recreation and Fitness Center on the Wellesley Campus to address students' athletic and recreational needs and to serve as a tool for recruitment and retention.		1. Make college more accessible and affordable for all Massachusetts residents. 2. Close gaps in student opportunity and achievement. 3. Improve college completion rates.
13. Improve the College's infrastructure.	5. Incubating innovation that transcends traditional approaches to ensure higher quality, better access, more affordability, and alignment to the needs of learners throughout life.	1. Make college more accessible and affordable for all Massachusetts residents. 3. Improve college completion rates.
14. Improve readiness to respond to public safety emergencies.	1. Fostering a more integrated system of public higher education capable of responding to local and statewide needs of students, communities, and employers in a coordinated way.	

APPENDIX D
WORKPLAN FOR GOALS AND STRATEGIES

<i>Goal and strategy</i>	<i>Principal responsibility</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>
Strategic Direction I: Improving Student Outcomes						
Goal 1: Improve retention and degree completion rates.						
1a: Create a guided pathways model to facilitate students' progress through their degree requirements that includes more intensive advisement attached to students' pathway (i.e., their "MassBay Academy").	Assistant Dean for Student Success; Deans; Faculty; Academic Advisement Office	Pilot	Expand	X	X	X
1b: Develop or purchase online tools for student self-monitoring (e.g., degree audit/risk alert systems).	Assistant Dean for Student Success		X	X	X	X
1c: Introduce peer mentoring.	Dean of Students		X			
1d: Re-introduce coaching, perhaps using technology.	Assistant Dean for Student Success			X		
1e: Improve customer service and make policies more student-centered.	AVP for Enrollment Management	X	X	X	X	X
1f: Introduce a first-year seminar that will incorporate strategies for academic success.	Assistant Dean for Student Success; Deans; Faculty	Pilot	Expand	X	X	X
1g: Promote the "credit for prior learning" option to allow students to advance toward degree completion.	Deans	X				
Goal 2: Increase the percentage of math students who have completed a college-level math course in two years.						
2a: Provide free summer and winter math instruction for incoming students with math developmental needs to strengthen their skills and qualify them for higher-level courses.	Academic Achievement Center; Mathematics Faculty	X				
2b: Transform the developmental math curriculum using a co-requisite model to allow students to work simultaneously on their college-level and developmental mathematics.	Dean of STEM; Mathematics Faculty	X	X			
2c: Improve academic advisement to ensure that students are directed to enroll in math, and ensure that sufficient sections of math courses are offered.	Assistant Dean for Student Success; Academic Advisement Office	X				
2d: Redesign the Math Study Center to make it more appealing and ensure that it is appropriately staffed with support personnel.	Academic Achievement Center; Mathematics Faculty	X				

Goal and strategy	Principal responsibility	Year 1	Year 2	Year 3	Year 4	Year 5
2e: Engage adjunct faculty in mathematics in professional development in pedagogy and curriculum to strengthen instruction.	Dean of STEM; Mathematics Faculty		X	X	X	X
2f: Educate students on strategies to help with math anxiety.	Counseling Office	X				
Goal 3: Improve academic outcomes for underrepresented groups.						
3a: Expand the existing Young Men of Color program to support a larger number of students.	YMOC Director		X			
3b: Create a Young Women of Color program.	YMOC Director		X			
3c: Offer faculty and staff professional development focused on cultural competency, cultural sensitivity, and teaching in culturally diverse environments.	Chief Diversity Officer		X	X	X	X
3d: Promote faculty discussions regarding inclusion of themes relating to underrepresented groups into curricula.	Chief Diversity Officer; Deans		X	X	X	X
Goal 4: Based on national data describing the prevalence of trauma and adversity, increase academic success of students by improving pedagogical and service relationships with students using brain-based trauma-informed best practices as well as addressing the needs of students who are experiencing food insecurity.						
4a: Advance the Center for Trauma and Learning in Post-Secondary Education which will enhance instructors' and professional staff members' skills at promoting academic resilience, persistence, and success.	Center Director; Professional Development Committee	X				
4b: Provide opportunities for students to obtain free food at both the Wellesley and Framingham campuses.	Food Insecurity Committee	X				
Strategic Direction 2: Increasing College Participation						
Goal 5: Maintain enrollment, despite downward projections.						
5a: Leverage the City of Boston tuition-free community college program, including ensuring such students have sufficient transportation options.	Admissions Office; Public Relations; AVP for Enrollment Mgmt.	X	X			
5b: Enhance the marketing of college events, programs, and accomplishments.	Public Relations	X	X			
5c: Expand early college offerings.	AVP for Enrollment Management	X	X			
5d: Increase the impact of the MetroWest College Planning Center in recruiting underserved students.	CPC Director	X	X	X		
5e: Increase the number of articulation agreements with high schools and vocational/technical schools.	AVP for Enrollment Management			X	X	X
5f: Build on our existing strong relationships with K-12 systems to engage more deeply guidance counselors, including by providing guidance counselors with opportunities for part-time work at the College supporting Academic and Transfer Advising and/or other student support services.	AVP for Enrollment Management; Asst. Dean of Student Success		X			

Goal and strategy	Principal responsibility	Year 1	Year 2	Year 3	Year 4	Year 5
5g: Partner with the American Jobs Center and local employers to deliver employer-directed programs that will prepare unemployed adults for new careers.	Director of Corporate and Community Partnerships	X	X	X	X	X
5h: Develop new academic programs in Computed Tomography; Construction Management; Dental Assistant (evening); Health Science (General Studies); Medical/Clinical Assistant (evening); Political Science and Government (transfer); and Substance Abuse/Addiction Counseling.	Provost; Deans; Faculty	X	X	X	X	
5i: Discontinue the following programs: Art Certificate; Business: Information Technology Certificate, Central Services and Material Management Certificate; General Studies: Bioinformatics (Associate in Science); General Studies: Lab Animal Care (Associate in Science); High-Tech Sales Certificate, Liberal Arts: Community Health Certificate, Liberal Arts: Community Health Option (Associate in Arts), Liberal Arts: Global Studies (Associate in Arts), and Maxillofacial Assistant Certificate.	Provost; Deans; Faculty	X	X			
5j: Strengthen the Automotive Technology program by upgrading the director position to a dean position, hiring a technician, hiring a recruiter with special responsibility for the Automotive program, and consider expanding the high-demand Toyota/Lexus program and offering a weekend generic Automotive program.	Provost; Automotive Technology Faculty; Admissions Office	X	X			
Goal 6: Increase online offerings.						
6a: Invest in faculty development to encourage more faculty to teach their courses online.	Online Learning Director	X				
6b: Strengthen orientations for students who participate in online and hybrid classes.	Online Learning Director		X			
6c: Ensure that faculty and students have access to the equipment and programs that will facilitate online teaching and learning.	Chief Information Officer			X		
Goal 7: Better prepare students for their roles as citizens in a diverse environment.						
7a: Introduce activities to promote civility in the college community.	Deans; Faculty		X	X		
7b: Offer professional development opportunities to faculty to learn how to integrate service learning activities into courses.	Deans; Faculty			X	X	
7c: Increase community engagement by offering community service activities for students and college employees.	Community Engagement Committee	X				

Goal and strategy	Principal responsibility	Year 1	Year 2	Year 3	Year 4	Year 5
7d: Offer a wide variety of activities to promote deeper understandings of different cultures, races, ethnicities, genders, and sexual orientations.	Chief Diversity Officer	X	X	X	X	X
Strategic Direction 3: Strengthening Workforce Partnerships						
Goal 8: Refine curriculum to meet employer needs and occupational projections.						
8a: Add advisory boards for vocationally-oriented academic programs.	Deans	X	X			
8b: Create a continuing education advisory board.	Director of Corporate & Community Outreach		X			
8c: Identify a program that can engage industry in the manner in which the Automotive companies participate in the College's four Automotive Technology programs, and create a similarly structured partnership.	Provost; Deans			X		
8d: Provide on-site admissions and offerings at industry partners' sites.	Dir. of Corporate & Community Outreach; Dir. of Admissions		X			
8e: Establish a partnership with the new Mayor of Framingham, Yvonne Spicer, to provide workforce education in downtown Framingham.	President; Director of Corporate & Community Outreach		X			
8f: Collaborate with regional workforce development organizations such that MassBay's activities complement those of such organizations.	President; Director of Corporate & Community Outreach	X	X			
8g: Create a Center for Cybersecurity Education.	Computer Science Faculty; Dean of STEM		X			
8h: Ensure that the associate programs in Computer Science are aligned with bachelor's degree programs in critical employment areas at neighboring four-year colleges.	Computer Science Faculty; Dean of STEM	X	X	X	X	
Strategic Direction 4: Enhancing Professional Growth of Faculty and Staff						
Goal 9: Improve the professional experience of faculty and staff.						
9a: Create comprehensive professional development programming.	Professional Development Committee	X				
9b: Increase opportunities to recognize faculty and staff, and promote these awards through the College's marketing.	Human Resources; Public Relations		X			
9c: Introduce faculty learning communities.	Provost	X	X	X		
9d: Increase the professional development opportunities for adjunct faculty.	Provost		X			
9e: Enhance the understanding of diversity and cultural competence of faculty and staff.	Chief Diversity Officer	X	X	X	X	X

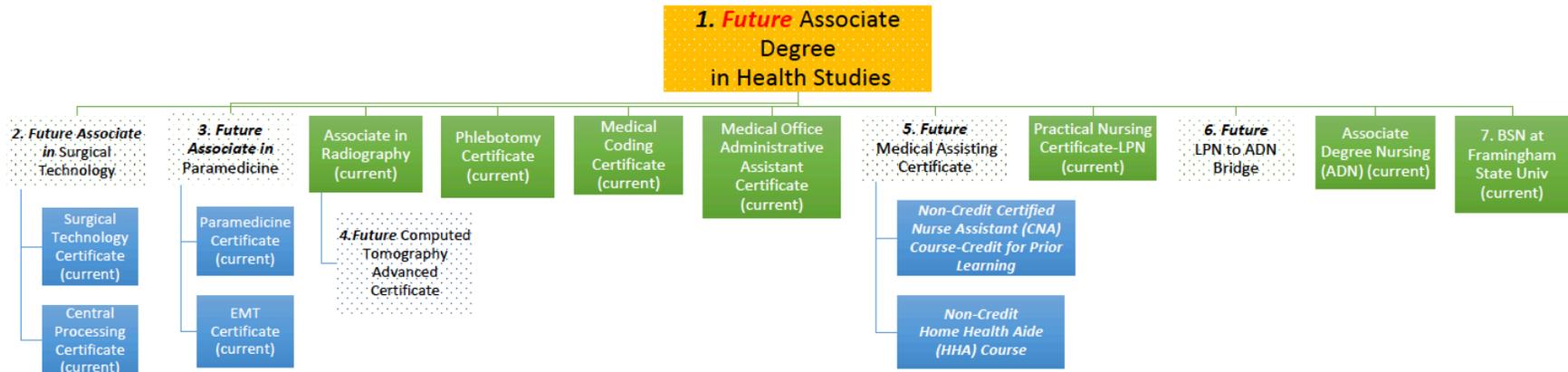
<i>Goal and strategy</i>	<i>Principal responsibility</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>
Goal 10: Increase the racial and ethnic diversity of the faculty.						
10a: Conduct searches for ten faculty positions.	Deans; Faculty	X				
10b: In faculty searches, Recruit whenever possible people of color.	Deans; Faculty	X	X	X	X	X
Strategic Direction 5: Optimizing Resources						
Goal 11: Establish a long-term facility for the health science programs.						
11a: Move the health science programs into a new home, whether on state property or leased, while moving other programs and services currently housed in Framingham to the College's other sites.	President; Provost; Dean of Health Sciences				X	
11b: Seek private funding to help cover the costs of the building, the move to a new building, and new equipment.	President; VP for Institutional Advancement	X	X	X	X	X
Goal 12: Build a Student Recreation and Fitness Center on the Wellesley Campus to address students' athletic and recreational needs and to serve as a tool for recruitment and retention.						
12a: Engage the Massachusetts School Building Construction Authority to design, arrange funding for, and build the Center.	President; VP for Finance and Administration	X	X	X	X	X
12b: Seek private funding to support the construction of the new facility.	President; VP for Institutional Advancement	X	X	X	X	X
Goal 13: Improve the College's infrastructure.						
13a: Complete the air conditioning project in Wellesley that will, for the first time, provide air conditioning on the third and fourth floors.	VP for Finance and Administration; Director of Facilities	X				
13b: Create a five-year capital improvement plan that includes greater accessibility and sustainability.	VP for Finance and Administration; Director of Facilities		X			
13c: Implement the College's Technology Plan.	Chief Information Officer	X	X	X	X	X
Goal 14: Improve readiness to respond to public safety emergencies.						
14a: Reorganize staff and resources dedicated to public safety recognizing the needs of a three-site college.	VP for Finance and Administration; Chief of Campus Safety	X				
14b: Offer annual training to employees on dealing with public safety emergencies.	Chief of Campus Safety	X	X	X	X	X

APPENDIX E

THE HEALTH SCIENCE CAREER PATHWAY

Current Health Sciences Programs together with Future Plans for additional certificates and AS Degrees in Health Sciences & AS Degrees in Health Studies

The Plan- All Health Sciences program credits will fit inside the *future* Associate Degree in Health Studies



1. Currently, an Assoc Degree in Health Studies does not exist. This degree track is in discussion/development to provide a home for the 700+ students at MassBay who are interested in Health Sciences. The plan is for all students with health interests to start in the Health Studies "Academy" taking some core Health Studies courses. A student can complete a degree in Health Studies or from here be accepted to one of the Health Sciences Programs. They can complete a certificate and the AS in Health Studies. If the student is not successful in a Health Sciences program they can use the successful courses, as electives in the Assoc Degree in Health Studies and, with other courses, complete an AS in Health Studies with marketable skills.
2. By 2021, all Surgical Technology Programs must award a minimum of an Associate's degree per the ARC/STSA Accrediting agency. The SX program is in the process of developing the Certificate SX Program into an Associate of Surgical Technology. Develop during fall 2017. Governance in spring 2018. Implementation in fall 2019/spring 2020. The plan is that Assoc in Surgical Technology students will complete Central Processing (CST) in their 1st semester of the program. A CST completer who goes on to SX will not have to repeat this education. This will become stackable.
3. The Assoc in Paramedicine prepares graduates to become leaders in prehospital emergency care, earn greater employment flexibility as instructors, in management, and as firefighter/paramedics by attaining a degree. They can more accessibly transfer to bachelor's level programs. The EMT Certificate will become stackable to the Paramedicine AS Degree.
4. The Joint Commission (Hospital accrediting agency) continues its focus on patient safety in Computed Tomography by requiring that technologists performing diagnostic computed tomography exams have advanced-level certification by the American Registry of Radiologic Technologists (ARRT) or the Nuclear Medicine Technology Certification Board (NMTCB). This certification will be mandatory starting January 1, 2018. The development of this certificate will provide the formal training needed to sit for the Registry Exam. Only certified Radiographers or Nuclear Medicine Technologists are eligible for this advanced certificate.
5. A grant has been submitted to develop the Medical Assistant Certificate Program. This is being designed to be the pathway from non-credit (CNA education) to the credit-based education. The plan is for a stackable pathway from CNA, MA, LPN, LPN Bridge which leads to the ADN, to BSN at FSU.
6. The LPN to RN Bridge option is being developed to support academic progression of our own LPN graduates as well as others who have expressed interest in advancing their career in nursing. The purpose of the proposed program is to meet the growing demand for LPN to RN Bridge programs. QCC has a 2 yr waiting list for their Bridge program. The MassBay LPN to RN bridge option will be unique in that students do not get placed into a second or third ADN semester but actually take competency exams and then enroll in discrete courses to fill the LPN to RN educational "gap".
7. Students who are accepted to the MassBay ADN program are also simultaneously accepted to the BSN Program at Framingham State University. The student must successfully complete our ADN program and pass the NCLEX-RN Exam to progress to FSU's BSN Program.

APPENDIX F

OCCUPATIONS WITH THE LARGEST ANTICIPATED GAPS, AS IDENTIFIED BY THE GREATER BOSTON REGIONAL WORKFORCE DEVELOPMENT GROUP

Health Care Occupations			
Occupation Group/Title	Educational Requirement	Median Wage	
Health Diagnosing and Treating (SOC: 29-1000)			
Respiratory Technician	Associate degree		
Health Technologists and Technicians (SOC: 29-2000)			
Medical and Clinical Laboratory Technician	Associate degree	\$72,186	
Dental Hygienist	Associate degree	\$38,290	
Cardiovascular Technologist and Technician	Associate degree	\$85,307	
Diagnostic Medical Sonographer	Associate degree	\$78,211	
Nuclear Medical Technologist	Associate degree	\$84,805	
Radiologic Technologist	Associate degree	\$76,856	
MRI Technologist	Associate degree	\$73,065	
Veterinary Technologist and Technician	Associate degree	\$85,609	
Licensed Practical and Licensed Vocational Nurses	Post-secondary non-degree	\$55,133	
Medical Records and Health Information	Post-secondary non-degree	\$46,976	
Nursing, Psychiatric, and Home Health Aides SOC: 31-1000)			
Nursing Assistant	Post-secondary non-degree	\$29,960	
Other Healthcare Support Occupations (SOC: 31-9000)			
Medical Assistant	Post-secondary non-degree	\$37,674	
Computer and Mathematical Occupations			
Occupation Group/Title	Educational Requirement	Median Wage	
Computer and Information Analysts (SOC: 15-1120)			
Computer System Analyst	Bachelor's degree	\$89,177	
Information Security Analyst	Bachelor's degree	\$87,671	
Software Developers and Programmers (SOC: 15-1130)			
Computer Programmer	Bachelor's degree	\$96,084	
Software Developer, Applications	Bachelor's degree	\$106,444	
Software Developer, Systems Software	Bachelor's degree	\$113,992	

Web Developer	Bachelor's degree	\$79,864	
Database Administrators and Network Architects (SOC: 15-1140)			
Database Administrator	Bachelor's degree	\$82,250	
Network and Computer Systems Administrator	Bachelor's degree	\$86,693	
Computer Network Architect	Bachelor's degree	\$115,694	
Computer Support Specialists (SOC: 15-1150)			
Computer User Support Specialist	Some college, no degree	\$60,892	
Computer Network Support Specialist	Associate degree	\$78,221	

