

MASSBAY COMMUNITY COLLEGE

Seizing Opportunity

Strategic Plan | 2024 - 2028



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PART I

Setting the Stage

Introduction

Seizing Opportunity: MassBay's Strategic Plan, 2024-2028, is a five-year plan that positions Massachusetts Bay Community College (MassBay) to serve our students so that they achieve their academic and career goals. Its foundations are firmly rooted in our commitment to providing opportunity and achieving positive student outcomes for all. It is grounded in the belief that, although our institution is strong, it can and must be an even better and more valuable resource to our constituents.

This strategic plan exists within a societal context that is constantly changing. First, the COVID-19 pandemic turned the world on its head; in the years since, we are still dealing with its detrimental effect on the learning and mental health of our present and future students. Second, we recognize the enduring impact of inequalities in our society, as demonstrated by incidences of both horrendous violence and near constant day-to-day injustices. Unfortunately, the differences in educational outcomes for students of color continue to underscore that reality.



MassBay Community College stands—as many institutions do — at a critical moment for higher education. Community college enrollments declined throughout the state and nation both before and during the COVID-19 pandemic, and projections based on both demographics and changing attitudes towards the value of a college education show that enrollment challenges are not behind us. However, there are significant reasons to be optimistic. Last year, the State adopted MassReconnect, a program that made community college free for Massachusetts residents aged twenty-five and older who do not already have a college degree. This year, the Commonwealth has gone further and introduced MassEducate, making community college free to Massachusetts residents who do not already have a bachelor's degree.

MassReconnect and MassEducate are having a dramatic effect on our enrollment with regard to both the number of students we serve and the programs and services they need. These programs also reflect greater opportunity. They provide greater access to higher education for the residents of the communities we serve, but they also create an opportunity to define more sharply the role of community college and to communicate more clearly its value. We enthusiastically believe that we are ready to confront the challenges and the opportunities that lie before us. We proved in our response to the pandemic that we can act quickly to adapt when we need to; certainly, we can apply that same resourcefulness and commitment to progress to address the present challenges. With the same degree of determination, we can become a more accessible and responsive college. And our commitment to doing so touches virtually every part of this plan.

This strategic plan follows the exciting opening of our new Framingham campus — the MassBay Center for Health Sciences, Early Childhood, and Human Services — the first building in the College's 63-year history to be built specifically for an institution of higher education. After 33 years in a leased, abandoned middle school, the Framingham campus will now serve students in a zero-carbon-ready facility with state-of-the-art equipment, designed for instruction in the academic programs that will be offered there. It is a milestone in our history and the quality of the building will elevate the perception of the College and its value.

This plan looks at where we have been, where we are, and most importantly where we are headed. Looking forward to the MassBay Community College of 2028, our plan includes a series of specific objectives and strategies that we believe will maintain and enhance our strengths, address the areas in which we need to improve, confront and overcome our challenges, and serve our students and the Commonwealth for the next five years. The title of this strategic plan, “Seizing Opportunity,” reflects our zeal to exploit the wonderful opportunities that are before us, allowing us to better serve our communities and the Commonwealth.

MassBay Community College Overview

MassBay Community College, founded in 1961, offers over 70 associate degree and certificate programs in five academic divisions — Automotive Technology, Business and Professional Studies, Health Sciences, Humanities and Social Sciences, and Science, Technology, Engineering, and Mathematics (STEM). MassBay also provides the region with a variety of other training, economic development, and educational services; through its Office of Corporate Partnerships, Workforce Development, and Community Education, MassBay supports individuals and businesses with training and non-credit courses that help meet the Commonwealth's employment needs. The MetroWest College Planning Collaborative, a partnership with Framingham State University, provides Early College opportunities to high school students that promote college attendance and persistence.

MassBay's service area includes 27 cities and towns in the MetroWest area of Greater Boston. The greatest number of the over 4000 students who were enrolled in Fall 2023 came from Framingham and Boston, followed by Waltham, Newton, Natick, and other towns in the region and beyond. Classes are offered on three campuses — the main campus in Wellesley Hills and locations in Framingham and Ashland — as well as online and at other sites through programs such as Early College. The Framingham location is home to our Health Sciences, Early Childhood Education, and Human Services programs, while the leased Ashland location houses our Automotive Technology programs.



MassBay Strategic Plan 2018-2022

MassBay's previous strategic plan, *MassBay: A Catalyst for Transformation*, was developed to address the concerns of the moment in 2017-2018. The plan focused on five strategic directions: improving student outcomes, increasing college participation, strengthening workforce partnerships, enhancing professional growth of faculty and staff, and optimizing resources. Goals and strategies to achieve them were identified for each of the five directions.

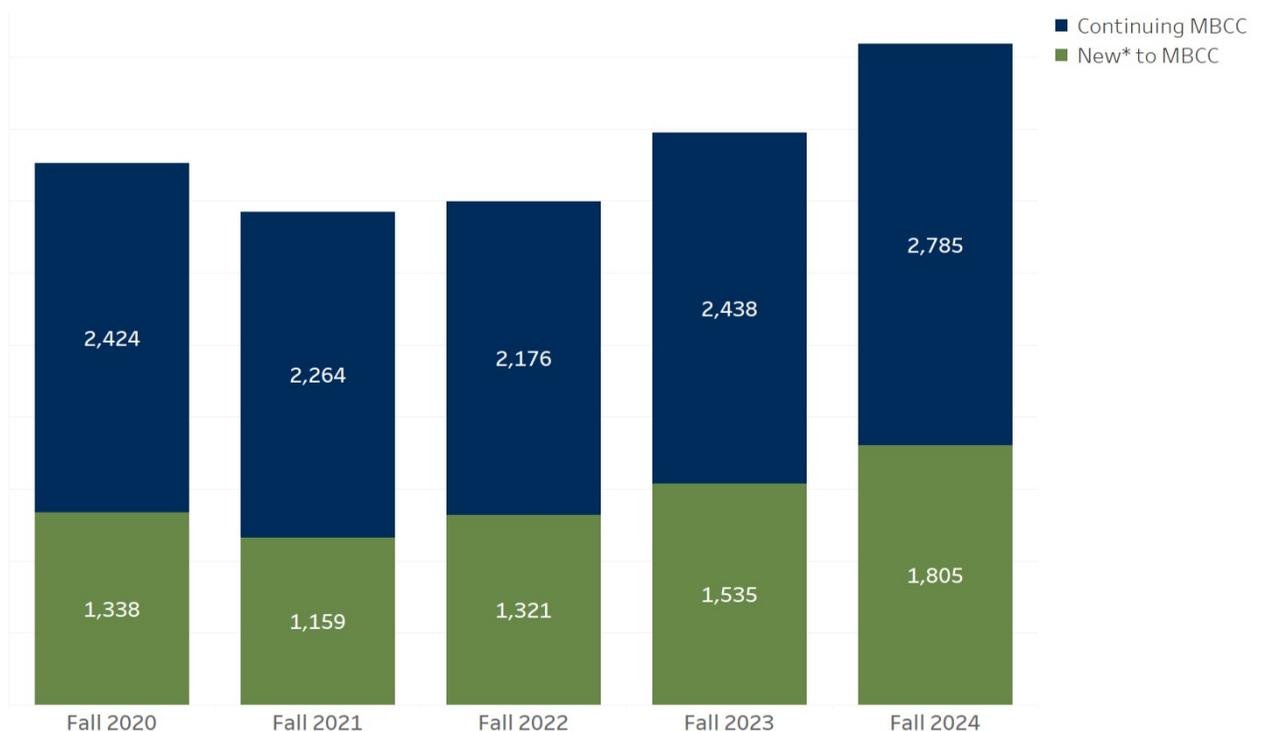
The plan also included a timeline that indicated the person and/or department responsible for each strategy and deadlines for its implementation. Those responsible for each strategy provided an annual update on implementation to encourage and measure progress on the plan's objectives. A chart showing progress for each objective was presented annually to the MassBay Board of Trustees.

The College achieved most of the goals identified in the plan, despite the challenges of the COVID-19 pandemic. Some of the highlights of MassBay's accomplishments under the previous plan include:

- The construction and opening of the MassBay Center for Health Sciences, Early Education, and Human Services, our new campus in Framingham;
- Extensive professional development of faculty and staff on issues related to belonging;
- A new advising/coaching model that provides more intensive advisement and monitoring of student progress, and more opportunities for students to receive coaching and mentoring from a variety of sources;
- Expanded methods to support student completion of developmental math and English through the use of alternative placement and co-requisite courses; and
- Significant support of students' basic needs through initiatives designed to alleviate food insecurity and transportation costs, as well as other concerns, and increasing staff and resources to better assist students with mental health issues.

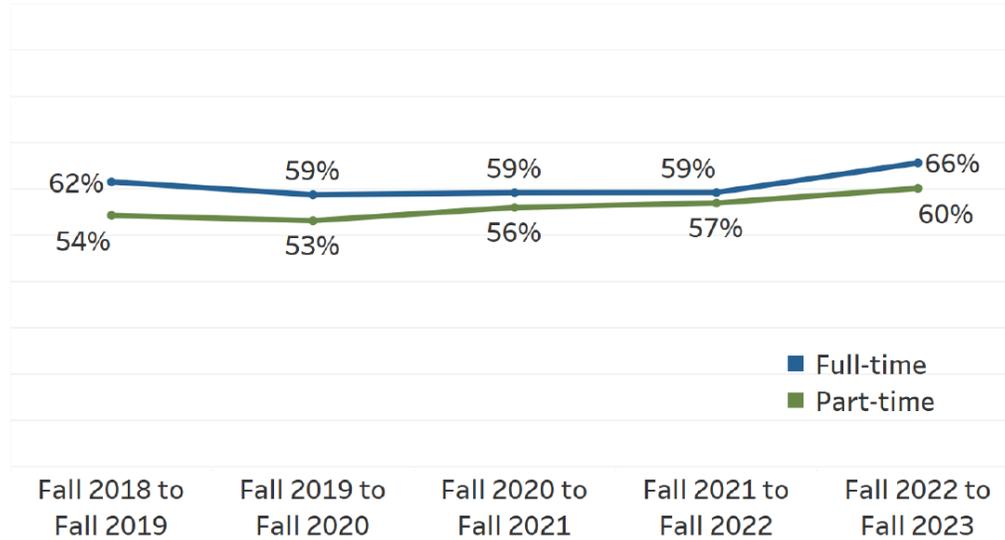
MassBay Today

MassBay's enrollment declined during the pandemic, but as of Fall 2023, returned to the pre-pandemic level, as seen in the chart below. The Fall 2023 data reflect the earliest impact of MassReconnect, while our even greater enrollment increase in Fall 2024 includes both that initiative as well as early users of MassEducate. The College was up 12% in students in Fall 2023, up 20% in Spring 2024, and up 15% in Fall 2024. As of Fall 2024, our new student headcount is up 37% over what it was just two years prior.



We have also seen a significant improvement in retention. As demonstrated in the graph below, our fall-to-fall retention has increased for both full-time and part-time students and is currently at a level that we have not reached in many years. This increase is particularly gratifying, given how difficult it is to move the needle on retention.

Fall to Fall Retention Rate - 2018 to 2023



* Retention rates include only degree/cert-seeking students

We attribute these new student enrollment and retention increases to the introduction of the MassReconnect and SUCCESS programs, as well as the emergence from the pandemic. The SUCCESS program, a statewide initiative focused on support for our most vulnerable populations, allowed us to hire additional advisors and academic coaches who provide more individualized and proactive assistance to those students.

The pandemic taught us some important lessons. First, we learned we can institute change faster than previously thought. Second, although we have moved away from the remote synchronous teaching required by the pandemic based on concerns over its effectiveness, we have dramatically grown and improved our online, asynchronous course offerings. These courses provide students with options that accommodate their busy lives. Today, nearly 40% of our enrollment comes from online courses, which is nearly double the pre-pandemic percentage. As we continue to develop teaching modalities that grant students the scheduling flexibility they need, we will also continue to monitor their effectiveness to ensure that students are meeting the educational outcomes critical to their future lives.

We are gratified by our successes in enrollment. However, we are aware that our institution requires focused efforts. A look at the challenges of the current moment reveals both those that are new and those that are enduring:

- Although MassBay had several goals in its earlier strategic plan pertaining to inequities, we now have a clearer understanding of where we want to land: simply put, we want to close existing outcome gaps. We aim to be an institution that welcomes all students and provides the services students need to succeed.
- We want students to have a sense of belonging and to have a positive, transformational experience at MassBay. To achieve this, we want to become an institution that is student ready, rather than one that expects students to be college ready. This will require a serious re-thinking of many of our policies and practices.
- We need to meet the Commonwealth’s workforce needs, both in credit and non-credit programs, while advancing the economic future of individual students and their families. To achieve this, our academic programs and services will need to adapt to changes in teaching and learning to accommodate a greater degree of online instruction and incorporate advancements in online instruction. We need to ensure that faculty have the tools, the training, and the support to deliver the best possible instruction. And we must guarantee that our academic programs are vibrant and purposeful, adding new programs to our curriculum when demand for them is high, changing those that need to be refreshed, and eliminating those for which demand has ebbed.
- We must adapt to a changing demographic of our students in which only the Latinx population is growing. We need to ensure we are meeting the needs of what is likely to be an increase in our adult students. In short, we will need to change more rapidly and more effectively to meet the changing needs of our student population.

Finally, any summary of MassBay today would be remiss without talking about the spirit of our community. We have a phrase at our college that is used to describe the supportive and generous attitude embodied by our faculty and staff: “OneTeam MassBay.” Any time that we ask faculty and staff for feedback regarding our work environment, the most common response is the appreciation of the camaraderie, collaboration, and teamwork that all of us recognize makes MassBay a special place. It is this “OneTeam” mindset that leaves us optimistic that whatever challenges we face in implementing the strategies and achieving the objectives in our Strategic Plan, we will all work in a unified way to realize them.



Strategic Planning Process

In preparation for crafting MassBay’s new strategic plan, the College noted that its ten-year New England Commission of Higher Education (NECHE) self-study was also approaching. Identifying an opportunity to connect these two important processes, we created a timeline for both the Strategic Plan and NECHE self-study that aligned their development.

The College formed six committees (see Appendix A) to focus on various areas of the strategic plan and overlapped most of those committees with one or more of the nine NECHE standards to be addressed by the self-study (two additional committees focused just on NECHE standards not directly applicable to our strategic plan). The committees consisted of faculty, staff, and students, and were each co-chaired by a faculty member and administrator. The committees developed the goals and strategies for the strategic plan during Spring 2023. Those committees that also aligned with a NECHE standard used that work as a foundation for their work on the self-study during the 2023-2024 academic year.

The committees delivered their goals and outcomes to the writing team in June 2023. The team then combined the recommendations from these committees into five areas of focus and completed a rough draft over the summer of 2023. To solicit ideas and suggestions from the larger MassBay community, the College used sessions at its semi-annual Professional Development Day to engage faculty and staff in brainstorming ideas on a variety of topics related to the strategic plan. The resulting draft was shared with the President’s Cabinet and the President’s Council in Spring 2024. We also solicited input from a broad range of external partners, including local school districts, Framingham State University, non-profit organizations, churches and temples, businesses, and the regional MassHire (see Appendix B). Drafts were shared with the MassBay Board of Trustees, which approved the final draft in December 2024. Drafts were also shared with the Massachusetts Department of Higher Education for feedback at two points in the plan’s development before its final submission for approval by the Board of Higher Education.

Serving All Students

There has been no topic of more concern for MassBay than its efforts to create a more welcoming institution. As seen in the below table, the College has a varied student body:

	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
American Indian or Alaska Native	0%	0%	0%	0%	0%
Asian	5%	6%	5%	6%	5%
Black or African American	14%	15%	14%	16%	15%
Hispanic/Latino/Latinx	22%	23%	24%	24%	26%
Native Hawaiian / Pacific Islander	0%	0%	0%	0%	0%
Non U.S. Resident	2%	2%	3%	3%	3%
Two or More Races	3%	3%	3%	3%	3%
White	48%	46%	42%	40%	41%
Race Not Specified	7%	5%	8%	8%	7%
Female	55%	56%	55%	58%	57%
Male	43%	42%	42%	41%	42%
Unknown Gender	2%	1%	2%	2%	2%
First Gen	27%	31%	35%	38%	43%
Not First Gen	73%	69%	65%	62%	57%
24 and Under	59%	56%	62%	60%	61%
25 and Above	41%	43%	37%	39%	38%
Full-time	31%	33%	31%	34%	31%
Part-time	69%	67%	69%	66%	69%

Since the creation of our last strategic plan, the College has implemented several strategies to support student success efforts and engaged some leading scholars and practitioners with our faculty, staff, and students. Some of these efforts include:

- Faculty learning communities on syllabus revision and analysis of disaggregated student outcome data;
- Training of job search committee members and the training of recruitment ambassadors to serve on search committees;
- College administration and faculty chair participation in an eCornell leadership certificate program;
- Expansion of our Young Men of Color program to the Students of Color program to be inclusive of women and students of all ages;
- Several professional development days devoted to keynotes and workshops on belonging;
- Student workshops and training for student orientation leaders on making students feel welcome;
- Trainings for members of the MassBay Board of Trustees and MassBay Foundation Board;
- Revision of an existing graduation competency to address inequality more directly that is being mapped into program-level outcomes;
- Presentations on the concept of cultural wealth; and
- The creation of affinity groups for employees.

We have also begun to disaggregate all our data — especially data related to student outcomes — by race, ethnicity, and gender. As expected, this has revealed differences in the success rates of students that we are working hard to address with the goal of closing them. We have seen some improvements; for example, data on our co-requisite English courses have shown that race-based differences in successful outcomes significantly diminished for students enrolled in co-requisite courses as opposed to our traditional English developmental sequence. The finding was so powerful that our English faculty recently voted to move away completely from the traditional model. There remains, however, much more work to be done.

Since our last strategic plan, we have seen the percentage of our student body that identifies as Latinx increase by about a percentage point each year; we are on the verge of having a student body that is one-quarter Hispanic, thus becoming eligible for designation as a Hispanic-serving institution (HSI). MassBay has a notable Brazilian population due to the large Brazilian population in Framingham, and if one were to add the population of students with Brazilian ancestry who do not identify as Latinx or Hispanic, the rate is even higher, and it continues to grow. This growth comes with opportunities for our institution and challenges we will need to meet. Our Latinx students, especially male students, have some of the lowest long-term success rates at the institution, and we are also cognizant of potential Latinx students in the communities we serve who may not feel comfortable enrolling in college. MassBay recently partnered with three other emerging HSIs — Bunker Hill Community College, Holyoke Community College, and Salem State University — to offer a conference to help faculty and staff advance our understanding of how we might better serve the Hispanic population. MassBay has made improving our service to the growing Hispanic and Brazilian populations a high priority.

Given this changing demographic and our data on student outcomes, as well as recent state initiatives such as the New Undergraduate Experience, our hope is to embed our work on improving success rates of our Black and Latinx students — and, among others, our Native American students, students with disabilities, LGBTQIA+ students, and all students from disadvantaged populations — in everything we do. Thus, we have created a plan that incorporates student success into all objectives. We strive to be a community that is fluent in cultural literacy and celebrates all individuals.



PART II
The Plan

MassBay Community College has identified five broad areas — Enrollment, Teaching and Learning, The Academic Program, The Student Experience, and Institutional Resources — in which to focus our efforts over the next five years, and we have identified specific objectives and strategies that will lead to improvements in these areas and improved outcomes for our students. Because it was instrumental in the success of our previous plan, we have created a timeline for each strategy along with the people and/or departments with primary responsibility for the strategy.

Enrollment

Description

After the enrollment peak during the Great Recession, MassBay experienced several years of enrollment decline due to changing demographics exacerbated by the COVID-19 pandemic. However, in 2022-2023, enrollment increased modestly (2%), while full-time equivalent (FTE) enrollment was up 17% in Fall 2023, and 24% in Spring 2024, the latter bringing us up to our pre-pandemic level. Initial Fall 2024 results place MassBay ahead a further 16.6%. We know that a further demographic shift of fewer high school graduates — the impending “cliff” — will negatively impact college enrollments in the latter years of this strategic plan and beyond. Consequently, MassBay must not only continue its efforts to attract new students and new populations but must keep a sharp focus on student retention to maintain a robust student body and provide for state and regional workforce needs. The introduction of MassReconnect in Fall 2023 increased our overall numbers and over-25 population, so we planned with their needs in mind. This year, we plan for a further influx of more students under MassEducate. Importantly, a major focus of our efforts is our commitment to our growing Latinx population, and the culture shift that this focus will require of our institution.

Outcomes & Measures

MassBay aims to continue to increase enrollment during the five years encompassed in this plan. However, establishing enrollment goals in a dynamic environment is difficult. On the one hand, we know that the number of high school graduates will decline in the coming years, with the most dramatic drops coming toward the end of the five years covered by this strategic plan. On the other hand, with the state adopting MassReconnect and MassEducate, we have the opportunity to increase enrollment. While we can calculate the impact of the demographic decline in high school graduates, we have no scientific way of predicting how many students will take advantage of MassReconnect or MassEducate in the coming years. It therefore behooves us to plan to be responsive to patterns that will emerge over time, i.e., to be nimble in opening course sections and providing more support services when enrollment swells, as well as to contract sections and services when enrollment declines, as we did successfully during the leaner years of the pandemic. We set as a goal increases in enrollment, despite the ambiguities in predicting the future, to focus us on the key activities of recruitment and retention.



Objective #1 - Advance enrollment through targeted strategies

The direction of the College's future enrollment may hinge on how we reach new populations of students in new ways with new messages and opportunities for them to attend college. MassBay plans the following strategies to maintain and increase its enrollment, particularly in light of the free community college programs:

1. Develop and implement focused recruitment strategies for students, especially those who are not considering college as an option.
2. Bolster recruitment efforts for and improve service specifically to the Latinx population via increased engagement with the Latinx community — particularly the Brazilian community in Framingham — through connections with civic organizations, churches, and local leaders, and marketing our programs in Spanish and Portuguese.
3. Grow our Early College and Dual Enrollment programs, better institutionalize Early College, and develop clear and attractive pathways from these programs to enrollment in MassBay's degree programs.
4. Promote and use the new Framingham building to increase enrollment in Health Sciences, Early Childhood Education, Human Services, and general education coursework (e.g., English, math), as well as increase our non-credit offerings in Framingham to promote pathways to credit-bearing programs.
5. Maintain our aggressive use of social media and geofencing to target prospective students who are eligible for the free community college programs, continuing to add social media platforms as they become popular with our target audiences.
6. Explore the introduction of a "fresh start" program for students who may have stopped out of college years ago and whose academic records prevent them from reaching their current academic goals.
7. Review college policies on student- and faculty-initiated withdrawals from courses with particular attention to differential patterns by race and ethnicity, and revise policies to achieve equitable outcomes.

Objective #2 - Leverage new state-wide and local free community college initiatives

The implementation of MassReconnect in Fall of 2023 resulted in new opportunities for Massachusetts residents aged twenty-five and older; MassEducate is having a similar impact this year. MassBay must develop recruitment strategies and prepare to meet the needs of these students as well as other potential students that have free college access or will be given that access in the coming years. The College plans the following strategies to make the most of these opportunities:

1. Develop and implement recruitment and success plans for MassReconnect and MassEducate, and for in-state tuition rates for undocumented students.
2. Offer targeted workshops and other opportunities for older students and those returning after stopping out to prepare them for entry or re-entry into college life and academics to facilitate their persistence and program completion.
3. Implement case management approaches to advisement and academic coaching to promote the academic success of new students enrolled in one of the free community college programs.



Objective #3 - Promote and Expand Corporate Partnerships and Workforce Development

As more people look for quick and low-cost opportunities to improve their careers, the College has an opportunity to increase its service to the community, its outreach to underserved populations, and its enrollment — both short- and long-term — through our Center for Corporate Partnerships and Workforce Development (CPWD). Headquartered on our new Framingham campus, the CPWD is prepared to grow and become an even more significant part of the institution. MassBay plans the following strategies to bolster CPWD efforts:

1. In the absence of public funding for such programs, obtain other funding for career-oriented non-credit programs from community foundations and private foundations.
2. Increase English language learning offerings for non-English-speaking individuals to facilitate their entry into career-oriented non-credit programs and credit-bearing programs.
3. Expand course offerings in high demand career areas, focusing on behavioral health, certified nursing assistant, and help desk assistant.
4. Strengthen connections to our certificate and degree programs and facilitate student transition to these credit-bearing programs.
5. Cultivate relationships with more community and corporate partners to increase reach and enrollment of our courses.
6. Utilize our new Framingham campus to promote CPWD programs and courses.



Objective #4 - Expand course offerings by time and modality

Because nearly all our students have part- or full-time jobs and family responsibilities, they need more than just open access: they need flexibility in course times and modalities that fit their busy lives. We will need to experiment with more evening and weekend classes. Asynchronous online courses have grown dramatically, and the College will begin to explore hybrid teaching formats. MassBay plans the following strategies to give students more options for enrolling in our programs and courses:

1. Provide more entry points throughout the academic year along with a more intentional array of courses in eight-week offerings. Analyze student outcome data to identify courses that work best at eight-weeks.
2. Develop innovative online and hybrid course offerings that provide students with more options for access.
3. Offer more variety in course dates and times and attempt to minimize the number of students' trips to campus, including exploring Monday/Wednesday class scheduling (rather than Monday/Wednesday/Friday) and greater evening and weekend offerings.

Objective #5 - Develop system of regular reports on student outcomes

While the College reports often on enrollment numbers (many staff receive daily enrollment reports during registration periods), our data on student outcomes is less systematically recorded and not always with the necessary detail or focus to fully convey our impact on students to our faculty and staff. An informed community is one that can not only implement strategies to improve those outcomes but is empowered to ask the kinds of questions that lead to deeper analysis. MassBay plans the following strategies to develop and better communicate student outcome data:

1. Share more detailed reports on student outcomes with the community regularly, including distributing the comprehensive Data Dashboard updated throughout the year and provided to the Board of Trustees.
2. Provide program-level student performance data to deans, chairs, and faculty, disaggregated by race/ethnicity, including — when requested by individual faculty members — instructor-level data; create dashboards in Tableau that allow department chairs easier access to student outcomes; and expand professional development opportunities that help faculty examine data disaggregated by race/ethnicity.
3. Similarly, share relevant student data with heads of student services to use in their decision making.



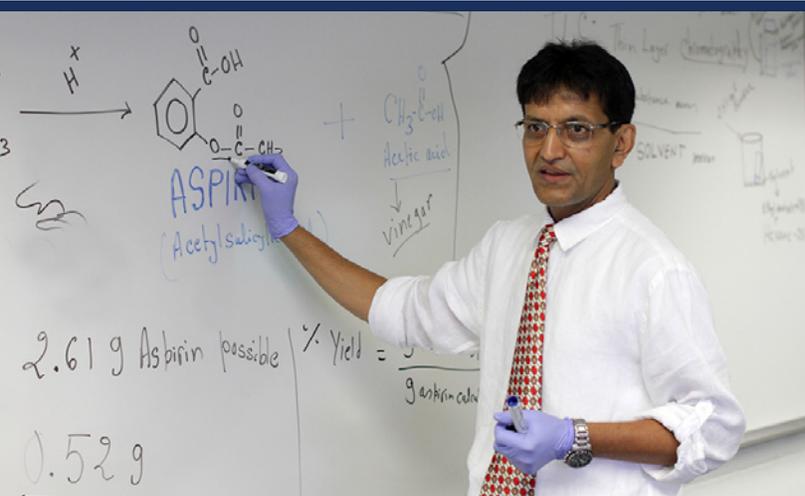
Teaching and Learning

Description

The core mission of an educational institution is to educate, and the faculty at MassBay are dedicated to student learning, pedagogical improvements, and implementing new and innovative strategies and technologies into their practice. They assess student learning to determine general education, program, and course outcomes. MassBay is committed to supporting faculty in this work by providing opportunities for their development as teachers and making improvements to better support their work with students. The College is also committed to ensuring all students encounter practices that have been shown to have a high impact on student achievement.

Outcomes & Measures

Assessment of learning outcomes for the College and our programs is the primary method by which we measure the effectiveness of our teaching and make improvements in pedagogy and curriculum. Every program assesses an identified learning outcome each year, and every academic program at the College has a full review at least once every five years. MassBay has similar processes in place to assess our graduation competencies, which are based in our general education requirements.



Objective #1 - Continuously strengthen pedagogy

The primary purpose of a college is to teach. Given changes in content, in technology, and in the needs of the students we serve, it behooves us to ensure that our pedagogy is continually strengthened to be as effective as possible. MassBay places great importance in faculty professional development, both in campus-wide professional development days in which faculty and staff gather for talks and workshops, and in smaller groups, such as semester-long or year-long faculty learning communities. Recently, much of that work has been on classroom practice related to fairness, mindset, and the effects of trauma on learning. We plan to continue working on those important topics while also expanding opportunities for faculty. However, these efforts have been conducted by various offices which can create confusion and diminish efficiency. The College lacks an entity dedicated to enhancing teaching and learning and promoting our faculty's professional development. MassBay plans the following strategies to increase the frequency and quality of professional development opportunities, with particular attention to the impact of MassReconnect and MassEducate.

1. Convene a faculty group to research and design a Teaching and Learning Center and create its priorities.
2. Hire a full-time leader of the Center with a background in faculty professional development.
3. Through the Teaching and Learning Center, create more opportunities for faculty to share practices and curricular resources; pursue projects to develop curriculum or pedagogy; examine student success data disaggregated by race, ethnicity, and gender; and understand how data can inform teaching practices.
4. Offer micro-credential opportunities for faculty in areas such as creating instructional videos, hybrid instruction, using artificial intelligence in instruction, and data-based instruction.
5. Evaluate the current educational landscape of generative artificial intelligence (AI) and support faculty in teaching to, and assessing, appropriate student use of a variety of technological tools that is inclusive of AI.

Objective #2 - Support faculty in the classroom

Community college teaching can be challenging given that students in any given class possess varied levels of preparation and many require additional supports. Some students may not be aware of the resources the College has to assist them, while others may need supports offered more directly within the college classroom. The SUCCESS program has given us opportunities to experiment with new forms of support, such as embedded learning assistants and academic coaches. While MassBay has a cadre of talented adjunct instructors, the rate of classes taught by full-time faculty is too low (approximately half of all sections). This is a critical issue because full-time faculty provide office hours to help students, have an advisement caseload, and participate in curriculum development. To support faculty with the challenges they face in the classroom, MassBay plans the following strategies:

1. Analyze results from current embedded assistance initiatives to determine future strategies.
 2. Based on these analyses, embed student support when appropriate into select courses in the form of learning assistants, academic coaches, and peer mentors.
 3. Strengthen connections between faculty and student services, so that available resources are more widely known and collaboration between faculty and staff who support students will be more frequent.
 4. Improve classroom space with furniture and technology to enhance the learning experience.
 5. Provide novice faculty with more intensive on-boarding and support throughout their first semesters at MassBay.
 6. Continue to add full-time faculty, with the goal of increasing the percentage of sections taught by full-time faculty.
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Objective #3 - Increase online learning and improve support for it

Online learning has been growing rapidly at the College: before the pandemic, 21% of courses were taught online; after the pandemic had ebbed, the proportion had risen to nearly 40%. The growth of the number of students aged 25 and older due to MassReconnect, who typically have full-time jobs and family responsibilities and may not have as much time to attend in-person classes, suggests the need for even more online offerings. A continuing concern is that the success rates of students in online courses have continued to lag behind the rates of in-person courses. MassBay plans the following strategies to improve the systems and success of online learning:

1. Enhance the guidance and support provided to students enrolling in online courses, including exploring orientations specifically for online students.
2. Provide more options for faculty and students to create connections in online courses, such as by the use of video or virtual meetings.
3. Strengthen Information Technology (IT) support for faculty, staff, and students, especially for student issues accessing online courses early in the semester.
4. Conduct regular learning management system reviews and/or seek options for supplemental software that includes both faculty and student input.
5. Restart the Educational Technology Committee to review strategies, policies, and usage of educational resources as part of the Center for Teaching and Learning.
6. Increase the use of simulation devices and other technologies in Health Science (including anatomy and physiology classes), ensuring the faculty have sufficient training.

Objective #4 - Improved assessment of learning and educational effectiveness

Most students enroll at MassBay to either earn a credential for a career or complete the coursework needed to transfer to a four-year school. The metrics we use to measure our success as an institution look primarily at these outcomes. However, we need to continually attend to the learning that goes on as they work toward these goals. Regularly and comprehensively assessing educational effectiveness and using the results of that assessment to inform curriculum and pedagogy are central to our mission, and MassBay plans the following strategies to improve that process:

1. Incorporate the annual assessment of learning outcomes into ongoing development of curriculum, pedagogy, and programming, including monitoring our progress in meeting goals.
 2. Extend efforts to assess graduation competencies, focusing on assessment at the course level.
 3. Examine the teaching of competencies that span across the disciplinary curriculum, such as English language skills, soft skills, digital skills, and information literacy; identify the courses in which they are taught; and comprehensively assess them to make changes to curriculum.
 4. Strengthen and expand our use of program advisory boards to ensure learning aligns with industry needs.
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Objective #5 - Expand opportunities for students to encounter high-impact practices (HIPs)

Research shows that students who engage in one or more high-impact practices — methods of teaching and learning that promote student engagement and learning across all student populations — are more likely to have successful outcomes, and participation in HIPs has been shown to narrow gaps in outcomes between student groups. While opportunities for students to engage in such practices as honors courses and first-year seminars have increased over the past five years, the College needs to provide even more experiential learning opportunities as well as ensure that access to these practices is equitably distributed. These efforts include the need to work with full- and part-time faculty on high-impact practices and how to incorporate them into their teaching. MassBay plans the following strategies to expand high-impact practices in an equitable manner:

1. Remove obstacles to participation in HIPs and increase participation of underrepresented groups.
2. Develop and expand first-year seminar courses.
3. Embed project-based experiential learning based in significant contemporary issues (e.g., climate change, social justice) in the Critical Thinking course.
4. Expand opportunities for experiential learning inside and outside the classroom, including internships and apprenticeships, and provide professional development and course releases for faculty to develop and implement experiential learning in their courses.
5. Increase awareness of the Commonwealth Honors program and expand opportunities to participate.
6. Regularly assess the effectiveness and reach of HIPs and modify practice accordingly.

The Academic Program

Description

MassBay has added several new programs since our last strategic plan, as well as retired several that no longer served our student and regional needs. The Greater Boston Workforce Skills Regional Blueprint is our guide in developing new programs. The Blueprint has focused on the need to address workforce gaps in health care and computer technology. In addition, we routinely examine job projection data and student interest to provide programs that will lead our students to satisfying and financially sustainable futures and meet the Commonwealth's workforce needs. A major source for job projection data is the state economic development website, which allows us to look at data for both the Metro South/West and

Boston regions, as well as Massachusetts overall. While we continually update our course offerings, we must continue to explore new and more accessible models of course delivery, alternative methods for earning credit, and other ways that we can help students reach their goals in a timely manner while ensuring academic quality.

Outcomes & Measures

The success of our programs is measured by program enrollment, program completion data, and successful transfer and/or job placement rates.

Objective #1 - Develop new programs and courses

Institutions must constantly adapt to ever-changing workforce demands and be prepared to add programs that serve students and our communities. With the opening of our new building in Framingham, new programs in Health Science, both credit and non-credit, are planned to address the ongoing need for health care professionals. Others are planned in response to demand reflected in data sources and communications with our employer partners in the region. MassBay will develop the following degree, certificate, non-credit programs, and courses:

1. Behavioral Health associate degree and certificate in our Division of Business and Professional Studies. In addition, Behavioral Health Technician as a non-credit program will be developed as an entry point to the Behavioral Health associate degree and certificate.
2. Data Science associate degree in our STEM division.
3. Associate degrees in Health Care Administration, Diagnostic Medical Sonography, and Medical Assisting in our Health Sciences division.
4. Clinical Documentation Improvement Professional certificate in our Health Sciences division.
5. Medical and Health Services Manager certificate in our Health Sciences division.
6. Courses in Travel and Tourism and Non-Profit Management in our Business and Professional Studies division.



Objective #2 - Enhance existing programs

Many programs, particularly those involving technology or other STEM fields, require updates as knowledge and technology advance or as fields change over time, which can present new opportunities within existing programs. MassBay plans to update the following programs:

1. Engineering Design (STEM): add tracks that address advanced manufacturing and architecture/construction management.
 2. Environmental Sciences and Safety (STEM): add a focus on sustainability.
 3. Life Sciences (STEM): add a concentration in nutrition.
 4. Web Design/Developer (STEM): update the existing program with recent developments in the field.
-

Objective #3 - Include courses in Spanish and Portuguese in selected existing programs

As the percentage of Latinx students continues to increase, MassBay needs to respond in ways that welcome these students and support their success. We recently successfully introduced Early Childhood courses taught in Spanish and Portuguese.

1. Pilot offering courses in Spanish and Portuguese in other programs based on research to determine courses that are in-demand or would well-serve these populations.
-

Objective #4 - Expand other opportunities for credit and learning

MassBay can provide students with alternative learning opportunities and ways to earn credit. For instance, credit for prior learning (CPL) opportunities help students make quicker progress to degrees while still ensuring that students have the skills and knowledge required by their programs. The promotion of CPL opportunities can attract students to college who might otherwise hesitate given the time and cost of the coursework required to graduate. In addition, the Colleges sees the use of apprenticeships (in which an individual combines work on the job and college instruction to achieve learning goals) to better prepare students for careers as well as connect them to potential employers and provide pathways to jobs. MassBay was one of four Massachusetts community colleges to receive a substantial grant from the Smith Family Foundation and Accelerate the Future to support the development of apprenticeship programs. MassBay plans the following strategies to help students earn credit and prepare for their futures:

1. Expand credit for prior learning and better communicate the opportunities to existing and prospective students.
2. Expand work-based learning opportunities that offer credit toward completion of degrees.
3. Add an apprenticeship option to the Behavioral Health and Surgical Technology curricula.
4. Determine the demand for and provide free preparation workshops for challenge exams, SAT, and other college entrance exams, and other standardized and/or licensing exams for our students.

The Student Experience

Description

The student experience refers to the college lives of students outside of the classroom, laboratory, clinic, and internship site, and the importance of that experience to student success. The guiding principle of creating a successful student experience to complement their in-class education is a commitment to helping students achieve their goals by keeping them engaged in college and making progress in their programs, instilling in them both a sense of purpose and a sense of belonging, as well as promoting their personal growth.

This commitment manifests most clearly in our direct student supports, and at the hub of student support is academic advising. An intensive, pro-active advising model based on a case management approach has been adopted by a portion of our advising staff who have lighter caseloads due to the state-funded SUCCESS program's support. By expanding that model and utilizing tools to help make advising more efficient, we can serve more students with

more in-depth advising and create meaningful relationships between students and their advisors. Other student services, such as tutoring, counseling, and career services, as well as student activities, leadership, and athletics, provide even more critical opportunities to support, engage, and develop students while at the College.

Outcomes & Measures

Given the importance of the student experience outside the classroom to student persistence, the College will use measures of student success such as retention rates and longer-term success rates to determine success in this area. Additionally, in-house student-satisfaction and surveys assessing students' sense of community and of belonging, along with the results of the Community College Survey of Student Engagement (CCSSE), which is administered every three years, will provide us with direct feedback about the success of the student experience at MassBay.



Objective #1 - Expand and enhance direct student support

A high-touch, proactive student support model that includes academic advising, coaching, and mentoring, and continual monitoring of student progress accompanied by interventions as needed is the foundation of student success outside of the classroom. MassBay has introduced an effective case-management model of advising for some of its students as part of the SUCCESS initiative but looks to extend this practice to other students in need over the next five years. MassBay plans the following strategies to expand and enhance direct student support:

1. Refine and expand the case management model of academic advising, coaching, and transfer which utilizes lower advising caseloads and promotes student success based in student development theory through proactive outreach to students, regular meetings, and close monitoring of student progress.
2. Create a college-based, holistic support network for students that uses technology, including EAB Navigate 360, and that promotes communication and collaboration, incorporates interventions as needed, and facilitates referrals to services and resources within student development and academic affairs.
3. Ensure access to and use of student services and technology through collecting and analyzing disaggregated quantitative and qualitative data to assess services and inform strategies.
4. Explore and promote the use of mobile applications such as the MassBay mobile app and/or EAB Navigate to improve communication with students and connect them to the College, their peers, and their support network.
5. Improve utilization of data analytics to increase focused services, prioritize advising resources, and ultimately improve retention and remove gaps in outcomes.
6. Given the busy lives of our students — especially those who might be attending because of MassReconnect and MassEducate — explore methods for expanding access to services such as offering virtual, in-person, and extended hours that meet their diverse needs.

Objective #2 - Create a stronger support system for non-degree students

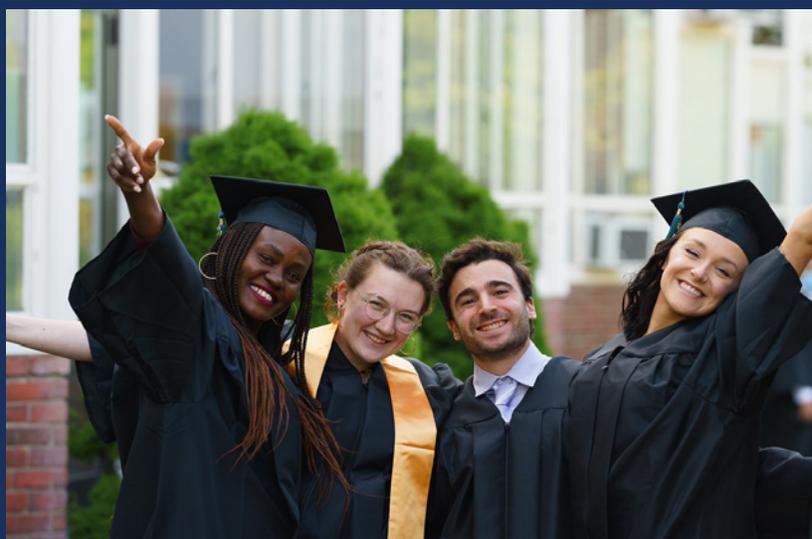
Non-degree students make up approximately one-fifth of the College's student population. Students might be non-degree for several reasons: they might plan to be here only a semester or two before transferring into a bachelor's degree program, they might be taking only a class or two to assist them in their current or future career, or they simply may not yet have chosen a major. At MassBay, our non-degree students generally have fewer requirements placed on them as well as fewer opportunities promoted to them. Significantly, they are not eligible for MassEducate, MassReconnect, and other financial aid programs. To better support our substantial non-degree student population, MassBay plans the following strategies:

1. Improve our understanding of the needs of the non-degree population through surveys, focus groups, and analysis of demographic and outcome data.
2. Create systems to determine and record the goals of non-degree students so that we can better help them achieve their goals and, when appropriate, guide them to higher goals.
3. Introduce a new student orientation program specifically designed for the non-degree population.
4. Outreach to non-degree students to engage them in academic advising and create a system for more targeted and intensive advising of non-degree students.
5. Offer opportunities for non-degree students to explore potential careers and majors, and create presentations (live or on video) on choosing and enrolling in a degree or certificate program.

Objective #3 - Improve co-curricular student engagement

One of the challenges faced by community colleges, given how busy students' lives can be and that we serve a commuter student population, is engaging students outside of the classroom. The co-curricular experience not only builds community and connections for students but also provides a learning experience, especially regarding social and leadership skills, that will benefit students in their post-college lives. MassBay plans the following strategies to improve co-curricular student engagement:

1. Offer student programming in Spanish and Portuguese and engaging faculty and staff in learning those languages.
2. Improve physical and online spaces to cultivate a sense of belonging, especially for identity-based student groups.
3. Define the concept of personal development and use the definition to program activities for students.
4. Use interest groups or existing academies to create smaller student communities or homes within the larger MassBay community to instill a better sense of connection with peers.



Objective #4 - Enhance and diversify student-centered care and support

Interviews and focus groups with our students have revealed that the challenges in students' off-campus personal lives are the ones that most often affect student persistence and interrupt their education. Over the past five years, MassBay has prioritized addressing these challenges and has received recognition and awards for its commitment to supporting the basic needs of our students, particularly those related to food insecurity. We realize that there is always more to do, so MassBay will continue its current supports for basic needs and plans the following strategies to enhance these supports:

1. Promote a campus culture of well-being by increasing awareness of mental health resources, fostering collaborations for outreach and education, and providing training and skill-building opportunities for faculty, staff, and students to enhance mental health and resilience.
2. Create an Engagement, Identity, and Belonging Center.
3. Add a staff position to oversee wellness for students.
4. Provide mental health counselors and other student support staff who are bilingual.
5. Embed financial literacy, including financial aid education, into the student experience.
6. Provide more opportunities for non-federal work-study employment on-campus to support international students (who are ineligible for federal work-study employment).

Institutional Resources

Description

MassBay must maximize the use of its institutional resources — personnel, facilities, and technology — to contribute to students' success, while being mindful of the institution's financial health. We have recently completed the largest project in our history: the construction of our new Framingham campus, the MassBay Center for Health Sciences, Early Childhood, and Human Services. But even as we stop momentarily to catch our collective breath, we look to the next project and continue to consider how else we might improve and expand our resources.

Outcomes & Measures

Two of the most important outcomes in Institutional Resource include 1) making continual progress in improving the proportions of faculty and staff to better represent the student population we serve, and 2) maintaining the College's financial health by sustaining its endowment, keeping receivables low, and maintaining clean audits, while keeping student fees as low as possible to promote access. While the latter is helped by MassReconnect and MassEducate, we still have a considerable number of students who are ineligible for these programs, and it behooves us to keep fees low to ensure their access to higher education. We also seek to make our campuses more sustainable and to reduce our carbon footprint.

Objective #1 - Establish a cybersecurity education and health and fitness center

Having moved into our new Framingham campus in January 2024, we look ahead to our next major capital project: a combined fitness and recreation center and a cybersecurity education center, not only providing more opportunities for our students to engage in the co-curricular experience but giving one of our fastest growing workforce-based programs a state-of-the-art home. For many years, MassBay students have had a small, fragile building in which to pursue their health and fitness. It includes merely a half-sized basketball court and a weight room. MassBay's teams must practice and play in rented spaces in other colleges' facilities. The need for a new health and fitness center was identified in the previous strategic plan, but the pursuit of it was postponed because Framingham Public Schools informed us that our lease of the Farley Middle School (which housed our Health Sciences, Early Childhood, and Human Services programs) would not be extended, causing us to move to the fore the pursuit of a new Framingham Center. The need for a health and fitness center has not diminished in the intervening years and, indeed, the need to address students' mental health needs has increased. Such a center, as well as a usable soccer field, could also provide a revenue stream to the College through rentals.

The College's Cybersecurity programs (two certificate programs and one associate-degree program) continue to grow. Our Cybersecurity program, which has been recognized by the White House and was recently identified by the National Security Agency as a Center of Academic Excellence in Cyber Defense, is the only Department of Higher Education-approved associate degree program in cybersecurity in the Commonwealth. In recognition of the achievements of our program, the state provided funding for MassBay's cyber range, which is now one of only three in Massachusetts. We hope to soon add a Security Operations Center. Our facilities are being used to train high school students, students from other colleges, and IT staff from municipalities, school districts, and businesses. These resources can no longer fit on the fourth floor of the Wellesley campus. A multi-purpose building that would house both a Health and Fitness Center and a Cybersecurity Center would address students' educational, health, and mental health needs.

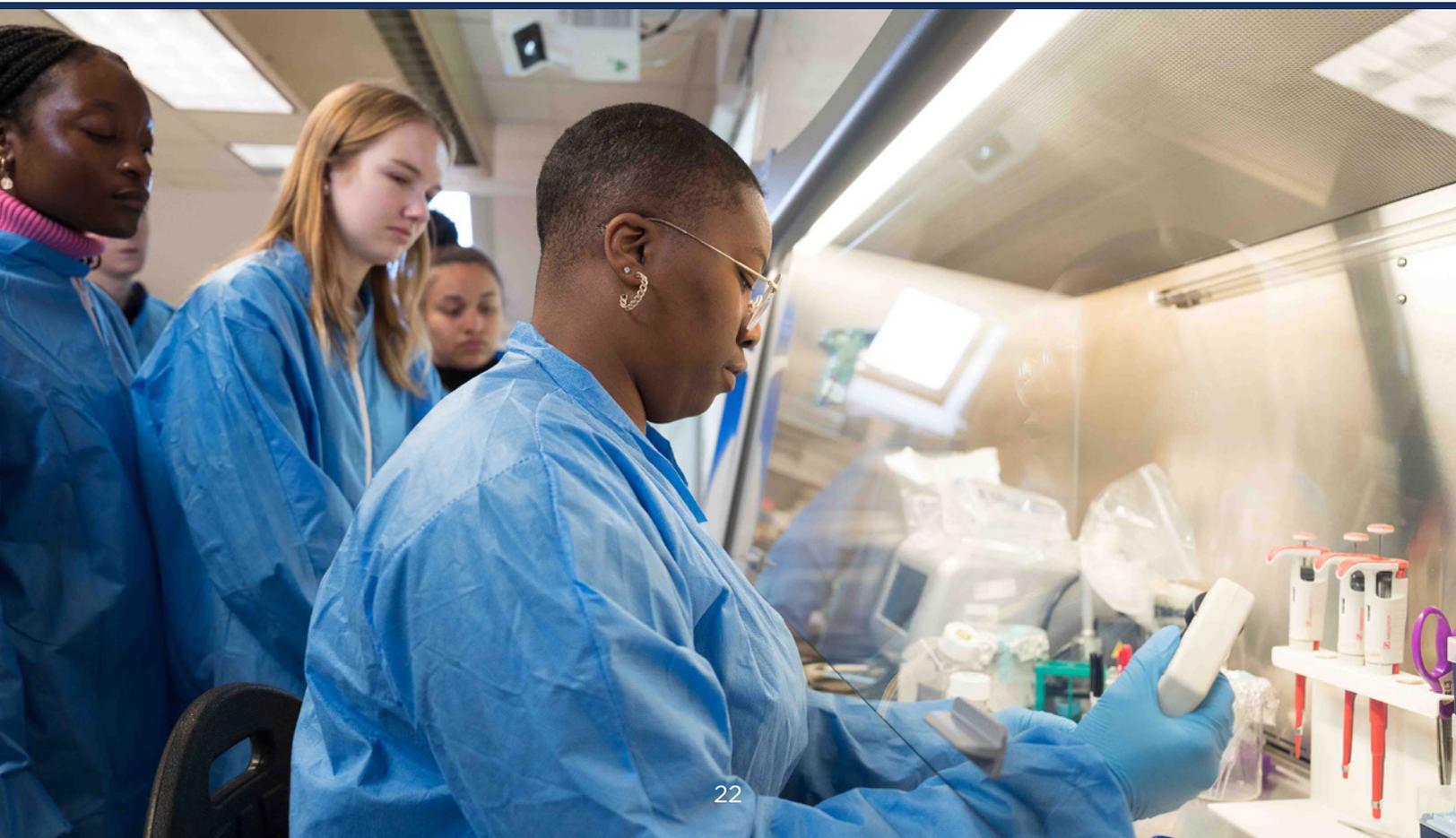
MassBay plans to implement the following strategies related to this project:

1. Seek public and private funding to support building a new Health and Fitness and Cybersecurity Education Center on the Wellesley Campus.
2. Create new spaces for outside sports, including a soccer field, and volleyball and pickleball courts.

Objective #2 - Improve demographic composition of our faculty and staff

MassBay set as one of our early goals to develop over time a faculty and staff that match our student body; we believe that this not only strengthens our institution but provides our students with more opportunities to connect with mentors and role models who have the kinds of shared experiences that can be so important to those kinds of relationships. We are one percentage point away from meeting the criterion for being a Hispanic-serving institution (Hispanic students represented 24% of our student population in Fall 2023, while the federal government criterion is 25%). We need to focus on increasing the number of faculty and staff who are fluent in Spanish and Portuguese. Our success in offering Early Childhood Education classes in Spanish and Portuguese demonstrates the importance of this direction. MassBay plans the following strategies to increase the representativeness of our faculty and staff.

1. Train search committee chairs and faculty department chairs to serve as recruitment ambassadors.
2. Improve success of search committees by further strengthening the training of search committee in the recruitment and hiring process and expanding the use and number of trained recruitment ambassadors such that all search committee members are trained.
3. Provide professional development of faculty and staff on cultural literacy (the ability to understand and appreciate the similarities and differences in the customs, values, and beliefs of many cultures) and the importance of recognizing and valuing cultural wealth (the assets and strengths that members of marginalized communities bring to our institution).
4. Create an HSI Planning Committee to study, plan, and implement steps necessary to become a responsive Hispanic-serving institution.
5. Expand the number of faculty and staff affinity groups and enhance the value of the affinity groups' activities for participants.
6. Increase opportunities for adjunct faculty and part-time staff to participate in college events; explore ways to integrate adjunct faculty more successfully into the College and support their teaching and student success efforts.
7. Make full-time faculty and staff more reflective of the student population.



Objective #3 - Create a more welcoming and engaging campus environment

Part of what creates a welcoming institution is the physical environment itself. There have been some modifications to the Wellesley campus over the past few years to better consolidate student services as well as provide additional space for general student use, and the new Framingham campus has been planned from the beginning to be a welcoming, student-centered space. To continue the work of making our physical spaces a contributor to student success, MassBay will pursue the following strategies:

1. Ensure classrooms promote accessibility, including in the selection of chairs to seat comfortably individuals of diverse sizes.
2. Develop hospitality-focused venues and provide food services, including rebuilding the kitchen on the Wellesley campus.
3. Create student study spaces that can be reserved, allowing students to attend remote events, such as meetings, classes, or job interviews.
4. Make the front entrance of the Wellesley campus a more welcoming space, including signage in a variety of languages.
5. Improve the look of our campus and classrooms, and display art on campus that better represents our population, including using photographs of our alumni, highlighting their achievements.
6. Renovate room 242 in the Wellesley campus to become a student lounge with soft seating and charging ports, and add a gaming center.
7. Create a Learning Commons that would make the Library and Academic Achievement Center more inviting for students.
8. Renovate existing bathrooms.
9. Promote a sense of community among the faculty and staff, including updating the online directory and promoting faculty and staff accomplishments.
10. Provide professional development focused on community mental health and resilience.

Objective #4 - Diversify sources of revenue

Considering the volatile enrollment environment that we expect to encounter over the next five years, MassBay needs to consider other efforts to generate funding that can be utilized to support our strategic plan and student success initiatives. To that end, MassBay plans the following strategies:

1. Create an annual fundraising goal for the Foundation.
2. Recruit new Foundation members with strong fundraising experience and engage Foundation members in planned giving.
3. Expand Foundation events to 3-4 events per year.
4. Establish a fund to support stipends for students engaged in non-paid internships.
5. Promote space rental to the larger community. The new Health and Fitness Center noted above would be a source of greater income; the College could sell memberships to the community and rent out its facilities to local schools and clubs. A new soccer field would also generate revenue, as well as serve our students.
6. Expand non-credit education, including community education, focusing on ESL and career-advancing programs such as Certified Nursing Assistant, working with employers, particularly in the health care sector, to meet workforce needs.

Objective #5 - Update technology to support student success and institutional efficiency

The pandemic showed the importance of technology in the successful functioning of the College and changed the way we conduct business. Additionally, the ascendancy of Artificial Intelligence (AI) has necessitated a reflection on, and revision of, educational and institutional practices. As technology evolves and provides more benefits to our effectiveness and the success of our students, we must update, implement, and adapt to new technologies. To continue to enhance the success of our students and the effectiveness of the College, MassBay plans the following strategies:

1. Implement technology platforms EAB Navigate and Curriculog to support student success and institutional efficiency.
 2. Renovate classrooms and laboratories to support lecture capture, to create robust teaching and learning options, and to meet ADA needs.
 3. Bridge the technology gap between students of different economic levels by offering loaner computers and/or other resources to students who need them.
 4. Transfer paper records to a digital format when possible to improve storage capacity, data security, and sustainability.
 5. Move towards more hosted services and extend resources beyond on-campus access.
 6. Increase network bandwidth to provide more remote access for students and staff.
 7. Conduct a yearly audit of supported software to assure faculty and students have the best solutions for learning and promote success for all.
 8. Modernize our website to be accessible, searchable, easily navigated, and aesthetic. Maintain content to be fresh and up-to-date, timely, and relevant, with answers and information available.
 9. Evaluate the current institutional landscape of generative Artificial Intelligence (AI) and support the College community in appropriate, ethical, and critical use of generative AI.
-

Objective #6 - Improve sustainability and reduce the College's carbon footprint

MassBay is concerned about climate change, and we strive to do our best to minimize our impact on the environment. Our new Framingham building was designed and constructed with this goal in mind. To continue to be an institution that prioritizes the well-being of our planet and local area, MassBay plans the following strategies:

1. Reduce use of plastics, particularly moving away from single-use plastic bottles.
2. Promote green commuting between campuses and from home to school.
3. Replace single-pane windows on the Wellesley campus to reduce dependence on heating.
4. Update HVAC systems in the Recreation and Wellness Center, the Bunker (our space for veterans), and rooms that house computer servers.

APPENDIX A

Strategic Plan Committee Membership

Academic Program Committee

Courtney Jackson, Vice President for Academic Affairs and Provost, co-chair
Marina Bograd, Associate Professor and Chair of Engineering, co-chair
Roberta Allison, Adjunct Faculty in Hospitality Management
Phara Boyer, Director of Health Science Admissions and Admissions Operations
Lynne Davis, Dean of Health Science
John Donato, Professor of English
Julie Ginn, Director of Career Services
Larry Goff, Adjunct Faculty in Psychology
Chitra Javdekar, Dean of STEM (until 2023)
Nayaab Kazmi, Research Analyst, Institutional Effectiveness
Nina Keery, Dean of Humanities and Social Sciences
Thomas Niemi, Associate Professor of Business
Giuseppe Sena, Associate Professor of Computer Science
Matthew Sharon, Student
José Silva, Assistant Professor of Nursing (until 2023)
Jean Supel, Assistant Director of Institutional Research
Meredith Watts, Professor of Mathematics

Enrollment Committee

Lisa Slavin, Vice President for Enrollment Management, co-chair
Denise Pruitt, Professor and Chair of Health Studies, co-chair
Luz Castro, Senior Admissions Counselor
Colleen Coffey, Executive Director of the Center for Corporate Partnerships, Workforce Development, and Community Education
Yesmirach Hopkins, Student
Stephanie Jean-Pierre, Director of Financial Aid
Ming Ju, Director of Data Administration
Valerie Kapilow, Director of STEM Starter and STEM Tech Career Academies
Nancy Levine, Adjunct Faculty in Psychology
Alison McCarty, Associate Dean of Admissions
Claudia Ortiz, Associate Director of Admissions and International Student Compliance
Adam Nelson, Assistant Dean of Athletics and Special Assistant to the President for Community Relations
Anthony Neptune, Student Development Specialist
David Protano, Dean of Automotive Technology
Jeremy Solomon, Vice President for Marketing, Communications, and Institutional Advancement

Institutional Resources Committee

Marcus Edward, Vice President for Finance and Administration, co-chair
Kara Lucciola, Professor of Legal Studies, co-chair
Deni Budd, Marketing Project Manager
Lauren Curley, Director of Procurement and Business Operations
Mishawn Davis-Eyene, Executive Director of Development
Joseph DeLisle, Director of Facilities
Michael Lyons, Assistant Vice President for Information Technology
Bridget Madden, Staff Assistant, Learning Services
Adam Nelson, Assistant Dean of Athletics and Special Assistant to the President for Community Relations
Daniel Pace, Director of Human Resources
Nicole Seifert, Associate Registrar
Dennis Walsh, Professor of Biology
Andrew Wrobel, Associate Professor of Business and Economics

Retention Committee

Richard Williams, Associate Dean of Student Success, co-chair
Katie McGrath, Professor of English, co-chair
Mykayla Cuna, Student
Courtney DeGeorge, Assistant Professor of English
Valerie Kapilow, Director of STEM Starter and STEM Tech Career Academies
Heather Knuth, Professor of Mathematics
Lisa Macdonald, Associate Dean of Equity Assurance
Susan Maggioni, Assistant Provost
Lynn Moore, Chief Diversity Officer
Joseph Murphy, Assistant Professor of Emergency Medical Services
Thomas Niemi, Associate Professor of Business
Erika Reyes, Assistant Director of the MetroWest College Planning Collaborative
Azalea Rodas, Student
Sarah Salerno, Assistant Dean, Advising Resources and Technology
Jean Supel, Assistant Director of Institutional Research

Student Experience Committee

Elizabeth Blumberg, Vice President for Student Development and Dean of Students, co-chair
Carolyn Crota Gutilla, Professor and Chair of Communications, co-chair
Karen Akukwe, Coordinator of Transfer and Articulation
Kate Basch, Assistant Director of Career Services
Phoebe Bustamente, Director of the Accessibility Resources Center
Sunny Chaiyaruk, Student
Maria Martinez Balanzar, Student
Clarissa Codrington, ESL College-Wide Coordinator and Assistant Professor of English
Katie Cronmiller, Assistant Director of Academic Advising, Coaching, and Transfer
Dejour Hollins, Coordinator of the Students of Color Program
Alicia Layne, Assistant Professor, Associate Degree of Nursing
Jacqueline Rodriguez, Financial Aid Coordinator
Jeremy Solomon, Vice President of Marketing, Communications, and Institutional Advancement
Jeanie Tietjen, Professor of English and Director of the Institute for Trauma, Adversity, and Resilience in Higher Education
Fielding Vaughn, Associate Director of Athletics, Recreation, and Wellness
Rhian Waterburg, Senior Associate Director of Admissions (until 2023)

Teaching and Learning Committee

Heidi Getchell-Bastien, Professor of Legal Studies and Government, co-chair (2023-2024)
Chris LaBarbera, Assistant Provost, co-chair (until 2023)
Susan Maggioni, Assistant Provost, co-chair (2023-2024)
Matthew Walsh, Professor and Chair of English, co-chair (2023)
Alexandra Barone, STEM Special Programs Coordinator
Barbara Bernard, Director of the Academic Achievement Center
Mena Fenwick, Student
Catherine Gildae, Associate Dean for Institutional Effectiveness
Heidi Getchell-Bastien, Professor of Legal Studies
Dolores Goyette, Professor of Surgical Technology
Susan Hamilton, Adjunct Faculty in Mathematics
Nina Keery, Dean of Humanities and Social Sciences
Sean McCarthy, Learning Specialist
Keith McWilliams, Assistant Professor of Automotive Technology General Motors
Jesse Okoche, Student
Tim Rivard, Director of Learning Services
Rita Rzezuski, Associate Professor of Early Childhood Education
Bernadette Sibuma, Director of Online Learning
Samaria Stallings, Assistant Vice President of Human Resources and Payroll (to 2023)

APPENDIX B

EXTERNAL ORGANIZATIONS WHO PARTICIPATED IN DISCUSSIONS ON MASSBAY'S STRATEGIC PLAN

495 Partnership
Big Brothers, Big Sisters of Central Massachusetts and MetroWest
Downtown Framingham, Inc.
Framingham Public Schools
Framingham State University
Greater Framingham Community Church
Jewish Family Services of MetroWest
Mass Hire Metro South/West
MathWorks
MetroWest Chamber of Commerce
MetroWest Health Foundation
MetroWest Women's Fund
MetroWest YMCA
Wayside Youth and Family Support Network

Strategic Plan Committee





Measures and Outcomes to Assess Progress in Achieving Strategic Plan Goals

ENROLLMENT

Objective #1: Advance enrollment through targeted strategies

Unduplicated headcount enrollment, total and disaggregated by race/ethnicity

Reporting Timeframe	Total # of Students	% American Indian or Alaskan Native	% Asian	% Black or African American	% Hispanic or Latino	% Native Hawaiian/ Pacific Islander	% White	% Multiracial	% Non U.S. resident	% not specified
Fall 2023	3,973	0%	6%	16%	24%	0%	40%	3%	3%	8%
Fall 2024	4,950	0%	5%	15%	26%	0%	41%	3%	3%	7%
Fall 2025										
Fall 2026										
Fall 2027										
Fall 2028 Goal										

Objective #2 – Leverage new free community college initiatives

Number of Free Community College students

Reporting Timeframe	# of MassReconnect students	# of MassEducate students
Fall 2023	415	
Fall 2024	721	1128
Fall 2025		
Fall 2026		
Fall 2027		
Fall 2028 Goal		

Objective #3 – Promote and Expand Corporate Partnerships and Workforce Development

Number of CPWD students

Reporting Timeframe	# students served in CPWD Programs
FY 2023	448
FY 2024	908
FY 2025	
FY 2026	
FY 2027	
FY 2028 Goal	

Objective #4 - Expand course offerings by modality

Percent of sections offered online

Reporting Timeframe	% of sections offered online
AY 2022 -23	35%
AY 2023 - 24	38%
AY 2024 -25	
AY 2025 - 26	
AY 2026 - 27	
Fall 2028 Goal	

TEACHING AND LEARNING

Objective #1 – Continuously strengthen pedagogy

Percent of students who reported their MassBay coursework emphasized the following mental activities “very much” or “quite a bit.” (Community College Survey of Student Engagement (CCSSE))

Reporting Timeframe	Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	Forming a new idea or understanding from various pieces of information	Making judgements about the value or soundness of information, arguments, or methods	Applying theories or concepts to practical problems or in new situations
Spring 2024	56%	73%	61%	64%
Spring 2027				
Fall 2028 Goal				

Percent of students who reported their experience at MassBay contributed to their knowledge, skills, and development “very much” or “quite a bit.” (CCSSE)

Reporting Timeframe	Acquiring job- or work-related knowledge and skills	Writing clearly and effectively	Speaking clearly and effectively	Thinking critically and analytically	Solving numerical problems	Working effectively with others	Learning effectively on your own
Spring 2024	50%	58%	53%	70%	37%	61%	69%
Spring 2027							
Fall 2028 Goal							

Objective #2 - Support faculty in the classroom

Number of Faculty Served by Center for Teaching & Learning

Reporting Timeframe	# of FT Faculty	# of PT Faculty
Fall 2024	38	46
Fall 2025		
Fall 2026		
Fall 2027		
Fall 2028 Goal		

Objective #3 – Improve support for online learning

Course completion rates by modality

Reporting Timeframe	% with grade of C- or better in online sections	% with grade of C- or better in face-to-face sections
Fall 2023	76%	65%
Fall 2024		
Fall 2025		
Fall 2026		
Fall 2027		
Fall 2028 Goal		

Objective #5 – Expand opportunities for students to encounter high-impact practices (HIPs)

Percent of students who reported they participated in High-Impact Practices (HIP) in the Community College Survey of Student Engagement

Reporting Timeframe	First-year Seminar	Writing-intensive courses (prepared 2+ drafts)	Collaborative assignments and projects	Service Learning	Internship, field experience, co-op or clinical
Spring 2024	13%	51%	21%	7%	19%
Spring 2027					
Fall 2028 Goal					

ACADEMIC PROGRAM

Objective #1 - Develop new programs and courses

Enrollment in new academic programs and courses

Reporting Timeframe	Behavioral Health	Data Science	Health Care Administration	Diagnostic Medical Sonography	Clinical Documentation	Travel and Tourism courses	Nonprofit Management courses
Fall 2025							
Fall 2026							
Fall 2027							
Fall 2028 Goal							

Enrollment in enhanced academic programs

Reporting Timeframe	Life Sciences	Environmental Sciences and Safety	Engineering Design	Web Design/Developer	Courses offered in Spanish and Portuguese
Fall 2024	65	20	29	5	1
Fall 2025					
Fall 2026					
Fall 2027					
Fall 2028 Goal					

Number of students awarded credit for prior learning (CPL) and credits awarded

Reporting Timeframe	# of students awarded CPL	Number of credits awarded
FY 2023	203	931
FY 2024	274	1,233
FY 2025		
FY 2026		
FY 2027		
Fall 2028 Goal		

STUDENT EXPERIENCE

Objective #1 - Expand and enhance direct student support

Number of students who received support and amount distributed

Reporting Timeframe	# of students who received support	\$ amount distributed to students
AY 2022-23	534	\$305,447
AY 2023-24		
AY 2024-25		
AY 2025-26		
AY 2026-27		
AY 2028 Goal		

Fall-to Fall Full-Time Student Retention Rate

Reporting Timeframe	Cohort	%
Fall 2023	Fall 2022	66%
Fall 2024	Fall 2023	
Fall 2025	Fall 2024	
Fall 2026	Fall 2025	
Fall 2028 Goal	Fall 2027	

6-year Graduation, Transfer, or Remained Enrolled Rate

Reporting Timeframe	Cohort	%
Fall 2024	Fall 2017	65%
Fall 2025	Fall 2018	
Fall 2026	Fall 2019	
Fall 2027	Fall 2020	
Fall 2028 Goal	Fall 2021	

Objective #3 - Improve co-curricular student engagement

Percent of students who reported in the Community College Survey of Student Engagement they participated in co-curricular activities or received student services

Reporting Timeframe	Career counseling	Peer or other tutoring	Student organizations	Transfer counseling	Services for students with disabilities
Spring 2024	31%	35%	23%	42%	17%
Spring 2027					
Fall 2028 Goal					

Percent of students who reported in the Community College Survey of Student Engagement that MassBay emphasizes the following “quite a bit” or “very much”:

Reporting Timeframe	Providing the support you need to help you succeed at this college	Helping you cope with your non-academic responsibilities	Providing the support you need to thrive socially	Providing the financial support you need to afford your education
Spring 2024	77%	40%	43%	57%
Spring 2027				
Fall 2028 Goal				

INSTITUTIONAL RESOURCES

Objective #2 – Improve demographic composition of our faculty and staff

Percent of full-time faculty by race/ethnicity

Reporting Timeframe	Total # of full-time faculty	% American Indian or Alaskan Native	% Asian	% Black or African American	% Hispanic or Latino	% Native Hawaiian/ Pacific Islander	% White	% not specified
Fall 2023	73	1%	10%	4%	4%		70%	11%
Fall 2024								
Fall 2025								
Fall 2026								
Fall 2028 Goal								

Percent of adjunct faculty by race/ethnicity

Reporting Timeframe	Total # of adjunct faculty	% American Indian or Alaskan Native	% Asian	% Black or African American	% Hispanic or Latino	% Native Hawaiian/ Pacific Islander	% White	% not specified
Fall 2023	249		2%	9%	3%		52%	34%
Fall 2024								
Fall 2025								
Fall 2026								
Fall 2028 Goal								

Percent of full-time staff by race/ethnicity

Reporting Timeframe	Total # of ft staff	% American Indian or Alaskan Native	% Asian	% Black or African American	% Hispanic or Latino	% Native Hawaiian/ Pacific Islander	% White	% not specified
Fall 2023	190	1%	7%	13%	7%		58%	14%
Fall 2024								
Fall 2025								
Fall 2026								
Fall 2028 Goal								

Percent of part-time staff by race/ethnicity

Reporting Timeframe	Total # of pt staff	% American Indian or Alaskan Native	% Asian	% Black or African American	% Hispanic or Latino	% Native Hawaiian/ Pacific Islander	% White	% not specified
Fall 2023	65		2%	8%		2%	69%	20%
Fall 2024								
Fall 2025								
Fall 2026								
Fall 2028 Goal								

Objective #4 - Diversify sources of revenue

Revenue earned by source

Reporting Timeframe	Direct Unrestricted Appropriation	Tuition and Fees	CPWD* revenue	Federal Grants	State Grants	Private Grants	Contracts, Commissions, & Other	Investment Returns	Other Foundation Fundraising
FY 2023	38%	24%	0%	10%	11%	5%	1%	5%	6%
FY 2024	35%	24%	1%	14%	14%	4%	1%	5%	3%
FY 2025									
FY 2026									
FY 2027									
FY 2028 Goal									

*Community Partnerships and Workforce Development



**START HERE
GO ANYWHERE**

Implementation Plan & Monitoring Report

Enrollment

<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: Enrollment						
Objective 1: Advance enrollment through targeted strategies						
1.1: Develop and implement focused recruitment strategies for students who are not considering college as an option.	VP for Enrollment Management	X	X	X	X	X
1.2: Bolster recruitment efforts for and improve service specifically to the Latinx population via increased engagement with the Latinx community – particularly the Brazilian community in Framingham – through connections with civic organizations, churches, and local leaders, and marketing our programs in Spanish and Portuguese.	VP for Enrollment Management	X	X	X	X	X
1.3: Grow our Early College and Dual Enrollment programs, better institutionalize Early College, and develop clear and attractive pathways from these programs to enrollment in MassBay’s degree programs.	VP for Enrollment Management & Academic Deans		X	X	X	X
1.4: Promote and use the new Framingham building to increase enrollment in the Health Sciences, Early Childhood Education, Human Services, and general education coursework offered (e.g., English, math), as well as increase our non-credit offerings in Framingham to promote pathways to credit-bearing programs.	VP for Enrollment Management and VP for Academic Affairs	X	X	X	X	X
1.5: Maintain our aggressive use of social media and geofencing to target prospective students who are eligible for the free community college programs, continuing to add social media platforms as they become popular with our target audiences.	VP for Institutional Advancement, Marketing, and Communications	X	X	X	X	X
1.6: Explore the introduction of a “fresh start” program for students who may have stopped out of college years ago and whose academic records prevent them from reaching their current academic goals.	Associate Dean for Equity Assurance, Chief Diversity Officer, Dean for Student Success, Associate Dean of Students, Registrar	X	X	X		
1.7: Review college policies on student- and faculty-initiated withdrawals from courses with particular attention to differential patterns by race and ethnicity, and revise policies to achieve equitable outcomes.	Academic Standards Governance Committee	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>
Strategic Direction I: Enrollment						
Objective 2: Leverage new state-wide or local free community college initiatives						
2.1: Develop and implement recruitment and success plans for MassReconnect, MassEducate, and Tuition Free Community College (TFCC) for Boston residents, and in-state tuition rates for undocumented students.	VP for Enrollment Management	X	X	X	X	X
2.2: Offer targeted workshops and other opportunities for older students and those returning after stopping out to prepare them for entry or re-entry into college life and academics to promote their persistence and program completion.	VP for Student Development and VP for Academic Affairs	X	X	X	X	X
2.3: Implement case management approaches to advisement and academic coaching to promote the academic success of new enrollees who are enrolled on one of the free community college programs.	VP for Student Development	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>
Strategic Direction I: Enrollment						
Objective 3: Promote and Expand Corporate Partnerships and Workforce Development						
3.1: In the absence of public funding for such programs, obtain other funding for career-oriented non-credit programs from community foundations and private foundations.	Executive Director of Corporate Partnerships and Workforce Development	X	X	X	X	X
3.2: Increase English Language Learning offerings for non-English-speaking individuals to facilitate their entry into career-oriented non-credit programs and credit-bearing programs.	Executive Director of Corporate Partnerships and Workforce Development and Dean of Humanities and Social Sciences	X	X	X	X	X
3.3: Expand course offerings in high demand career areas, focusing on behavioral health, certified nursing assistant, and help desk assistant.	Executive Director of Corporate Partnerships and Workforce Development and Academic Deans	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>
3.4: Strengthen connections to our certificate and degree programs and facilitate student transition to these credit-bearing programs.	Executive Director of Corporate Partnerships and Workforce Development and VP for Academic Affairs	X	X	X	X	X
3.5: Cultivate relationships with more community and corporate partners to increase reach and enrollment of our courses.	Executive Director of Corporate Partnerships and Workforce Development	X	X	X	X	X
3.6: Utilize our new Framingham campus to promote CPWD programs and courses.	Executive Director of Corporate Partnerships and Workforce Development	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>
Strategic Direction I: Enrollment						
Objective 4: Expand course offerings by time and modality						
4.1: Provide more entry points throughout the academic year along with a more intentional array of courses in eight-week offerings. Analyze student outcome data to identify courses that work best at eight-weeks.	Academic Deans and Associate Dean for Institutional Effectiveness	X	X			
4.2: Develop innovative online and hybrid course offerings that provide students with more options for access.	Academic Deans and Director of Online Learning	X	X			
4.3: Offer more variety in course dates and times and attempt to minimize the number of students' trips to campus, including exploring Monday/Wednesday class scheduling (rather than Monday/Wednesday/Friday) and greater evening and weekend offerings.	Academic Deans		X	X		

Goal and strategy	Principal responsibility	Year 1	Year 2	Year 3	Year 4	Year 5
Strategic Direction I: Enrollment						
Objective 5: Develop system of regular reports on student outcomes						
5.1: Share more detailed reports on student outcomes with the community regularly, including distributing the comprehensive Data Dashboard provided monthly to the Board of Trustees.	Associate Dean for Institutional Effectiveness		X	X	X	X
5.2: Provide program-level student performance data to deans, chairs, and faculty, disaggregated by race/ethnicity, including -- when requested by individual faculty members -- instructor-level data; create dashboards in Tableau that allow department chairs easier access to student outcomes; and expand professional development opportunities that help faculty examine data disaggregated by race/ethnicity.	Associate Dean for Institutional Effectiveness		X	X	X	X
5.3: Similarly, share relevant student data with heads of student services to use in their decision making.	Associate Dean for Institutional Effectiveness			X	X	X

Teaching and Learning

<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 II: Teaching and Learning						
Objective 1: Continuously strengthen pedagogy						
1.1: Convene a faculty group to research and design a Teaching and Learning Center and create its priorities.	VP for Academic Affairs	X				
1.2: Hire a full-time leader of the Center with a background in faculty professional development.	VP for Academic Affairs	X				
1.3: Through the Teaching and Learning Center, create more opportunities for faculty to share practices and curricular resources; pursue projects to develop curriculum or pedagogy; examine student success data disaggregated by race, ethnicity, and gender; and understand how data can inform teaching practices.	Dean for Teaching and Learning		X	X	X	X
1.4: Offer micro-credential opportunities for faculty in areas such as creating instructional videos, hybrid instruction, using artificial intelligence in instruction, and data-based instruction.	Dean for Teaching and Learning				X	X
1.5: Evaluate the current educational landscape of generative artificial intelligence (AI) and support faculty in teaching to, and assessing, appropriate student use of a variety of technological tools that is inclusive of AI.	Dean for Teaching and Learning		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>
Strategic Direction II: Teaching and Learning						
Objective 2: Support faculty in the classroom						
2.1: Analyze results from current embedded assistance initiatives to determine future strategies.	Academic Deans, Dean for Teaching and Learning, and Associate Dean for Institutional Effectiveness	X	X			
2.2: Based on these analyses, embed student support when appropriate into select courses in the form of learning assistants, academic coaches, and peer mentors.	Academic Deans		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>
2.3: Strengthen connections between faculty and student services, so that available resources are more widely known and collaboration between faculty and staff who support students will be more frequent.	VP for Academic Affairs and VP for Student Development	X	X			
2.4: Improve classroom space with furniture and technology to enhance the learning experience.	Director of Facilities, Director of Procurement and Business Operations, VP for Student Development, VP for Academic Affairs	X	X			
2.5: Provide novice faculty with more intensive on-boarding and support throughout their first semesters at MassBay.	Dean for Teaching and Learning, Academic Deans		X	X	X	X
2.6: Continue to add full-time faculty, with the goal of increasing the percentage of sections taught by full-time faculty.	VP for Academic Affairs, Academic Deans, Human Resources	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>
Strategic Direction II: Teaching and Learning						
Objective 3: Increase online learning and improve support for it						
3.1: Enhance the guidance and support provided to students enrolling in online courses, including exploring orientations specifically for online students.	Assistant Provost, Director of Online Learning	X				
3.2: Provide more options for faculty and students to create connections in online courses, such as by the use of video or virtual meetings.	Dean for Teaching and Learning		X	X		
3.3: Strengthen Information Technology (IT) support for faculty, staff, and students, especially for student issues accessing online courses early in the semester.	Director of Online Learning, Assistant VP for Information Technology		X	X		
3.4: Conduct regular learning management system reviews and/or seek options for supplemental software that includes both faculty and student input.	Director of Online Learning, Assistant VP for Information Technology	X	X	X	X	X
3.5: Restart the Educational Technology Committee to review strategies, policies, and usage of educational resources as part of the Center for Teaching and Learning.	Dean of Teaching and Learning, Assistant VP for Information Technology		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>
3.6: Increase the use of simulation devices and other technologies in health science (including anatomy and physiology classes), ensuring the faculty have sufficient training.	Dean of Health Sciences		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>
Strategic Direction II: Teaching and Learning						
Objective 4: Improve assessment of learning and educational effectiveness						
4.1: Incorporate the annual assessment of learning outcomes into ongoing development of curriculum, pedagogy, programming, including monitoring our progress in meeting equity goals.	Academic Deans, Dean for Teaching and Learning, Associate Dean for Institutional Effectiveness	X	X	X	X	X
4.2: Extend efforts to assess graduation competencies, focusing on assessment at the course level.	Academic Deans, Dean for Teaching and Learning, Associate Dean for Institutional Effectiveness	X	X			
4.3: Examine the teaching of competencies that span across the disciplinary curriculum, such as English language skills, soft skills, digital skills, and information literacy; identify the courses in which they are taught; and comprehensively assess them to make changes to curriculum.	Academic Deans, Dean for Teaching and Learning, Associate Dean for Institutional Effectiveness		X	X		
4.4: Strengthen and expand our use of program advisory boards to ensure learning aligns with industry needs.	Academic Deans		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>
Strategic Direction II: Teaching and Learning						
Objective 5: Expand opportunities for students to encounter high-impact practices (HIPs)						
5.1: Remove obstacles to participation in HIPs and increase participation of underrepresented groups.	VP for Academic Affairs, Academic Deans, Dean for Teaching and Learning		X	X		
5.2: Develop and expand first-year seminar courses.	Dean for Student Success	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>
5.3: Embed project-based experiential learning based in significant contemporary issues (e.g., climate change, social justice) in the Critical Thinking course.	VP for Academic Affairs, Academic Deans, Dean for Teaching and Learning		X	X		
5.4: Expand opportunities for experiential learning inside and outside the classroom, including internships and apprenticeships, and provide professional development and course releases for faculty to develop and implement experiential learning in their courses.	Executive Director of Corporate Partnerships and Workforce Development, VP for Academic Affairs, Academic Deans, Dean for Teaching and Learning		X	X	X	
5.5: Increase awareness of Honors program and expand opportunities to participate.	Assistant Provost		X			
5.6: Regularly assess the effectiveness and reach of HIPs and modify practice accordingly.	VP for Academic Affairs, Academic Deans, Dean for Teaching and Learning			X	X	

The Academic Program

<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 III: The Academic Program						
Objective 1: Develop new programs and courses						
1.1: Behavioral Health associate degree and certificate in our Division of Business and Professional Studies. In addition, Behavioral Health Technician as a non-credit program will be developed as an entry point to the Behavioral Health associate degree and certificate.	Dean of Business and Professional Studies	X				
1.2: Data Science associate degree in our STEM division.	Dean of STEM		X			
1.3: Associate degrees in Health Care Administration, Diagnostic Medical Sonography, and Medical Assisting in our Health Sciences division.	Dean of Health Sciences		X	X		
1.4: Clinical Documentation Improvement Professional certificate in our Health Sciences division.	Dean of Health Sciences				X	
1.5: Medical and Health Services Manager certificate in our Health Sciences division.	Dean of Health Sciences				X	
1.6: Courses in Travel and Tourism and Non-Profit Management in our Business and Professional Studies division.	Dean of Business and Professional Studies		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>
Strategic Direction III: The Academic Program						
Objective 2: Enhance existing programs						
2.1: Engineering Design (STEM): add tracks that address advanced manufacturing and architecture/construction management.	Dean of STEM		X			
2.2: Environmental Sciences and Safety (STEM): add a focus on sustainability.	Dean of STEM	X				
2.3: Life Sciences (STEM): add a concentration in nutrition.	Dean of STEM		X			
2.4: Web Design/Developer (STEM): update the existing program with recent developments in the field.	Dean of STEM		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>
Strategic Direction III: The Academic Program						
Objective 3: Include courses in Spanish and Portuguese in selected existing programs						
3.1: Pilot offering courses in Spanish and Portuguese in other programs based on research to determine courses that are in-demand or would well-serve these populations.	Academic Deans		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>
Strategic Direction III: The Academic Program						
Objective 4: Expand other opportunities for credit and learning						
4.1: Expand credit for prior learning and better communicate the opportunities to existing and prospective students.	Assistant Provost		X			
4.2: Expand work-based learning opportunities that offer credit toward completion of degrees.	Assistant Provost		X	X	X	
4.3: Add an apprenticeship option to the Behavioral Health and Surgical Technology curricula, and develop	Executive Director of Workforce Development and Community Partnerships		X	X		
4.4: Determine the demand for and provide free preparation workshops for challenge exams, SAT, and other college entrance exams, and other standardized and/or licensing exams for our students.	Director of the Academic Achievement Center	X				

The Student Experience

Goal and strategy	Principal responsibility	Year 1	Year 2	Year 3	Year 4	Year 5
Strategic Direction IV: The Student Experience						
Objective 1: Expand and enhance direct student support						
1.1: Refine and expand the case management model of academic advising, coaching, and transfer which utilizes lower advising caseloads and promotes student success based in student development theory through pro-active outreach to students, regular meetings, and close monitoring of student progress.	Director of Academic & Transfer Advising	X	X			
1.2: Create a college-based, holistic support network for students that uses technology, including <i>EAB Navigate 360</i> , and that promotes communication and collaboration, incorporates interventions as needed, and facilitates referrals to services and resources within student development and academic affairs.	VP of Student Development, Dean for Student Success and Strategic Initiatives, Assistant Dean, Advising Resources and Technology	X	X	X	X	X
1.3: Ensure access to and use of student services and technology through collecting and analyzing disaggregated quantitative and qualitative data to assess services and inform strategies.	Associate Dean for Institutional Effectiveness, Assistant Dean, Advising Resources and Technology	X	X	X	X	X
1.4: Explore and promote the use of mobile applications such as the MassBay App and/or EAB Navigate to improve communication with students and connect them to the College, their peers, and their support network.	Vice President for Institutional Advancement, Marketing, and Communications, Assistant Dean, Advising Resources and Technology	X	X	X	X	X
1.5: Improve utilization of data analytics to increase focused services, prioritize advising resources, and ultimately improve retention and remove gaps in outcomes.	Associate Dean for Institutional Effectiveness, Assistant Dean, Advising Resources and Technology		X	X	X	X
1.6: Given the busy lives of our students—especially those who might be attending because of MassReconnect and MassEducate—explore methods for expanding access to services such as offering virtual, in-person, and extended hours that meet their diverse needs.	VP for Student Development, VP for Enrollment Management, VP for Academic Affairs	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>
Strategic Direction IV: The Student Experience						
Objective 2: Create stronger support system for non-degree students						
2.1: Improve our understanding of the needs of the non-degree population through surveys, focus groups, and analysis of demographic and outcome data.	VP for Enrollment Management, Dean for Student Success and Strategic Initiatives, Provost and selected Dean		X	X		
2.2: Create systems to determine and record the goals of non-degree students so that we can better help them achieve their goals and, when appropriate, guide them to higher goals.	VP for Enrollment Management, Dean for Student Success and Strategic Initiatives, Provost and selected Dean		X	X	X	X
2.3: Introduce a new student orientation program specifically designed for the non-degree population.	VP for Student Development, Provost and selected Dean	X	X	X	X	X
2.4: Outreach to non-degree students to engage them in academic advising and create a system for improved and more intensive advising of non-degree students.	VP for Student Development, Provost and selected Dean		X	X	X	X
2.5: Offer opportunities for non-degree students to explore potential careers/majors and create presentations (live or on video) on choosing and enrolling in a degree or certificate program.	VP for Student Development, Provost and selected Dean		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>
Strategic Direction IV: The Student Experience						
Objective 3: Improve co-curricular student engagement						
3.1: Offer student programming in Spanish and Portuguese and engaging faculty and staff in learning those languages.	VP for Student Development, Human Resources		X	X		
3.2: Improve physical and online spaces to cultivate a sense of belonging, especially for identity-based student groups.	VP for Student Development, Director of Facilities	X	X	X		
3.3: Define the concept of personal development and use the definition to program activities for students.	VP for Student Development		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>
3.4: Use interest groups or existing academies to create smaller student communities or homes within the larger MassBay community to instill a better sense of connection with peers.	VP for Student Development, Academic Deans		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>
Strategic Direction IV: The Student Experience						
Objective 4: Enhance and diversify student-centered care and support						
4.1: Promote a campus culture of well-being by increasing awareness of mental health resources, fostering collaborations for outreach and education, and providing training and skill-building opportunities for faculty, staff, and students to enhance mental health and resilience.	VP for Student Development	X	X	X		
4.2: Create an Engagement, Identity, and Belonging Center.	VP for Student Development	X	X			
4.3: Add a staff position to oversee wellness for students.	VP for Student Development	X				
4.4: Provide mental health counselors and other student support staff who are bilingual.	VP for Student Development		X			
4.5: Embed financial literacy, including financial aid education, into the student experience.	VP for Student Development, VP for Academic Affairs			X		
4.6: Provide more opportunities for non-federal work-study employment on-campus to support international students (who are ineligible for federal work-study employment).	VP for Enrollment Management, VP for Student Development, VP for Academic Affairs		X	X		

Institutional Resources

<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 V: Institutional Resources						
Objective 1: Establish a cybersecurity education and health and fitness center						
1.1: Seek public and private funding to support building a new Health and Fitness and Cybersecurity Education Center on the Wellesley Campus.	President, VP for Institutional Advancement, Marketing, and Communications, VP for Finance and Administration, VP for Student Development VP for Academic Affairs	X	X	X		
1.2: Create new spaces for outside sports, including a soccer field, and volleyball and pickleball courts.	VP for Student Development			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>
Strategic Direction V: Institutional Resources						
Objective 2: Improve demographic composition of our faculty and staff						
2.1: Train search committee chairs and faculty department chairs to serve as recruitment ambassadors.	Chief Diversity Officer, Assistant VP for Human Resources, Associate Dean of Equity Assurance	X	X	X	X	X
2.2: Improve success of search committees by further strengthening the training of search committees in the recruitment and hiring process and expanding the use and number of trained recruitment ambassadors such that all search committee members are trained.	Assistant VP for Human Resources	X	X			
2.3: Provide professional development of faculty and staff on cultural literacy (the ability to understand and appreciate the similarities and differences in the customs, values, and beliefs of many cultures) and the importance of recognizing and valuing cultural wealth (the assets and strengths that members of marginalized communities bring to our institution).	Chief Diversity Officer	X	X			
2.4: Create an HSI Planning Committee to study, plan, and implement steps necessary to become a responsive Hispanic Serving Institution.	President	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>
2.5: Expand the number of faculty and staff affinity groups and enhance the value of the affinity groups' activities for participants.	Chief Diversity Officer	X	X			
2.6: Increase opportunities for adjunct faculty and part-time staff to participate in college events; explore ways to integrate adjunct faculty more successfully into the College and support their teaching and student success efforts.	VP for Academic Affairs	X	X	X	X	X
2.7: Make full-time faculty and staff more reflective of the student population.	Executive Team	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>
Strategic Direction V: Institutional Resources						
Objective 3: Create a more welcoming and engaging campus environment						
3.1: Ensure classrooms promote accessibility, including in the selection of chairs to seat comfortably individuals of diverse sizes.	Director of Facilities, VP for Student Development, Academic Deans,	X	X	X	X	X
3.2: Develop hospitality-focused venues and provide food services, including rebuilding the kitchen on the Wellesley campus.	VP for Finance and Administration	X	X			
3.3: Create student study spaces that can be reserved, allowing students to attend remote events, such as meetings, classes, or job interviews.	Director of Facilities			X		
3.4: Make the front entrance of the Wellesley campus a more welcoming space, including signage in a variety of languages.	Director of Facilities, VP for Enrollment Management, VP for Student Development, VP for Institutional Advancement, Marketing, and Communications	X				
3.5: Improve the look of our campus and classrooms, and display art on campus that better represents our population, including using photographs of our alumni, highlighting their achievements.	Director of Facilities, VP for Enrollment Management, VP for Student Development, VP for Institutional Advancement, Marketing, and Communications	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>
3.6: Renovate room 242 in the Wellesley campus to become a student lounge with soft seating and charging ports, and incorporating a gaming center.	Director of Facilities, VP for Enrollment Management, VP for Student Development	X				
3.7: Create a Learning Commons that would make the Library and Academic Achievement Center more inviting for students.	Director of Facilities, Assistant Provost			X	X	X
3.8: Renovate existing bathrooms.	Director of Facilities	X	X			
3.9: Promote a sense of community among the faculty and staff, including updating the online directory and promoting faculty and staff accomplishments.	VP for Institutional Advancement, Marketing, and Communications, VP for Academic Affairs	X	X	X	X	X
3.10: Provide professional development focused on community mental health and resilience.	VP for Student Development, Dean for Teaching and Learning, Assistant VP for Human Resources		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>
Strategic Direction V: Institutional Resources						
Objective 4: Diversify sources of revenue						
4.1: Create an annual fundraising goal for the Foundation	VP for Institutional Advancement, Marketing, and Communications	X				
4.2: Recruit new Foundation members with strong fundraising experience and engage Foundation members in planned giving.	VP for Institutional Advancement, Marketing, and Communications		X	X		
4.3: Increase Foundation involvement in on-campus functions and events.	VP for Institutional Advancement, Marketing, and Communications		X	X	X	X
4.4: Establish a fund to support stipends for students engaged in non-paid internships.	VP for Institutional Advancement, Marketing, and Communications		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>
4.5: Promote space rental to the larger community. A new Health and Fitness Center noted above would be a source of greater income. The College could sell memberships to the members of the community and rent out its facilities to local schools and clubs. A new soccer field would also generate revenue, as well as serve our students.	Director of Procurement and Business Operations		X	X	X	X
4.6: Expand non-credit education, including community education, focusing on ESL and career-advancing programs, such as Certified Nursing Assistant, working with employers, particularly in the health care sector, to meet workforce needs.	Executive Director of Workforce Development and Corporate Partnerships	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>
Strategic Direction V: Institutional Resources						
Objective 5: Update technology to support student success and institutional efficiency						
5.1: Implement technology platforms EAB Navigate and Curriculog.	Assistant Dean, Advising Resources and Technology, Assistant Provost	X	X	X	X	
5.2: Renovate classrooms and laboratories to support lecture capture, to create robust teaching and learning options, and to meet ADA needs.	Director of Facilities, Academic Deans	X	X	X	X	X
5.3: Bridge the technology gap between students of different economic levels by offering loaner computers and/or other resources to students who need them.	Assistant VP for Information Technology		X	X		
5.4: Transfer paper records to a digital format when possible to improve storage capacity, data security, and sustainability.	Assistant VP for Information Technology		X	X		
5.5: Move towards more hosted services and extend resources beyond on-campus access.	Assistant VP for Information Technology			X	X	
5.6: Increase network bandwidth to provide more remote access for students and staff.	Assistant VP for Information Technology		X	X		
5.7: Conduct a yearly audit of supported software to assure faculty and students have the best solutions for learning and promote success for all.	Assistant VP for Information Technology	X	X	X	X	X
5.8: Modernize our website to be accessible, searchable, easily navigated, and aesthetic. Maintain content to be fresh and up-to-date, timely, and relevant, with answers and information available.	VP for Institutional Advancement, Marketing, and Communications	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>
5.9: Evaluate the current institutional landscape of generative Artificial Intelligence (AI) and support the College community in appropriate, ethical, and critical use of generative AI.	Dean of Teaching and Learning	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>
Strategic Direction V: Institutional Resources						
Objective 6: Improve sustainability and reduce the College’s carbon footprint						
6.1: Reduce use of plastics, particularly moving away from single-use plastic bottles.	Director of Procurement and Business Operations	X	X	X	X	X
6.2: Promote green commuting between campuses and from home to school.	Director of Facilities	X	X	X	X	X
6.3: Replace single-pane windows on the Wellesley campus to reduce dependence on heating.	Director of Facilities			X	X	
6.4: Update HVAC systems in the Bunker (our space for Veterans) and in rooms that house computer servers.	Director of Facilities		X	X		