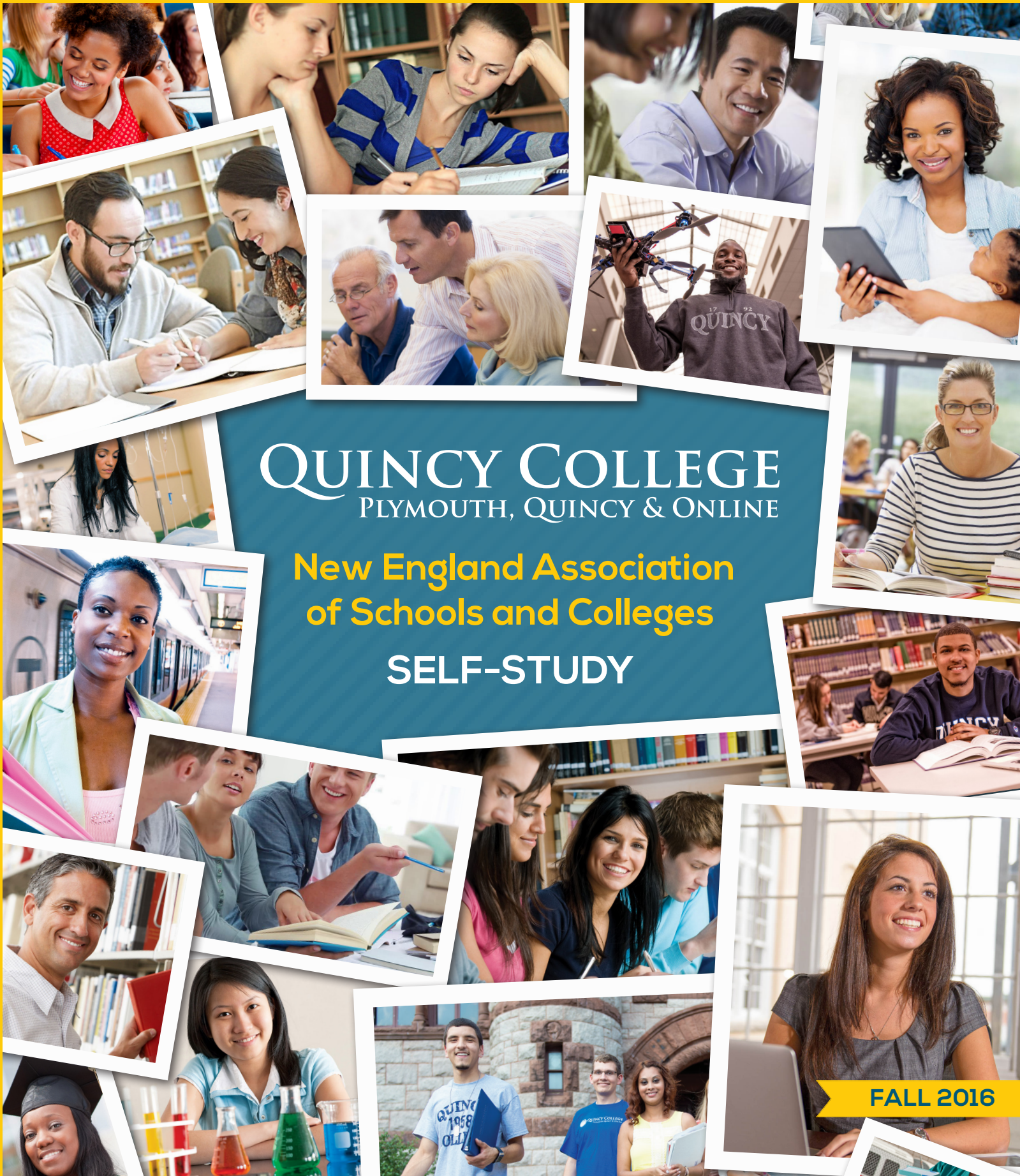


THE LITTLE COLLEGE THAT COULD

How Quincy College Not Only Prospers But Excels by Focusing on Teaching & Learning, One Student at a Time



QUINCY COLLEGE PLYMOUTH, QUINCY & ONLINE

New England Association
of Schools and Colleges

SELF-STUDY

FALL 2016

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Appendix

Affirmation & Compliance

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Institutional Characteristics Form Revised September 2009

This form is to be completed and placed at the beginning of the self-study report:

Date October 5, 2016

1. Corporate name of institution: **Quincy College** _____

2. Date institution was chartered or authorized: **1958** _____

3. Date institution enrolled first students in degree programs: **1959**

4. Date institution awarded first degrees: **June 11, 1960**

5. Type of control:

Public

State

X City

Other

(Specify) _____

Private

Independent, not-for-profit

Religious Group

(Name of Church) _____

Proprietary

Other: (Specify) _____

6. By what agency is the institution legally authorized to provide a program of education beyond high school, and what degrees is it authorized to grant? Commonwealth of Massachusetts Legislature and Board of Higher Education have authorized Quincy College to grant the degrees Associate in Arts and Associate in Science. Initial accreditation was awarded from New England Association of Schools and Colleges on October 8, 1980.

7. Level of postsecondary offering (check all that apply)

X Less than one year of work

X At least one but less than two years

Diploma or certificate programs of at least two but less than four years

X Associate degree granting program of at least two years

Four- or five-year baccalaureate degree granting program

First professional degree

Master's and/or work beyond the first professional degree

Work beyond the master's level but not at the doctoral level (e.g., Specialist in Education)

A doctor of philosophy or equivalent degree

Other doctoral programs _____

Other (Specify)

8. Type of undergraduate programs (check all that apply)

- Occupational training at the crafts/clerical level (certificate or diploma)
 Liberal arts and general
- Occupational training at the technical or semi-professional level (degree)
 Teacher preparatory
- Two-year programs designed for full transfer to a baccalaureate degree
 Professional
- Other _____

9. The calendar system at the institution is:

- Semester
 Quarter
 Trimester
 Other _____

10. What constitutes the credit hour load for a full-time equivalent (FTE) student each semester?

- a) Undergraduate ___15___ credit hours
- b) Graduate _____ credit hours
- c) Professional _____ credit hours

11. Student population:

a) Degree-seeking students:

	Undergraduate	Graduate	Total
Full-time student headcount	(F15) 1,844	0	(F15) 1,844
Part-time student headcount	(F15) 2,888	0	(F15) 2,888
FTE	(F15) 2,781	0	(F15) 2,781

b) Number of students (headcount) in non-credit, short-term courses: ___389 (in 2015)___

12. List all programs accredited by a nationally recognized, specialized accrediting agency.

Program	Agency	Accredited since	Last Reviewed	Next Review
Nursing	NLNAC/ACEN	Massachusetts Board of Registration in Nursing in 1978 National League for Nursing Accrediting Commission, Inc. was granted in 1983. The program has continuously maintained its accreditation status over the ensuing years.	Nursing: 3/2016 Practical Nursing:3/2015	Nursing: Fall 2018 Follow-up Report Practical Nursing: Fall 2020
Medical Laboratory Technician	NAACLS	9/2013	9/2014	11/2016
Surgical Technology	CAAHEP	2007	2007	2017
Physical Therapist Assistant	CAPTE	Effective 4/15, Quincy College has been granted Candidate for Accreditation status by the Commission on Accreditation in Physical Therapy Education (1111 North Fairfax Street, Alexandria, VA, 22314; phone: 703-706-3245; email: accreditation@apta.org). Candidate for Accreditation is a pre-accreditation status or affiliation with the Commission on Accreditation in Physical Therapy Education that indicates that the program is progressing toward accreditation and may matriculate students in technical/professional courses. Candidate for Accreditation is not an accreditation status nor does it assure eventual accreditation.	5/2016	12/2016

13. Off-campus Locations. List all instructional locations other than the main campus. For each site, indicate whether the location offers full-degree programs or 50% or more of one or more degree programs. Record the full-time equivalent enrollment (FTE) for the most recent year. Add more rows as needed.

	Full degree	50%-99%	FTE
A. In-state Locations			
Plymouth, Massachusetts	Yes	Yes	(F15) 529
B. Out-of-state Locations			
None			

14. International Locations: For each overseas instructional location, indicate the name of the program, the location, and the headcount of students enrolled for the most recent year. An overseas instructional location is defined as “any overseas location of an institution, other than the main campus, at which the institution matriculates students to whom it offers any portion of a degree program or offers on-site instruction or instructional support for students enrolled in a predominantly or totally on-line program.” **Do not include study abroad locations.**

Name of program(s)	Location	Headcount
None		

15. Degrees and certificates offered 50% or more electronically: For each degree or Title IV-eligible certificate, indicate the level (certificate, associate’s, baccalaureate, master’s, professional, doctoral), the percentage of credits that may be completed on-line, and the FTE of matriculated students for the most recent year. Enter more rows as needed.

Name of program	Degree level	% on-line	FTE
N/A			

16. Instruction offered through contractual relationships: For each contractual relationship through which instruction is offered for a Title IV-eligible degree or certificate, indicate the name of the contractor, the location of instruction, the program name, and degree or certificate, and the number of credits that may be completed through the contractual relationship. Enter more rows as needed.

Name of contractor	Location	Name of program	Degree or certificate	# of credits
N/A				

17. List by name and title the chief administrative officers of the institution. (Use the table on the following page.)
18. Supply a table of organization for the institution. While the organization of any institution will depend on its purpose, size and scope of operation, institutional organization usually includes four areas. Although every institution may not have a major administrative division for these areas, the following outline may be helpful in charting and describing the overall administrative organization:
- a) Organization of academic affairs, showing a line of responsibility to president for each department, school division, library, admissions office, and other units assigned to this area;
 - b) Organization of student affairs, including health services, student government, intercollegiate activities, and other units assigned to this area;
 - c) Organization of finances and business management, including plant operations and maintenance, non-academic personnel administration, IT, auxiliary enterprises, and other units assigned to this area;
 - d) Organization of institutional advancement, including fund development, public relations, alumni office and other units assigned to this area.

19. Record briefly the central elements in the history of the institution:

During the mid-1950s, demand for higher education on the South Shore, and Quincy in particular, led to the creation of the Citizen's Committee appointed to study the feasibility of establishing a community college. This committee recommended that a community college should exist and as early as 1956, the first college-level courses are offered. In May of 1958, College Courses, Inc., a non-profit charitable organization, was officially formed to help further higher education on the South Shore. In the Fall of that same year, the first freshman class began at what will later be known as Quincy College. Quincy College was empowered to award the Associate in Arts and the Associate in Science degrees and graduated its first class of students in 1960. In 1991, the school founded the Plymouth campus located thirty minutes south of Quincy in downtown Plymouth, Massachusetts. The College now offers 35 associate degrees and 23 certificates. Quincy saw its highest enrollment ever in Fall 2015 and surpassed that achievement in Fall 2016.

CHIEF INSTITUTIONAL OFFICERS

Function or Office	Name	Exact Title	Year of Appointment*
Chair Board of Trustees	Thomas Feenan	Chairperson	2007 as board member, 2014 as Chairperson & Re- elected as Chairperson 2016
President/CEO	Peter H. Tsaffaras, J.D.	President	2011
Executive Vice President			
Chief Academic Officer	Aundrea Kelley	Senior Vice President for Academic Affairs	2013
Deans of Schools and Colleges	Mary Burke	VP for Academic & Administrative Affairs & Dean of Plymouth Campus	2011
Deans of Schools and Colleges	Robert Baker	Dean of Liberal Arts	2013
Deans of Schools and Colleges	Vincent van Joolen	Dean of Natural & Health Sciences	2014
Deans of Schools and Colleges	Linda Pendergast	Dean of Nursing	2015
Deans of Schools and Colleges	Michael Marrapodi	Dean of Online Programs & Inter-Institutional Affairs	2014
Deans of Schools and Colleges	William Brennan	Dean of Professional Programs	2013
Chief Financial Officer	Joseph Mercurio	SVP for Administration & Finance	2013
Chief Student Services Officer	Susan Bossa	Associate Vice President for Student Development	2000
Planning			
Institutional Research	Kimberly Puhala	Associate Vice President for Institutional Research & Assessments	2010
Assessment	Kimberly Puhala	Associate Vice President for Institutional Research & Assessments	2010
Development	Tina Cahill	Director of Institutional Advancement	2015

Library	Susan Whitehead	Director of Library Services	2009
Chief Information Officer	Tom Pham	Vice President for Mission Support & Technology	2015
Continuing Education	Kate Lopci	Director of Workforce Development & Community Engagement	2016
Grants/Research	Kate Lopci	Director of Workforce Development & Community Engagement	2016
Admissions	Eric Clark	Director of Admissions	2016
Registrar	Catherine Maloney	Director of Student Records & Registrar	2013
Financial Aid	Rose DeVito	Associate Vice President for Financial Aid	1997
Public Relations	Taggart Boyle	Associate Vice President for Communications and Marketing	2011
Alumni Association	Tina Cahill	Director of Institutional Advancement	2015
Other			

*NOTE: Data provided is Appointment Date, not Date of Hire

Table of CIHE Actions, Items of Special Attention, or Concerns

DATE OF CIHE LETTER	DETAILED ACTIONS, ITEMS OF SPECIAL ATTENTION OR CONCERNS	CIHE Standards cited for each matter
September 12, 2011	<p>That the institutional report be accepted;</p> <p>That the Commission issue a formal Notice of Concern to Quincy College that it is in danger of not meeting the Commission’s standard on Organization and Governance;</p> <p>That the institution submit a report by February 12, 2012 for consideration in March 2012 regarding its progress on becoming an independent institution of higher education;</p> <p>That the College undergo a focused evaluation in Fall 2012;</p> <p>That the report prepared in advance of Fall 2012 evaluation visit give emphasis to the institution’s success in becoming an independent institution of higher education;</p> <p>That the fifth-year interim report due for consideration in Fall 2011 be confirmed.</p>	<p>Organization and Governance 2.3, 3.2, 3.3</p>
February 17, 2012	<p>That the fifth-year interim report submitted by Quincy College be accepted;</p> <p>That the Notice of Concern that Quincy College is in danger of not meeting standard on Organization and Governance be continued;</p> <p>That the focused evaluation scheduled for Fall 2012 be confirmed;</p> <p>That in addition to the areas of regarding governance be addressed in our letter of September 12, 2011, the report prepared in advance of the Fall 2012 focused evaluation give emphasis to the institutions’ success in:</p> <ol style="list-style-type: none"> 1. Securing approval of the College’s revised mission statement by the Board of Governors 2. Implementing its faculty hiring plan 3. Continuing to assure financial stability <p>That the comprehensive evaluation scheduled for Fall 2016 be confirmed;</p> <p>That, in addition to the information included in all self-studies, the self-study prepared in advance of Fall 2016 comprehensive evaluation give emphasis to the institution’s success in:</p> <ol style="list-style-type: none"> 1. Continuing to address the matters specified above for attention in the Fall 2012 focused evaluation; 2. Implementing the goals of its strategic and financial plans. 	<p>Organization and Governance 1.2 2.1, 2.4, 2.8 5.8 9.3</p>
May 12, 2014	<p>That the action on show-cause report update submitted by Quincy College be deferred, pending the receipt of</p>	

	<p>additional information, specifically confirmation that the College's home-rule petition has been enacted;</p> <p>That the institution be informed that, absent notification of the enactment into law of the home-rule petition by the time of the Commission's September 2014 meeting, the Commission will place Quincy College on probation at its September 2014 meeting.</p>	
July 2, 2014	<p>That the information submitted by Quincy College related to the enactment of the home-rule petition into law be accepted and the College be continued in accreditation;</p> <p>That the formal Notice of Concern that the College is in danger of not meeting the standard on Organization and Governance be removed;</p> <p>That in addition to the information included in all self-studies, as well as the items specified for attention in the Commission's letter of February 17, 2012, the self-study prepared in advance of the Fall 2016 evaluation give emphasis to the institution's success in implementing the home-rule petition.</p>	<p>Organization and Governance</p>

Introduction – Self Study Process

Quincy College sought to involve the entire college community in the NEASC self-study process. A timeline developed by the SVPAA, Steering Committee Chair and AVPIR in Fall 2013 described tasks, actors and milestones. CIHE VP Carol Anderson came to the College and reviewed the self-study process as well as forthcoming changes in CIHE accreditation standards for the entire fulltime faculty. Steering and standing committee chairs, and college deans attended NEASC-sponsored workshops and meetings – including meetings which focused on forthcoming new standards. The self-study was the topic of numerous faculty non-instructional day discussions as well as staff-only meetings during which President Tsaffaras emphasized that the College would benefit most from broad participation in the self-study process. He shared his expectation as the leader of the institution that every full-time employee would participate in the self-study process by serving on at least one standard Committee. Throughout the self-study process The Board of Governors received updates throughout the process at meetings of both the Personnel & Programs Committee and the full Board. The College’s “Friday Meetings” schedule was modified to include regular slots for NEASC committee meetings. The College’s leaders emphasized that the goals of the self-study were to produce a documentary product and, even more importantly, to engage in a process that would enable the College community to take stock of where we are, consider strengths and challenges, and project into the future.

NEASC Accreditation Proposed Timeline – 2016-05-13

Date	Action Item	Status
Aug 2013	<ul style="list-style-type: none"> New VPAA appointed 	Completed
Sep 2013	<ul style="list-style-type: none"> Standards Committee Chairs selected 	Completed
Oct 2013	<ul style="list-style-type: none"> NEASC Self-Study Workshop attended by Chairs et al. new to NEASC process 	Completed
Jan 2013	<ul style="list-style-type: none"> NEASC VP Carol Anderson on campus for training 	Completed
Oct 2013	<ul style="list-style-type: none"> Standards Committees begin to meet 	Completed
May 2014	<ul style="list-style-type: none"> Standard 7 draft posted on Quintranet 	Completed
Oct 2014	<ul style="list-style-type: none"> VPAA, Deans, Faculty attend NEASC Self-Study Workshop 	Completed
Nov 2014	<ul style="list-style-type: none"> Jenzabar NEASC course set up: NEA 101 	Completed
Nov 2014	<ul style="list-style-type: none"> Steering Committee appointed 	Completed
Nov 14, 2014	<ul style="list-style-type: none"> Steering Committee Meeting @1pm, Committee Meetings @2pm 	Completed
Nov 21, 2014	<ul style="list-style-type: none"> Standards Committees' deadline to submit additional data requirements (in time for Dec 12th drafts) 	Completed
Dec 12, 2014	<ul style="list-style-type: none"> Standards Committees' deadline to post "bullet points", supporting figures, and appendix documents 	Partially Completed
Jan 15, 2015	<ul style="list-style-type: none"> Institutional Research updates Data First Forms 	Completed
Jan 16, 2015	<ul style="list-style-type: none"> Steering Committee reviews "bullet points" One-Voice Writer gives feedback on initial bullet points drafts 	Completed
Feb 2015	<ul style="list-style-type: none"> Institutional Research posts updated Data First Forms 	Completed
May 12, 2015	<ul style="list-style-type: none"> First draft of self-study (bullet point version) posted online for feedback from faculty (fulltime and adjunct) and staff 	Completed
Jun-Sep 2015	<ul style="list-style-type: none"> One-Voice Writer edits submitted bullet point drafts and provides extensive feedback to committee chairs 	Completed
Aug 2015	<ul style="list-style-type: none"> NEASC posts draft of revised standards 	Completed
Sep 2015	<ul style="list-style-type: none"> Steering Committee integrates faculty/staff feedback into drafts 	Completed
Oct 2015	<ul style="list-style-type: none"> SVPAA confirms with NEASC that College required to reorganize self-study based on revised standards 	Completed
Nov 6, 2015	<ul style="list-style-type: none"> IT sets up Skype and conference line communication tools to facilitate participation in self-study process among campus communities in Plymouth and Quincy 	Completed
Nov 13, 2015	<ul style="list-style-type: none"> All-college meeting to discuss reorganized NEASC standards Institutional Research distributes updated Data First Forms to Chairs Committees meet to update bullet points 	Completed
Dec 9-11, 2015	<ul style="list-style-type: none"> Small group of Chairs attend NEASC Conference 	Completed
Dec 11, 2015	<ul style="list-style-type: none"> Standard Committees submit finalized bullet points based on revised NEASC standards Additional figures/appendix documents posted 	Completed
Dec-Jan 2015	<ul style="list-style-type: none"> One-Voice Writer reviews finalized bullet points 	Completed
Feb 1, 2016	<ul style="list-style-type: none"> NEASC posts final version of reorganized standards 	Completed
Jan 12-15 & 19, 2016	<ul style="list-style-type: none"> Standard Committees convert bullet points into narrative draft and post 	Completed
Feb 16, 2016	<ul style="list-style-type: none"> Narrative draft discussed with NEASC by SVPAA 	Completed
Feb-Mar 2016	<ul style="list-style-type: none"> Small team including SVPAA, One-Voice, Institutional Research incorporate NEASC feedback 	In Process

Date	Action Item	Status
Mar 9, 2016	<ul style="list-style-type: none"> Small team meets with Marketing to review self-study layout and online posting milestones 	Completed
Apr 2016	<ul style="list-style-type: none"> Institutional Research updates Data First Forms and validates data in self-study 	Partially Completed
Apr 8, 2016	<ul style="list-style-type: none"> Self-study draft posted on internal website for college community (student, faculty, staff & Board members) feedback 	Completed
May 6, 2016	<ul style="list-style-type: none"> All faculty submit updated CVs 	Partially Completed
June 13, 2016	<ul style="list-style-type: none"> Chair of Site Visit Team visits campus 	Completed
Jun 2016	<ul style="list-style-type: none"> Self-study posted on secure website for stakeholder (public, alumni) feedback Hard copy and link sent to Board members Small team completes edits of self-study based on feedback 	Partially completed
Jul 2016	<ul style="list-style-type: none"> Final version of self-study prepared and sent to NEASC Marketing update of final version Final self-study posted online on QC Website 	Partially completed
Jul 2016	<ul style="list-style-type: none"> All electronic and hard copy “workroom” documents gathered 	Partially completed
Aug 2016	<ul style="list-style-type: none"> Final self-study sent to chair of Site Visit committee Site visit hospitality arrangements made (hotel, meals, meeting space) 	Partially completed
Sep 2016	<ul style="list-style-type: none"> Updated syllabi gathered for all courses 	Ongoing
Oct 2016	<ul style="list-style-type: none"> Official self-study submitted to Site Visit team electronically and with hard copies 	Completed
Oct 2016	<ul style="list-style-type: none"> Newspaper advertisements published to invite public comment 	Completed
Oct 2016	<ul style="list-style-type: none"> Onsite physical workroom set up 	Ongoing
Nov 2016	<p>Site Visit:</p> <ul style="list-style-type: none"> Nov 6 morning: Hotel workroom set up Nov 6 evening: Visiting Team Welcome Dinner Nov 7-9: Visiting Team may drop in to speak with representatives of any campus department, students, faculty (full-time and adjunct), board members, senior staff, visit classes, tour Quincy & Plymouth campuses, etc. College faculty & staff should plan to be available throughout the site visit. 	
Jan 18, 2017	<ul style="list-style-type: none"> First draft of Visiting Team’s Evaluation Report due for factual accuracy check 	
Feb 2017	<ul style="list-style-type: none"> Final Visiting Team Report due College submits its response to the Visiting Team Report 	
Apr-May 2017	<ul style="list-style-type: none"> Team Chair and College President meet with NEASC Commission on Institutions of Higher Education 	
May-Jun 2017	<ul style="list-style-type: none"> NEASC notifies Visiting Team and College of its accreditation action and areas for further progress reports (if necessary) College begins to implement projections, follow up from self-study 	

NEASC SELF-STUDY STEERING COMMITTEE

The purpose of the NEASC Self-Study Steering Committee is to facilitate avenues of communication and oversight related to the decennial self-study process and product. The Committee will comprise the following.

Self-Study One Voice Writer and
Steering Committee Chair Rob Pitts

Standard One – Mission and Purposes
Committee Co-Chairs Sabrina Mohan and Laurel Kornhiser

Standards Two & Three – Planning and Evaluation and Organization and Governance
Committee Chair – Tina Cahill

Standard Four – The Academic Program
Committee Chair – Steve Dooner

Standard Five – Support for Teaching and Learning
Committee Chair Jason Paynich

Standard Six – Students
Committee Chair Paul Felker

Standard Seven – Institutional Resources
Committee Co-Chairs Sarah Dolan and Maureen Savage

Standards Eight Educational Effectiveness
Committee Chair Servet Yatin

Standard Nine – Public Disclosure, Transparency and Integrity
Committee Chair Nathalie Fulford

Associate Vice President for Institutional Research and Assessment Kim Puhala

Vice President for Academic Affairs Aundrea Kelley

The Steering Committee will meet occasionally on Friday meeting schedule dates that have been assigned to NEASC from 1 p.m. until 2 p.m. with the first meeting scheduled for November 14.

Self-Study Postings

A course titled NEA 101 has been set up on the Portal to serve as a online location where Standard Committee Chairs can post documents related to the Self-Study as well as to provide a forum for feedback and discussion.

Data Requests

Due to the ongoing demand for data in order to fulfill writing requirements for the NEASC report, a data request process is necessary. All data requests must be sent to Kim Puhala, AVP Institutional Research and Assessment, by the Chair of your respective committee. It will be the Chair's responsibility to compile data requests, ensure that accurate information is included in the data request, and ensure that the data request is vetted and determined to be necessary for the NEASC report.

The first step of the data request is to check the existing sources of data that are available to you. This includes data that is posted to the Institutional Research web site, along with the NEASC-specific Data First Forms, E Series Forms, and S Series Forms that will be posted on the Portal page and distributed to each Chair.

To access the Institutional Research website, go to the Quincy College website, click on Faculty & Staff, then Departments, then Institutional Research and Assessment. You will find the Quincy College Fast Facts (http://quincycollege.edu/images/uploads/Fast_Facts.pdf) that list information for the past three years on student demographics, retention and graduation rates for first-time full-time students, results from some surveys that are regularly conducted at Quincy College, among other information. The Gainful Employment link (http://quincycollege.edu/images/uploads/GE_Data.pdf), labeled "GE Reporting Data", has information about each Certificate program, its graduation rates, and job placement information. The Chart of the Month (<http://quincycollege.edu/chart-of-the-month>) highlights different data about the College that has been presented to the Board of Governors. The printable Data Request Form (http://quincycollege.edu/images/uploads/IRA_Data_Request_Form.pdf) should be used to submit data requests to Institution Research **through your committee Chair**.

The **Data First Forms** have many measures, including retention and graduation rates, information about students and faculty, information about where policies and procedures can be found, etc. Data First Forms are updated on an ongoing basis, as information is received, as well as annual updates each November with the current Fall semester's data.

The E Series Forms document our Assessment efforts, on the institutional and program levels. There is also space to document each Committee's efforts to assess student learning outcomes. It will be important to document those efforts that are being developed and used to assess student learning outcomes, such as surveys, testing instruments, or other instruments that are being developed. It will be the Chair's responsibility to notify Kim Puhala of any and all assessment efforts that are being undertaken. Please note that Institutional Research is available to assist with the development of various assessment tools.

The S Series Forms document various measures of student success that are tracked at the College. Examples include Retention Rates, Graduation Rates, and Job Placement rates.

If the data you need is not available on one of the above-mentioned data forms, please submit a data request form (http://quincycollege.edu/images/uploads/IRA_Data_Request_Form.pdf) to the Chair of your committee, including all information listed below:

- Date of request
- Standard that data is needed for (Please list under Purpose: NEASC, Standard XX)
- A statement of the data question you are trying to answer
- Description of the data that is being requested
- Timeline for when data is needed (please allow 1-2 weeks lead time for data requests)

Friday Meeting Schedule AY 2015-2016

(All meetings start at 1:00 PM)

Fall 2015 Semester:

September 4, 2015	Reserved for college-related meetings TBD*
September 11, 2015	All faculty committee selection meeting
September 18, 2015	NEASC committee meetings
September 25, 2015	Standing committees**
October 2, 2015	NEASC committee meetings
October 9, 2015	Senate meeting
October 16, 2015	NEASC committee meetings
October 23, 2015	Standing committees**
October 30, 2015	Reserved for college-related meetings TBD*
November 6, 2015	Senate meeting (meeting held in Plymouth)
November 13, 2015	NEASC committee meetings
November 20, 2015	Standing committees** (meetings held in Plymouth)
November 27, 2015	COLLEGE CLOSED (Thanksgiving recess)
December 4, 2015	Senate meeting
December 11, 2015	NEASC committee meetings
December 18, 2015	Final exams
December 25, 2015	COLLEGE CLOSED (Winter holiday recess)

* Faculty members may check with their Deans regarding scheduled meetings.

** Curriculum, Institutional Issues, Policies/Procedures, Program Review, and Student Life

Friday Meeting Schedule AY 2015-2016

(All meetings start at 1:00 PM)

Spring 2016 Semester:

January 15, 2016	Faculty Meetings/Advisory Day
January 22, 2016	Standing Committees**
January 29, 2016	NEASC Committee meetings
February 5, 2016	Senate Meeting
February 12, 2016	NEASC Committee meetings
February 19, 2016	Standing Committees**
February 26, 2016	NEASC Committee meetings
March 4, 2016	Senate Meeting
March 11, 2016	NEASC Committee meetings
March 18, 2016	COLLEGE CLOSED (Spring Break)
March 25, 2016	COLLEGE CLOSED (Spring Holiday)
April 1, 2016	Standing Committees
April 8, 2016	NEASC Committee meetings
April 15, 2016	Senate Meeting in Plymouth
April 22, 2016	Reserved for College related meetings TBD*
April 29, 2016	Standing Committees in Plymouth
May 6, 2016	NEASC Committee meetings
May 13, 2016	Senate Meeting
May 20, 2016	Faculty Meetings/Advisory Day

* Faculty members may check with their Deans regarding scheduled meetings.

** Curriculum, Institutional Issues, Policies/Procedures, Program Review, and Student Life

NEASC SELF STUDY – ALL COLLEGE MEETING

Friday, November 13, 2015

PPLL Conference Room, Quincy & Krovitz Library, Plymouth (Via Skype)

AGENDA

- 11:55 – Refreshments (both locations)
- 12:15 – Timeline & Portal Site Review – Rob Pitts
- 12:35 – Data Tips / Q&A – Kim Puhala
- 12:55 – Standards Revision Highlights – Aundrea Kelley
- 1:15 – Significance to College – Peter Tsaffaras
- 1:35 – Q&A
- 2:00 pm – Today’s Committee Meeting Locations

Committees / Chairs	Quincy	Plymouth
Mission & Purposes / Mohan	Military/Vet Services Office – 5 th Flr	VP/Dean’s Office
Planning & Evaluation, and Organization & Governance / Cahill	City View Conference Rm – 7 th Flr	Assistant Dean’s Office
The Academic Program / Dooner	PPLL Conference Room	Krovitz Library
Support for Teaching & Learning / Paynich	Quincy Center View Conference Room – 7 th Flr	Small Conference Room outside Krovitz Library
Students / Felker	Hart Board Room – 7 th Flr	Dean’s Conference Room
Institutional Resources / Dolan & Savage	Conference Room 422 – 4 th Flr	Science Coordinator’s Office
Public Disclosure, Transparency & Integrity / Fulford	Saville 210	Call in via Cell
Educational Effectiveness / Yatin	Saville 207	Call in via Cell

NEASC COMMITTEE COMPOSITION

The College needs all hands on deck to finish the first phase of the NEASC self-study by the end of the fall. We want to send it to NEASC in January. Each listed faculty or staff member is assigned based on the Committee's need for your input.

To find your Committee, cross reference the font color of your name below with the font colors listed on the two following pages.

Amanda Colligan (Research Analyst)
Amanda Deck (Director of Student Life)
Amanda Sullivan (Auxiliary & Copy Services Specialist)
Art Esposito (Director of Advising)
Aundrea Kelley (Sr VP for Academic Affairs)
Barbara Lowery (Chair of Medical Laboratory Technician Program)
Bethann Davis (Nursing)
Betty Cheng (Nursing)
Bill Brennan (Dean of Academic Division of Professional Programs)
Bill Mesmer (Adjunct Mathematics)
Bilun Ozbilen (Admissions Associate)
Bob Baker (Dean of Academic Division of Liberal Arts)
Brian DiRamio (Manager Evening & Weekend Operations)
Bruce Van Dyke (Chair of Biotechnology & Compliance)
Carmelo Delgado (Manager of Student Accounts/Bursar)
Carol Pepoli (Developmental English/Humanities)
Carolyn A. Collins (Education Services Specialist, Plymouth)
Carolyne Phillips (Nursing)
Cathie Maloney (Director of Student Records & Registrar)
Charles Norvish (Mathematics, Plymouth)
Cheryl Proffitt (Nursing)
Christine Rodday (Clinical Coordinator of PTA Program)
Christine Vioselin (Nursing)
Christopher Breton (Military & Veterans Specialist)
Christopher King (Registrar Officer, Plymouth)
Cleo Cakridas (Developmental Reading/Humanities)
Daniela Hyunh (Assistant Director of Communications & Marketing)
David Cichocki (Academic Advisor)
David Ricca (Science)
Dawn Mackiewicz (Academic Services Associate, Plymouth)
Debbie Saitta-Ringger (English/Humanities)
Debby Stockbridge (Computer Science)
Dennis Burke (Science, Plymouth)
Diana Belanger (Science)
Dorothy Megnia (Nursing)
Elena Heineke (Developmental Mathematics)
Elizabeth Do (Librarian, Plymouth)
Felix Tai (Assistant Director of Finance)
Fred Doyle (Instructor)
Gayle Mina (Adjunct Faculty Nursing)
Georgia Clancy (Career Counselor, Plymouth)
Glenn Gaudreau (Biology, Plymouth)
Heather Keen (Educational Services Associate / PP&LA)
Heidi McLore (English, Plymouth)
Henry Rubin (Sociology)
Isso Bayala (Biotech & Compliance)
James Dennis, Assistant Director of Finance and Accounts Payable
Jane Cashorali (Nursing)
Janet Lanigan (Librarian)
Jason Roberts (History/Government)
Jay Peckham (Technology Specialist, Plymouth)
Jenny Chan (Registrar Associate)
Jim Downey (Accounting)
Jim Fox (History)
Jim Peters (Computer Science)
Joanne McAuliffe (Adjunct History)
Joe Mercurio (Senior VP for Administration & Finance)
John Foley (Advising Associate)
Joseph Sparda (Advising Assistant)
Joyce Higgins (Computer Science, Plymouth)
Judy Benson (Admissions Associate)
Karen Scheele (Admissions Agent)
Karen Salhaney (Director of Career Services & Placement)
Karla Parise (Early Childhood Education)
Kelly Murray (English)
Ken Texiera (Psychology/Sociology, Plymouth)
Kim Puhala (Associate VP for Institutional Research & Assessment)
Kristin Cutaia (Grant Administrator)
Kytia Saucer (Associate Director of Financial Aid)
Laura Buckley (Assistant Dean, Plymouth)
Laurel Kornhiser (English/Humanities)
Leor Alcalay (English as a Second Language)
Lewann Mina (Student Development Admin. Asst.)
Linda Pendergast (Dean of Academic Division of Nursing)
Lindsey Parker (Advising Associate)
Lisa Stack (Director of International Student Services)
Lori Tyszkowski (Natural & Health Sciences)
Lu Wang (Admin & Finance Analyst)
Luann Sweeney (Nursing)
Madalina Johnson (Coordinator of Science Laboratories, Plymouth)
Mariana Matrajt (Microbiology)
Martin Ahern (Director of Finance)
Mary Burke (VPAA/Dean, Plymouth)
Mary McLeod (Online Content Specialist)
Mary Moriarty (Registrar Specialist)
Mary Scott (VP for Human Resources)
Matt Delaney (Criminal Justice, Plymouth)
Matthew Sullivan (Coordinator of Science Laboratories)
Maureen Chisholm (Business)
Michael Marrapodi (Dean of Online Learning & Inter-Institutional Affairs)
Nancy Ambrose (Manager of Payroll Services)
Nat Brown (Mathematics)
Paul Sullivan (Psychology)
Ray Guillette (Business)
Rich Bramante (Engineering Technology)
Rob Pitts (Computer Science)
Robert Bostrom (Mathematics, Plymouth)
Roger White (Business, Plymouth)
Rose DeVito (Associate VP for Financial Aid)
Ross Little (Surgical Technology)
Ruth Perez (Librarian)
Sharon Tilton (Chair of PTA Program, Plymouth)
Stephanie Blackmon (Academic Services Specialist, Plymouth)
Steven Kearney (Assistant to the President)
Susan Bossa (Associate VP for Student Development)
Susan Whitehead (Director of Library Services)
Tagg Boyle (Associate VP of Communication & Marketing)
Tina Falconi (Technology Specialist)
Tom Meagher (Associate Director of Technology)
Tom Pham (Vice President for Technology & Mission Support)
Vince van Joolen (Dean of Natural & Health Sciences)
Wayne Westcott (Exercise Science)
William Hall (Director of Administrative Services & Facilities)

NEASC SELF-STUDY STANDARD COMMITTEES

The Steering Committee comprises: Rob Pitts (Chair), Kim Puhala, Aundrea Kelley, and All Standard Committee Chairs

NEASC Standard	Chair	Members
Mission and Purposes	Sabrina Mohan (Human Services) Laurel Kornhiser (English/Humanities)	Christopher Breton (Military & Veterans Specialist) Mary Burke (VPAA/Dean, Plymouth) Glenn Gaudreau (Biology, Plymouth) Laurel Kornhiser (English/Humanities) Henry Rubin (Sociology)
Planning and Evaluation & Organization and Governance	Tina Cahill (Director of Institutional Advancement)	Bob Baker (Dean of Academic Division of Liberal Arts) Isso Bayala (Biotech & Compliance) Laura Buckley (Assistant Dean, Plymouth) Jane Cashorali (Nursing) Carolyn A. Collins (Education Services Specialist, Plymouth) Kristin Cutaia (Grant Administrator) Ray Guillette (Business) Steven Kearney (Assistant to the President) Michael Marrapodi (Dean of Online Learning & Inter-Institutional Affairs) Gayle Mina (Adjunct Faculty Nursing) Lewann Mina (Student Development Admin. Asst.) Mary Moriarty (Registrar Specialist) Carol Pepoli (Developmental English/Humanities) David Ricca (Science) Karen Salhaney (Director of Career Services & Placement) Paul Sullivan (Psychology) Lu Wang (Admin & Finance Analyst)
The Academic Program	Steven Dooner (English/Humanities)	Leor Alcalay (English as a Second Language) Judy Benson (Admissions Associate) Nat Brown (Mathematics) Jenny Chan (Registrar Associate) Betty Cheng (Nursing) David Cichocki (Academic Advisor) Matt Delaney (Criminal Justice, Plymouth) Brian DiRamio (Manager Evening & Weekend Operations) Fred Doyle (Instructor) Elena Heineke (Developmental Mathematics) Joyce Higgins (Computer Science, Plymouth) Daniela Hyunh (Assistant Director of Communications & Marketing) Christopher King (Registrar Officer, Plymouth) Janet Lanigan (Librarian) Dawn Mackiewicz (Academic Services Associate, Plymouth) Dorothy Megnia (Nursing) Bill Mesmer (Adjunct Mathematics) Kelly Murray (English) Bilun Ozbilen (Admissions Associate) Lindsey Parker (Advising Associate) Linda Pendergast (Dean of Academic Division of Nursing) Jason Roberts (History/Government) Ken Texiera (Psychology/Sociology, Plymouth) Sharon Tilton (Chair of Physical Therapy Assistant Program, Plymouth) Lori Tyszkowski (Natural & Health Sciences) Christine Vioselin (Nursing)
Support for Teaching and Learning (includes Faculty)	Jason Paynich (Criminal Justice)	Nancy Ambroise (Manager of Payroll Services) Diana Belanger (Science) Robert Bostrom (Mathematics, Plymouth) Ross Little (Surgical Technology) Heidi McLore (English, Plymouth) Cheryl Proffitt (Nursing) Mary Scott (VP for Human Resources)

NEASC Standard	Chair	Members
Students	Paul Felker (Mathematics)	<p>Susan Bossa (Associate VP for Student Development) Stephanie Blackmon (Academic Services Specialist, Plymouth) Cleo Cakridas (Developmental Reading/Humanities) Georgia Clancy (Career Counselor, Plymouth) Bethann Davis (Nursing) Amanda Deck (Director of Student Life) Carmelo Delgado (Manager of Student Accounts/Bursar) Rose DeVito (Associate VP for Financial Aid) John Foley (Advising Associate) Jim Fox (History) Heather Keen (Educational Services Associate /Professional Programs & Liberal Arts) Cathie Maloney (Director of Student Records & Registrar) Joanne McAuliffe (Adjunct History) Charles Norvish (Mathematics, Plymouth) Kytia Saucer (Associate Director of Financial Aid) Karen Scheele (Admissions Agent) Lisa Stack (Director of International Student Services) Roger White (Business, Plymouth)</p>
Institutional Resources (includes Library and Other Information Resources, Physical and Technological Resources, and Financial Resources)	<p>Sarah Dolan (Librarian)</p> <p>Maureen Savage (Associate VP for Human Resources)</p>	<p>Martin Ahern (Director of Finance) Rich Bramante (Engineering Technology) Bill Brennan (Dean of Academic Division of Professional Programs) James Dennis (Assistant Director of Finance and Accounts Payable) Elizabeth Do (Librarian, Plymouth) Jim Downey (Accounting) Tina Falconi (Technology Specialist) William Hall (Director of Administrative Services & Facilities) Madalina Johnson (Coordinator of Science Laboratories, Plymouth) Tom Meagher (Associate Director of Technology) Joe Mercurio (Senior VP for Administration & Finance) Jim Peters (Computer Science) Tom Pham (Vice President for Technology & Mission Support) Debby Stockbridge (Computer Science) Amanda Sullivan (Auxiliary & Copy Services Specialist) Matthew Sullivan (Coordinator of Science Laboratories) Felix Tai (Assistant Director of Finance) Bruce Van Dyke (Chair of Biotechnology & Compliance) Susan Whitehead (Director of Library Services)</p>
Public Disclosure, Transparency, and Integrity	Nathalie Fulford (Clinical Supervisor for Surgical Technology)	<p>Tagg Boyle (Associate VP of Communication & Marketing) Dennis Burke (Science, Plymouth) Maureen Chisholm (Business) Aundrea Kelley (Sr VP for Academic Affairs) Barbara Lowery (Chair of Medical Laboratory Technician Program) Mariana Matrajt (Microbiology) Mary McLeod (Online Content Specialist) Karla Parise (Early Childhood Education) Carolyn Phillips (Nursing) Christine Rodday (Clinical Coordinator of Physical Therapy Assistant Program) Wayne Westcott (Exercise Science)</p>
Educational Effectiveness	Servet Yatin (Chemistry)	<p>Amanda Colligan (Research Analyst) Art Esposito (Director of Advising) Jay Peckham (Technology Specialist, Plymouth) Ruth Perez (Librarian) Joseph Sparda (Advising Assistant) Luann Sweeney (Nursing) Vince van Joolen (Dean of Natural & Health Sciences)</p>
ONE VOICE WRITER	Rob Pitts (Computer Science)	Editing help: Debbie Saitta-Ringger (English/Humanities)
DATA and ASSESSMENT	Kim Puhala (Associate VP for Institutional Research & Assessment)	

Public Notice
Quincy College Announcement

Quincy College, Quincy, MA 02169, will undergo a comprehensive evaluation visit from November 6th to November 9th 2016, by a team representing the Commission on Institutions of Higher Education of the New England Association of School and Colleges.

The Commission on Institutions of Higher Education is one of the seven accrediting commissions in the United States that provide institutional accreditation on a regional basis. Accreditation is voluntary and applies to the institution as a whole. The Commission, which is recognized by the U.S. Department of Education, is the regional accrediting body for 242 colleges and universities and eleven overseas institutions.

Quincy College has been accredited by the Commission since 1980 and was last reviewed in Fall 2006 (October 29, 2006 to November 1, 2006). Its accreditation by the New England Association encompasses the entire institution.

For the past two years, Quincy College has been engaged in a process of self-study, addressing the Commission's Standards for Accreditation. An evaluation team will visit the institution to gather evidence that the self-study is thorough and accurate. The team will recommend to the Commission a continuing status for the institution; following a review process, the Commission itself will take the final action.

The public is invited to submit comments regarding the institution to:

Public Comments on Quincy College
Commission on Institutions of Higher Education
New England Association of Schools and Colleges
209 Burlington Road
Bedford, MA 01730-1433
Email: cihe@neasc.org

Public comments must address substantive matters related to the quality of the institution. The Commission cannot settle disputes between individuals, and institutions, whether those involve faculty, students, administrators, or members of other groups. Comments will not be treated as confidential and must include the name, address, and telephone number of the person providing the comments.

Public comments must be received by November 9th 2016. The Commission cannot guarantee that comments received after the due date will be considered.

Institutional Overview – Quincy, the Little College That Could!

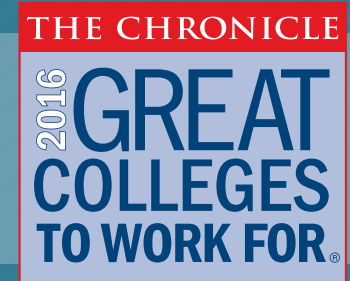
During the mid-1950s, demand for higher education on the South Shore, and Quincy in particular, led to the creation of the Citizen’s Committee appointed to study the feasibility of establishing a community college. This committee recommended that a community college should exist and as early as 1956, the first college-level courses are offered. In May of 1958, College Courses, Inc., a non-profit charitable organization, was officially formed to help further higher education on the South Shore. In the Fall of that same year, the first freshman class began at what will later be known as Quincy College. Quincy College was empowered to award the Associate in Arts and the Associate in Science degrees and graduated its first class of students in 1960. In 1991, the school founded the Plymouth campus located thirty minutes south of Quincy in downtown Plymouth, Massachusetts.

Quincy College is *sui generis* – the only remaining municipally-affiliated public institution of higher education in the United States that receives no direct federal, state or city appropriation. Quincy maintains a lean administrative organizational structure and operational efficiencies which has allowed the College to focus its resources on teaching and learning excellence. We aim for high academic quality, attentiveness to students and affordability.

Since his assumption of the college presidency in 2011, Quincy College has been transformed. As the self-study reveals, during the intervening years since the College’s 2011 NEASC evaluation, the College has gained greater autonomy from the City of Quincy, enlarged and improved its facilities, enhanced faculty salary and benefits, and strengthened administrative processes.

Today the College now offers cutting edge programs – 35 associate degrees and 23 certificates – designed to prepare students for career entry or transfer to a four-year institution. A total of 4700 students take courses at one of the College’s two campuses and online. Whereas Quincy began as a local college focused on serving students from the Quincy school system, in 2016 it is a regional institution serving a highly diverse population of students along the Route 3 Corridor between Neponset and Cape Cod Bridges. Our students are predominantly adult learners, many of whom are place bound by work, family and transportation limitations. Quincy provides our students economic opportunity at a time when postsecondary credentials are critical to employment in jobs that provide life sustaining wages. We believe firmly that students “vote with their feet” and the entire college community has embraced President Tsaffaras vision of a college committed to “teaching and learning, one student at a time.” Quincy College experienced its highest enrollment ever in Fall 2015 and surpassed that achievement in Fall 2016.

BEST IN CLASS



QUINCY COLLEGE RECOGNIZED FOR SUPERIOR FOCUS ON TEACHING AND LEARNING, ONE STUDENT AT A TIME.

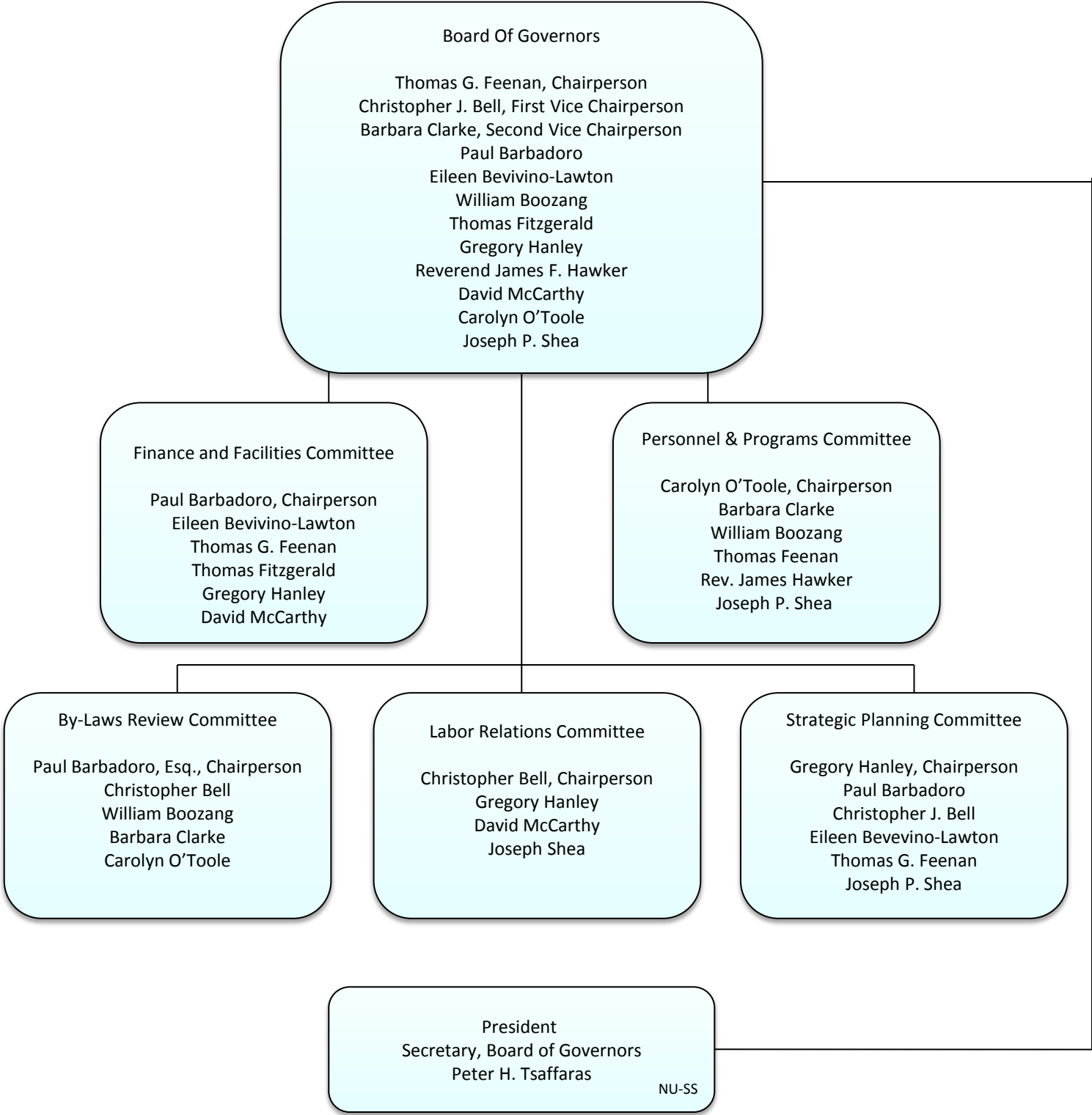
- **BEST COLLEGE FOR ADULT LEARNERS**
WASHINGTON MONTHLY
- **RANKED #1 IN SALARIES AFTER ATTENDING**
U.S. DEPARTMENT OF EDUCATION'S COLLEGE SCORECARD
- **MILITARY FRIENDLY**
VICTORY MEDIA
- **BEST RETURN ON INVESTMENT**
ONLINE COLLEGE PLAN
- **BEST COLLEGE TO WORK FOR**
THE CHRONICLE OF HIGHER EDUCATION

QUINCYCOLLEGE.EDU/BESTINCLASS

QUINCY COLLEGE
PLYMOUTH, QUINCY & ONLINE

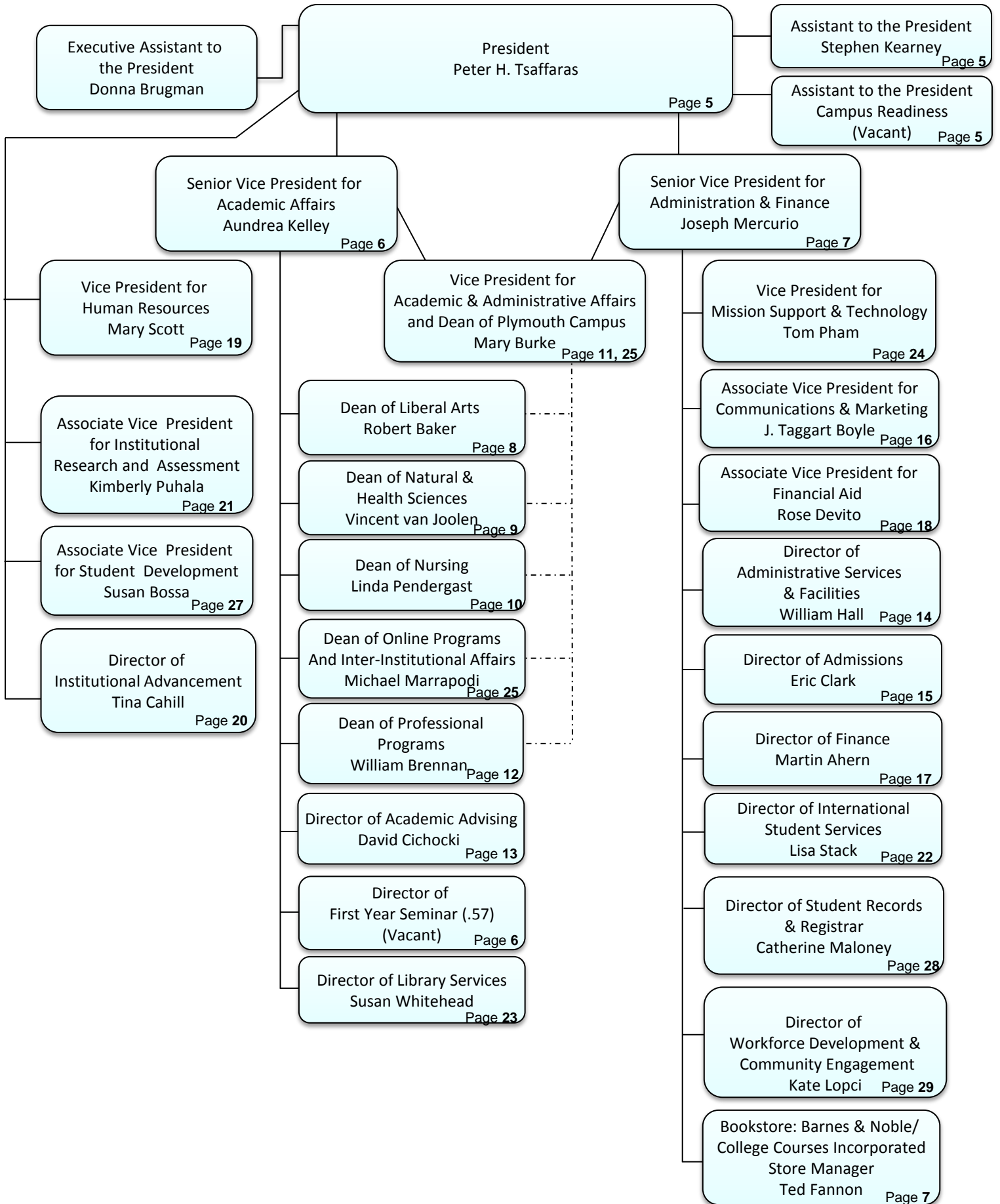
THE COLLEGE OF THE SOUTH SHORE

**QUINCY COLLEGE Table of Organization FY2017
BOARD OF GOVERNORS**



QUINCY COLLEGE

Table of Organization FY2017





NEASC SELF-STUDY

Narrative

QC SELF STUDY



STANDARD 1

Mission and Purposes

1
STANDARD

STANDARD ONE: MISSION AND PURPOSES

Description

In May 1958, College Courses, Inc., a non-profit charitable organization, was formed to further higher education on the South Shore. That year, the first freshman class of what would become Quincy College was formed, and within five years, the College was empowered to grant Associate degrees. In 1991, the College opened the Plymouth campus to better meet the needs of the greater South Shore. From the beginning, the College has been committed to providing accessible and affordable quality education to area students. The current mission reflects key aspects of this commitment.

The Mission Statement was updated in 2006, and after a vetting process that involved the entire college community, it was refined in 2011 to better reflect the institution's vision. Before it was revised, the Mission Statement read:

As an open access institution which encourages academic achievement, diversity, economic opportunity, and lifelong learning, Quincy College facilitates valuable learning relationships with students whose educational and professional futures might otherwise remain unrealized.

The current Mission Statement, approved by the College Board of Governors in May 2011, reflects our traditions, distinctive character, and the communities we serve. It is specific in its current commitments yet expansive enough to respond to changing needs and to embrace future growth:

Quincy College is an open access institution which encourages academic excellence, diversity, economic opportunity, community involvement, and lifelong learning. The college facilitates valuable learning relationships that inspire students to realize their educational and professional futures.

The change made in 2011 represents the President's and the College's emphasis on "teaching and learning one student at a time," our unofficial motto. All aspects of the College—from its facilities and classrooms to its technology, libraries, and course scheduling, to its faculty and staff—are geared toward that end. Many felt that the earlier version positioned Quincy College as a school of last resort, when in fact, more than 50% of surveyed students report that Quincy College was their first choice (Student Satisfaction Survey, 51%, 53%, 52%, 54%, 51%, respectively, *Student Satisfaction Survey, 2011-2015*). (See Appendix: Student Satisfaction Surveys)

As the guiding force of the College, the Mission Statement dictates that all our endeavors strive to provide the following: 1) open access, 2) academic excellence, 3) diversity, 4) economic opportunity, 5) community involvement, 6) lifelong learning, and 7) valuable learning relationships. These directives speak to the core values of the College as identified in the *2009-2014 Strategic Planning Report* and publicized on the College web page and in the Catalog: student learning and achievement; excellence in teaching; mutual respect, responsibility, and collaboration; individual and institution integrity; and diversity of people and perspectives. (See Appendix: *2009-2014 Strategic Planning Report*)

The importance of the Mission Statement and core values is clear in course outcomes as well as the support faculty and staff provide to students. References to that mission can be found thorough departmental documents. For example, the library home page states that the College's libraries, "Provide a full range of up-to-date resources and professional services in support of the education goals, values, and mission of Quincy College." The home page for Lifelong Learning begins, "Consistent with Quincy College's primary mission, which encourages academic achievement and community

involvement, the Lifelong Learning Program seeks to enrich the cultural and intellectual lives of the communities in which it serves through stimulating and accessible programs and courses, lectures and presentations.” The International Student Services office touches on several aspects of the Mission Statement in an online overview of its services: “At Quincy College we provide a personal approach to your college experience. Our International Student Services office is the ‘one stop shop’ for all of your needs. From admissions to advising, immigration to graduation, our staff is there to assist you.” International Student Services also underscores the College’s commitment to providing access to higher education for people of all backgrounds, cultures, and economic levels. Like other students, the approximately 350 international students who enroll each year do so for the same reason their US resident peers do: affordability, small class size, flexible schedules, outstanding academic programs, and opportunities to transfer to four-year institutions.

The new Mission Statement is featured prominently throughout campus and publications, serving as a ready reminder of our priorities. It is highly visible on both campuses and online. In addition, the Mission Statement is included in several publications: the Employee Handbook, Faculty Handbook, Practical Nursing Handbook, Associate Degree in Nursing Handbook, Phlebotomy Handbook, Quincy College Catalogue, Quincy College Policy Manual, Quincy College Website, and the Quincy College Bulletin. (See Appendix: Handbooks, Policy Manual, QC Bulletin)

Appraisal

Though the remainder of this self-study will elaborate on how Quincy College’s mission is realized, a brief statement here provides an overview of the impact of the mission statement on our past, present, and future.

One of Quincy College’s distinctive characteristics is that it is an *open-access* institution. The College draws from populations of all ages, various socioeconomic and educational backgrounds, and from both the local community and around the world. Any student with a high school diploma or its equivalent may, regardless of test scores, attend classes or matriculate. Some students come to acquire credentials to re-enter the workforce, others to earn traditional degrees. Some start by taking one class, while others plan on pursuing additional degrees after graduation. In a survey distributed to the Quincy College community to assess familiarity with the mission statement, 74% of respondents felt that “open access institution” best described Quincy College. (See Appendix: *Mission Statement Survey Results*)

Despite being an open-access institution with students of varied abilities, Quincy College is committed to *academic excellence*. This begins with an underlying focus on teaching and learning one student at a time, aided by small class sizes (the average student-to-teacher ratio is 17:1, and the average class size is 18 students). (See Appendix: QC-at-a-glance). According to the *2014 Community College Survey of Student Engagement (CCSSE)*, Quincy College surpassed the national average for “academic challenge,” indicating our commitment to rigorous academic standards. According to the same survey, Quincy College outperforms other two-year community colleges in its “support for learners.” Our commitment to excellence is a thread that runs through many courses, such as First Year Seminar, which focuses on student integrity and achievement. In addition, advising, student success coaching, and extensive in-person and online tutoring all provide the necessary skills for college success.

Quincy College is committed to promoting and supporting *diversity*. International students learn side by side with area residents. Approximately 67% of students are women and 38% of students identify as members of a minority group. Our students also vary in age, with 33% under 22, 42% 22-30, and 24% 31+. In Fall 2015, 232 students were veterans or active military. Faculty often remark that Quincy

College is among the most ethnically- and racially-diverse campuses they've experienced, one aspect that attracted them to the College. To better serve this population, both faculty and staff participate in diversity training sessions, workshops, and presentations. Students too appreciate the College's diversity and commitment to global perspectives. According to the *2014 Graduate Survey Report*, two general education outcomes were rated significantly higher in 2014 than 2013: 1) developing a global perspective on current events and 2) developing a sense of tolerance and respect for the ideas and beliefs of others. As a core value identified in the *2009-2014 Strategic Plan*, fostering respect and encouraging collaboration among diverse students is encouraged through many avenues, including a subject of First Year Seminar and an outcome in many courses, particularly those in Liberal Arts, Behavioral Sciences, and Human Services.

The Mission Statement also signifies the importance of the College's relationship to society at large, seen in its commitment to *lifelong learning* and *community involvement*, and its responsiveness to *economic* forces. In particular, faculty support student success and the awakening of intellectual curiosity beginning with First Year Seminar and following through coursework in all disciplines. The College has many continuing education programs and, through the Lifelong Learning programming, offers non-credit Certificates in Human Resources, Certified Nursing Assistant, and Event planning, as well as TEAS test preparation classes for nursing students, Custom Wellness courses, and Microsoft Office training. Though Quincy College is not a research institution, it supports continuing education for faculty and staff, requiring tenure-track faculty to complete additional coursework and providing funds to attend workshops, training seminars, and conferences.

As a member of the communities it serves, Quincy College encourages and facilitates involvement through student- and college-led fundraisers, a library hosted authors series, internship opportunities and practicums, and professional relationships with community organizations, including Quincy Chamber of Commerce, South Shore Chamber of Commerce, Quincy Asian Resources, Plymouth Area Chamber of Commerce, Greater Plymouth Council of Human Service Agencies, Plymouth Housing Authority Council, and both the Plymouth County and Norfolk County Sheriff's Departments.

Quincy College is highly responsive to economic opportunities for its students and the needs of our industry partners. New professional and academic programs, certificates, and courses are regularly added to the curriculum to prepare students for the workforce including programs and courses in the fields of Human Services, Substance Abuse, Gerontology, Biotechnology & Compliance, Computer Networking, Computer Game Development, Web and Mobile Development, Engineering Technology, Healthcare Administration, Law Enforcement, Security Management, and Physical Therapist Assistant. Our success in preparing students for employment is clear on many levels. According to the *2014 Graduate Survey*, nearly 90% of our students are either employed or continuing their education. In that survey, 82% also felt that their preparation for their job was excellent or satisfactory. According to the *2015 U.S. Department of Education's College Scorecard*, Quincy College students ranked #1 as top salary earners in Massachusetts and New England across two-year public colleges (<http://www.quincycollege.edu/earnmore>).

The Mission Statement provides the frame for all college activities and priorities, and its concluding sentence, "The College facilitates valuable learning relationships that inspire students to realize their educational and professional futures," underlies activities from the top administration through all faculty and staff. The mandate from the President is that every aspect of the College is here to serve students and their goals. Quincy College's commitment to learning relationships is implemented by full-time faculty who hold 15 office hours a week, making them highly available to assist students. Our *2014 Graduation Survey* shows that students felt supported in three critical areas: 1) professors who cared

about them as a person; 2) a mentor who encouraged them; and 3) at least one professor who made them feel excited about learning. Critical too are the efforts of the staff. In that survey, students reported all-time high satisfaction ratings for the enrollment/registration process, helpfulness of administrative staff, quality of tutoring, and library services.

In general, the Mission Statement is broad enough to envelop all of the programs, courses, and activities of the College while also being specific enough to provide guidance and help maintain focus.

PROJECTION

In the *2015 Student Satisfaction Survey*, “cost of tuition” was rated of highest importance. Since providing *affordable* quality education is a major draw for students and a selling point for the College, during 2016-17 the Communications and Marketing Department will explore ways to even more effectively emphasize in advertising and marketing materials “affordability” as a purpose of the College.

During the next two academic years, long-term planning, such as the creation of a new strategic plan, will include exploration by the College Senate and its constituent committees of new ways the mission can be served, including additional economic opportunities for students through an enhanced career services department, expanded internships, and community- and service-based learning.

As Quincy College continues to evolve, so too may its Mission Statement. Traditionally a two-year institution, the College’s pursuit of authority to offer baccalaureate degrees in a limited number of majors in response to student demand and faculty and administration recommendations, will engender a reexamination of the mission in that context. The Board of Governors began this reexamination at its 2016 retreat and will continue in 2016-17 during meetings of the Board’s Strategic Planning Committee, Personnel and Programs Committee and the full Board. One outcome of these discussions will be the establishment of a regular periodic review cycle for the mission.



STANDARD 2

Planning and Evaluation

STANDARD
2

STANDARD TWO: PLANNING AND EVALUATION

PLANNING

Description

The College follows several planning procedures with the annual budget as a primary focus. The budget process initiated in late 2005 remains in practice today. Revenue and growth projections are used as base guidelines by which the President and Board of Governors set parameters. Each academic and fiscal year, departments use those parameters, the President's vocalized strategic plan, and the mission statement to guide budgeting and other planning activities.

Courses and degree programs are regularly reviewed by full-time faculty, program directors, and deans to ensure that the curriculum is current and meets the needs of students, employers and transfer institutions. The Curriculum Development and Review Committee examines all proposed courses and degree programs as well as major changes to existing courses/programs. Each academic discipline is also reviewed on a pre-defined schedule by the Program Review Committee. Recommendations from both committees require further approval from the College Senate. In addition, several established Advisory Boards (see Appendix) contribute industry knowledge and experience to the process of program/course development and maintenance.

Some formal planning also happens at the departmental level, such as the Mission Support and Technology Department's Technology Plan and the Library Strategic Plan (See Appendix). Other departments plan on a daily, weekly, and monthly cycle, including Marketing and Admissions.

Appraisal

As a result of earlier strategic planning efforts and the Board of Governors' discussions, a Framework for Planning that would result in an integrated strategic plan was first formalized for Quincy College in 2006.

It was agreed that, "Quincy College needs to have a well-defined, proactive, and comprehensive strategy to address the challenges that the College will face over the next five years... In the winter of 2009, a steering committee of senior administrators, faculty and staff representing all segments of the community was engaged in an assessment of the 2006-2011 strategic plan. Accomplishments were recognized and ongoing goals and objectives were agreed upon."¹ A new Strategic Plan 2009 – 2014 "Building the Future" was issued on September 11, 2009. This Plan has guided budget priorities and assisted the College in positioning itself as *a leader in quality career education that leads to employment as well as life-long learning and at the same time remain financially strong* (Quincy College Vision Strategic Plan 2009-2014).

The goals in that plan continued to be viable when, in 2011, a new president, Peter Tsaffaras, was appointed. President Tsaffaras embraced the strategic plan's goals and the College has made significant

¹ Quincy College Strategic Plan 2009-2014; p. 2

progress in addressing the primary goals enumerated in that plan. Below each goal are listed some relevant actions taken:

1. **Student Academic Achievement:** Strengthen the Quincy College experience, its institutional requirements, and its support systems that facilitate student learning.
 - Additional staff has been hired for student services, including Disability Services, International Student Services, Veterans Services, Career Services, and Workforce Development. Further, funding for tutoring (both live and online) has been increased. The College also instituted a First Year Seminar and created a Behavioral and Threat Assessment Team.
2. **Strategic Partnerships:** Cultivate external strategic partnerships to secure the necessary support (programmatic, intellectual, and financial) so the College optimizes student enrollment and student success.
 - To grow articulation agreements, the College created and filled a new position, Dean of Online Programs and Inter-Institutional Affairs. A Director of Institutional Advancement was also hired to connect with alumni and other external funding sources. The new Director of Workforce Development and Community Engagement works with deans to foster and maintain relationships with local employers. Professional programs, such as Biotechnology & Compliance, have also forged strong partnerships with industry advisers. Grant money is now available to pay students participating in internships. In addition, the administration has strengthened connections through participation of key staff on local and regional workforce investment boards and chambers of commerce.
3. **College Accessibility:** Improve financial, geographic, personal, and academic access to the College.
 - The move from North Quincy to Quincy Center placed all college departments in close proximity, either in President Place or the adjacent Saville Hall. To better accommodate students, in the last few years, the Registrar, Advising, Financial Aid, and Business Office were moved from various locations to a one-stop shop on the 2nd floor. Moreover, the Home Rule Petition enacted through Massachusetts legislation now gives the College authority over its finances.
4. **Facilities Development and Management:** Establish the legislative authority to allow the College to grow and improve its facilities. Create a plan that leverages the institution's position and visibility and fosters a sense of institutional and community pride.
 - The move to Presidents Place provided additional space for classes, offices, and expansion when needed. To that end, Admissions was recently relocated to a renovated, highly-visible location off the 1st floor atrium. The student lounge was also expanded in Summer 2016. At Plymouth, the College acquired additional space at Cordage Park. There, the library was updated to meet 21st-century practices, including the use of electronic resources. The Plymouth campus is currently being reconfigured to add additional space and to make more efficient use of space. The authority the College received through the Home Rule Petition has made current and future facility changes more feasible.

5. **Data Utilization and Tracking:** Maximize our decision-making ability by using and tracking data.
 - Because Institutional Research and Assessment (IR) transitioned from a single part-time position to 1 part-time and 2 full-time employees, it can better assist the College with data collection and analysis efforts. The formation of the Data Quality Committee, with members from across the administration, helps to ensure that student data is accurate. The Driven by Data campaign educates constituents on the data available and its use in decision making. IR publishes various types of data on its website.

6. **College Integrity and Communications:** The College communicates internally and externally with the highest degree of integrity.
 - The Communications and Marketing Department is now staffed with a full-time web developer as well as content and graphic designers. Since Fall 2013, the Department has produced multiple videos to promote the College and its services, including those featured on the college web site and via a large screen in the new Admissions Office. Marketing works with other offices and departments at local events to advertise our programs. Both Marketing and Student Life also use social media to highlight the College's academics and services as well as student accomplishments.

In AY2014-2015, an ad hoc committee was formed under the leadership of the President to craft a new 5-year strategic plan. The Board of Governors also created a Strategic Planning Committee to address ongoing planning issues that will inform a new strategic plan. While a new college-wide strategic plan is not yet complete, the President maintains a long-term vision for the College, as evidenced by his involvement in the College's move to President Place, the Home Rule Petition, and the filing of legislation to offer 4-year degrees. Information the College now uses to direct the budget process and allocation of resources includes: the President's vocalized strategic plan; program performance data; data on the demand for new programs and laboratories; industry advisory board feedback for various programs; and a projection of available funding resources. Notably, the College also uses multiple informal but effective planning processes that involve specialized groups of college constituents, including the Senior Staff, Academic Divisions, Senate and Program Review Committees, and Advisory Boards. Many leadership units meet regularly, including the Senior Staff and Deans, as well as the Senate and its subcommittees. In addition, ad hoc task forces are often formed for planning and evaluation. Such task forces have been used effectively during the past 3 years for the following efforts:

- Obtaining more autonomy from the City via the Home Rule Petition.
- Creating an Office of Online Programs and Inter-Institutional Affairs.
- Evaluating the appropriateness of offering baccalaureate degrees.
- Implementing new policies and procedures for guiding students placed on academic probation.
- Developing and constructing a new nursing simulation laboratory.

Another recent example is the selection of a new learning management system (LMS). In 2014, the College began to focus more on online learning by hiring the first Dean of Online Programs and Inter-Institutional Affairs. Moreover, the Fall 2014 Faculty and IT Survey identified deficiencies in our learning management system. As a result, an LMS Evaluation Taskforce was created in Spring 2015 to evaluate 4 learning management systems with the goal of identifying a

responsive, scalable, and user-friendly replacement for the current LMS. After thorough examination of each system by a panel representing the academic areas of the College, a unanimous decision was reached to recommend Canvas by Instructure. A pilot was conducted in Spring 2016, with full implementation of Canvas in Fall 2016.

While many plans are initiated top-down from the administration, several endeavors have begun with faculty or staff. For example, in Fall 2014, while discussing laboratory space for the developing Engineering Technology program, Computer Science faculty proposed housing robotics equipment used in computer science courses in the same room to alleviate the cramped conditions existing at the time. One Computer Science faculty member then approached the President with the idea, which led to the creation of a committee of faculty and staff that designed the new space. This lab opened for courses in Spring 2016, accommodating both Engineering Technology and Robotics.

EVALUATION

Description

Quantitative and qualitative data related to the financial, academic (including enrollment), and administrative processes of the College is collected and analyzed by the **Office of Institutional Research and Assessment** (IR). Currently IR is staffed by 2 full-time researchers, 1 part-time administrator, and a work study student. Data is routinely and continually collected, with reporting based on multiple sources, including:

Students

- Student Satisfaction Survey: Annually, each spring, 20% - 25% of our student body.
- Community College Survey of Student Engagement (CCSSE): Administered March-April 2010 and March-April 2014. Will be administered March-April 2017. Benchmarks the College against other 2-year, public, etc. schools.
- Sexual Assault Survey (Fall 2015): Some students mentioned being assaulted in parking garages near QC or elsewhere.
- Educational Testing Service (ETS) Assessment: Piloted assessment instrument for ETS in Spring 2015 (preliminary report available). Completed assessments in Math/English that map to 2 General Education Outcomes in Spring 2016. Awaiting results from ETS.
- Course Evaluations: Completed at the close of each course every semester. Online through SmartEvals since Spring 2015. Previously, course evaluations were only required for 15-week Fall/Spring courses, not for Summer or Flex courses.
- Student Focus Groups (Qualitative)
 - Spring 2015 and 2016: Focused on course evaluations (what does “course quality” mean?), how we could improve response rates, student voice, and what changes they have seen implemented/how they find out about things at QC.
 - Library focus groups: What should space look like, what do you use the library for, what changes would you like to see?
 - New website focus group (usability testing): Navigating website, what would you like the experience to be, etc.

Faculty and Staff

- College Environment and Leadership: Personal Assessment of the College Environment (PACE) survey intended to assist colleges' in-depth planning by identifying areas for improvement.
- Great Colleges Survey – 2012, 2014, 2016 – all full-time employees given the opportunity to give anonymous feedback
- Departmental surveys (Financial Aid, Library, Marketing, Business Office, Advising, Admissions, Institutional Research) – 2013-2015. Surveyed students and/or faculty/staff (depending on who is served by these offices) to look at effectiveness of current practices and overall satisfaction.
- Faculty surveys
 - Faculty Space Needs Survey – Spring 2015 – Strategic planning for space and capital improvements, feedback from faculty who use these spaces (on Portal)
 - Faculty IT Survey - Fall 2014 – QC Portal, interactions and satisfaction with IT and Portal
 - Adjunct “Academy” Survey – Adjunct professional development needs and satisfaction (Fall 2014)
 - Faculty Survey re: Course Evaluations – Spring 2015 – present. Summative feedback on new SmartEvals system, survey regarding response rates – should we block grade access? (Piloting blocking grades in Summer II to see how it works)
- Alumni/Graduated Students
 - Graduate Survey (annually): Completed 6 months post-graduation for all graduates. Asks about continued education and employment. Rates skill level in terms of programmatic and general education outcomes.
 - A new Graduation Survey first implemented in 2016 on graduation day, which assesses students who are currently graduating.

Institutional Reporting

- Gainful Employment disclosures and reporting: New federal requirements. Currently, reporting is only required on Certificate programs. Looks at relative cost of student debt vs. potential earnings. Part of National Student Loan Data System for Students (NSLDS).
- Integrated Postsecondary Education Data System (IPEDS): Federal reporting of student retention, graduation rates, student demographics, etc. Completed 3 times per year.
- Clery Act Reporting/Annual Crime Survey
 - Federally-mandated reporting on crimes that occur on campus or in public space in which the College operates (see Appendix: Clery Report).
- Data is provided for *College Board Reporting* and *Peterson's Survey* so that Quincy may be included in their college listings.

Faculty, Staff, and Students

- Campus Safety Survey Report: 2012 will be repeated in 2016.

- Dedicated Faculty and Student Hotlines answered only by the President provide qualitative feedback.

Each program review results in the production of a written report that demonstrates the strengths of the program, acknowledges its weaknesses, and provides a plan for the future. Namely, full-time faculty of the reviewed program and the division dean prepare a self-study document that outlines the state of the program, identifies any issues, and makes recommendations for changes. Specific recommendations and outcomes from Program Review are submitted to the Senate for review and are summarized on the E-series forms in the Appendix. To support the self-study process, Institutional Research provides a packet of data. Cohort-based data includes enrollment (day vs. night), demographics, retention and graduation rates (full-time vs. part-time), and the number of students transferred to/graduated from another school. For those students who self-identify as a major within the reviewed program, IR also pulls ratings from the Student Satisfaction Survey and Graduate Survey. Recently, IR met with the Chair of the Program Review Committee to determine additional data useful for the review process. A draft template listing this new data includes questions to be added to the Student Satisfaction and Graduate Surveys.

Appraisal

The College uses both quantitative and qualitative measurements in evaluation efforts for institutional improvement. In the follow-up Graduate Survey that students are asked to complete 6 months after graduating, students rate their experiences at the College. Participating employers are also asked to rate the student's skills. The survey also contains questions on the student's continuing education and employment. Results from the Graduate Survey are broken down by degree level, academic program, and campus with reports presented to the President, SVPAA, Board of Governors, and Deans. (See Appendix for sample 2015 Graduate Survey.)

The Student Satisfaction Survey is completed each spring by a representative sample of 20-25% of students. Students answer why they chose Quincy College, choose from a list of factors that would cause them to withdraw, and rate satisfaction with 20+ aspects of the college experience. Students give feedback on faculty/staff under the categories of the Enrollment and Registration Process; Academic Advising; Availability of Online Classes; and Access to Faculty. Results from the Student Satisfaction Survey can be broken down by academic program, degree- vs. non-degree-seeking, full-time status, campus, race, and veteran status. (See Appendix for 2015 Student Satisfaction Survey.) The analysis highlights opportunities for growth and improvement. In addition to polling the general student body, surveys are sometimes conducted for particular programs, such as a recent survey of current Human Services students.

Changes made in response to the collection and analysis of data include: enhanced technology (greater network bandwidth, installation of computer kiosks); co-location of the student advising, registration, business, and financial aid offices into a one-stop center; construction of a new student lounge on the Quincy campus and construction of a new nursing simulation lab on the Plymouth campus.

Retention and graduation rates are measured by annual IPEDS data, which examines student outcomes. Data resulted in a review in 2015-2016 of the Academic Probation Policy by the Senate and Standing Committees and development of a new approach to engaging students on academic probation to help improve retention rates. The Director of Academic Advising has also used results from an Advising Survey to fashion an environment that encourages students to take ownership over their academic and professional objectives.

In all courses, each student is asked to complete course evaluations that address content, the instructor's grasp of the subject matter, and instructional methodologies. Spring 2015, the College implemented a new electronic system through a third-party platform (SmartEvals.com), which enables students to complete course evaluations online. The new system improves turnaround time for analysis; faculty are emailed their students' feedback approximately 48 hours after the course ends. Additionally, faculty members may access all of their current and past course evaluation reports online. Features of the site allow faculty to easily see their strongest and weakest areas and share advice with other Quincy College instructors. The new system has enabled faculty, deans, and executive staff to review results for faculty they supervise. Also, students now evaluate all of their courses each semester, including Summer and Flex-semester sessions. College-wide analyses are completed in the Spring and Fall semesters, broken down by faculty status (contract or adjunct), academic division, and location (for both lecture and clinical courses).

Course evaluations are administered online for both contract and adjunct faculty, reviewed by the appropriate dean, then discussed and passed on to the instructor as a developmental tool (see Standard 6). In 2014-2015, IR recommended movement from the paper-based Student Instructional Report II (SIR II) survey system to the online course evaluation system hosted by SmartEvals.com. The latter allows for quicker turnaround in feedback to instructors concerning course content and teaching methodologies. Fall 2015, the percentage of students completing online evaluations was only about 30%. Initially, the College offered students incentives ranging from bookstore vouchers to tablet computers without much success. In Summer II, however, the College withheld access to grades in the Portal until evaluations were turned in and the student response rate jumped to 65%.

Informal pedagogical class modifications are determined by each instructor and informed by course evaluation, which deans review with instructors they supervise. An example in the Nursing Division includes the decision by faculty to administer more frequent quizzes. Further, Nursing instructors have lessened reliance on PowerPoint slides towards more active forms of student engagement in the classroom.

Currently, 12 advisory boards offer professional, real-world insight into proposed and current courses and programs (<http://quincycollege.edu/community-collaboration/#advisory-boards>). Advisory board members also offer appraisal of a program's internships. Thanks to the input of their advisory boards, multiple programs have made changes. For example, Biotech updated its curriculum to reflect new workplace technology. The Business program added more detail to the information packet given to internship employers. Computer Science now emphasizes the mobile development skills students obtain in the new web development certificate.

Constant communication and adjustment of departmental policies are undertaken collaboratively within departments through several methods: divisional meetings, departmental publications (e.g. "Division of Science What's up"), appointment of select faculty as mentors,

and routine maintenance of information for individual courses. For example, multiple faculty developed a lab manual for General Biology 1 (BIO 111) as well as a new genetics (BIO 204) course. Progress is also being made on streamlining adjunct faculty assignments and automating payroll forms.

The Office of Institutional Research and Assessment (IR) recently used an internal office evaluation to improve tracking of data requests used to inform decision making. The evaluation will also help increase awareness of the types of data collected. IR has grown substantially in both staff and responsibilities over the last 10 years. In August 2006, Quincy hired its first part-time Institutional Researcher. March 2010, the College invested in a full-time Associate Vice President of Institutional Research and Assessment (IR). For the 3 following years, all major IR responsibilities were completed by the Associate Vice President with the help of a work study student. In Summer 2013, a Survey Analyst was hired on a limited part-time basis, which became a full-time Research Analyst position in July 2015. IR now has 2 full-time staff members, a limited part-time administrator who aids in data collection, data entry, and administrative tasks, and a work study student.

IR is responsible for nearly all data collection and analysis at the College and is integral to ensuring accurate federal and institutional reporting. The overall volume of data requests sent to IR has increased nearly 20% from 2015 to 2016, and requests are becoming more complex. As its staff has grown, it is now able to complete department-specific data collection and analyses to support decision making and strategic planning. Recently, IR analyzed longitudinal data to determine whether current admissions requirements are sufficient predictors of success for Nursing students. Based on the analysis, the Nursing Division is considering alternate means of assessing prospective students. These new requirements should better predict successful completion of the program and achievement of licensure.

The survey of Human Services students resulted in several improvements to the program. First, 2 new certificates were added: Gerontology and Substance Abuse. Further, instructors updated textbooks after student feedback and are aligning outcomes to support new articulation agreements. This has increased the number of Human Services majors as well as the number of graduates transferring to 4-year schools.

In August 2015, IR began a Driven by Data Campaign, a multi-year effort to ramp up data collection as well as utilization of multiple sources of data. The campaign is also meant to show stakeholders how we use data to move the College forward. For example, when focus groups revealed that students want their voices heard more effectively, the College increased its presence on social media. Such results, promoted through the Campaign, have been key in illustrating the value of feedback. IR coordinates with the Office of Communications and Marketing to produce appealing data visualizations (e.g., infographics) that are disseminated on campus and via social media. In addition, the new college website has an easily-accessible Institutional Research and Assessment page (<http://quincycollege.edu/about/institutional-research/>) with information on the Driven by Data Campaign, reports given to the Board of

Governors, data visualizations, and other required institutional and federal reports. The new site also includes a link from which any college constituent may request data from IR.

Nearly all data collection efforts allow students, faculty, and/or staff to provide qualitative comments or feedback. Commentary has come from course evaluations, many surveys, and multiple focus groups IR implemented in the past 2 years, either for their own projects or to assist other departments in evaluation and planning. Focus groups allow researchers to target representative cross sections of the College. To help redesign part of the library space, IR facilitated a series of student focus groups to determine how they used the library and what improvements were needed. As a result of that student input, the College carved a Collaboration Room out of a storage space. That room is now reserved by students and faculty throughout the day. Similarly, Nursing student feedback led to the College establishing a Nursing ombudsman with a dedicated hotline for students in Spring 2016.

Because data is an integral part of decision making at the College as well as a requirement for federal reporting, it is imperative that this data is accurate, valid, and reliable. In July 2015, IR convened a Data Quality Committee to reach across all parts of the institution that use our Student Information System. IR worked for over a year with representatives from various departments to create data entry and quality guidelines that ensure accuracy and transparency in all facets of administration. As a result, more student data is now entered into the Student Information System (e.g., Accuplacer results, TEAS scores), making it easily available and reportable. Prior to this initiative, these disparate sources of data were difficult to track over time. The Technology Department and IR are working to create standard data queries allowing department heads, deans, and key administrators routine access to an array of frequently-requested data to alleviate some of the burden on IR.

A major change fostered by IR has been the implementation of online course evaluations. Prior to Spring 2015, course evaluations were completed on paper and only required for Fall and Spring courses, with Summer and Flex-semester courses often left out. Furthermore, evaluations were only available to students who were present on a particular day, passed out by a volunteer student who was expected to gather and turn them in to the dean. Any comments that students wrote were typed and/or appended by researchers; and thus, could get lost or be transcribed incorrectly. Moreover, turnaround time was approximately 6 months, meaning that faculty often did not receive feedback before next teaching a course, delaying any formative changes.

The current use of SmartEvals (<https://smartevals.com>), a third-party online platform that securely hosts all of our course evaluations, has been heavily monitored and evaluated. The rollout of SmartEvals included multiple summative assessments from faculty as well as focus groups with students. As a result of these sessions, IR significantly shortened the number of questions on the evaluation form, created a Faculty Navigation Guide for SmartEvals, and demonstrated its use during professional development days.

The use of SmartEvals has improved the course evaluation process in several ways. First, it better ensures anonymity as students can log on and complete the evaluation in the privacy of their own home. It is also more inclusive since evaluations are open for approximately the last 25% of the course. Similar to the old paper evaluation forms, the online system includes both quantitative measures (ratings) that can be compared across the College and within divisions, as well as qualitative questions that ask students to comment on what they liked, didn't like, and would change about the course. Instructors also have the ability to add questions to their own course evaluations. Turnaround time for an instructor's evaluation report may now be less than 24 hours. This allows for continuous assessment and enables changes to be made the following semester. In the report, faculty can view their percentile ranks, i.e., where they perform among all College instructors via various criteria. Division deans also have immediate access to the results, enabling them to track faculty progress and even create individualized improvement plans for faculty when necessary.

SmartEvals provides an additional source of data for the College. Those faculty members who score in the top 10% of instructors on any one question may give feedback specific to our students, classrooms, and curricula. The College can then use this data to build methods of best practices unique to the school's climate.

While course evaluations help assess curricula at the micro level, each program review assesses programs at multiple levels and in diverse areas such as curriculum, facilities, equipment, and faculty needs. Each review concludes with recommendations to guide revisions in those areas. For example, the 2012 Criminal Justice program review resulted in the addition of several new courses. Similarly, the Accounting program review conducted in Spring 2015 prompted the creation of 2 new courses offered in Spring 2016, Forensic Accounting and Bookkeeping. Both courses were identified during the program review as areas in which the accounting profession has a need for competent employees.

IR has proposed that several additional pieces of data should be provided as part of program review. These include:

- Six Sigma Report (<http://www.gallup.com/businessjournal/170576/higher-education-six-sigma.aspx>): Questions that correlate to long-term career success.
- Survey data from students who withdraw from courses.
- Gainful employment data from certificate students.
- Statistics on cancelled/full courses.
- Expansion of IPEDS data reports to include part-time and non-first time full-time students.
- Analysis of students who take internships (internship data would come from departments and Workforce Development).
- Success rates broken down by type of course (15-week, Flex-schedule, online).

- College Scorecard data broken down by program if/when such data becomes available.

Departmental oversight of programs and courses is used to maintain high academic quality and ensure proper educational practices. An example includes the recent adoption of electronic resources (iPads) in the Surgical Technology Program. One faculty member in the program surveyed students and found that the iPads were perceived to be effective as a teaching tool.

Deans and Departmental Chairs maintain an important role in departmental oversight. They review all full-time and adjunct faculty through written evaluations, class observations, and personal communications. This information is used to mentor and guide new teachers and to retain top educators. Examples include deans or faculty members instructing new faculty in the use of the learning management system or providing instructional materials and advice.

Evaluations at the departmental level or across departments have resulted in several changes:

- The safety of faculty, staff, and students is continuously assessed. The Behavioral and Threat Assessment Management Committee (BTAM) develops strategies to address the following: ASD, fire drills, lighting and security cameras, emergency phones in classrooms, incident reports, resource officers, annual crime report, and student safety surveys.
- Expanded facilities in both Quincy and Plymouth are designed to improve student success, including new faculty offices, classrooms, and labs (Nursing and Physical Therapist Assistant Programs) in Plymouth; “one stop” student center (Enrollment, Advising, Financial Aid, and Business Office), and new labs (Biotechnology and Engineering/Robotics) in Quincy.
- Energy-saving LED lighting was installed in Saville Hall.
- IR conducts departmental reviews that helps identify program needs to support the preparation of students for the job market and career placement.
- Marketing now has a social media specialist to enhance our online presence.

Since 2013, the College has used surveys to assess services that directly interact with students (see Data First Forms–Sample program review reports). Several surveys were created internally, including: Admissions, the Business Office, Financial Aid, Advising, International Student Services, Career Services, and the Library. In addition, we’ve employed a standardized survey that focuses on 2-year schools: the Community College Survey of Student Engagement (CCSSE). Other surveys we’ve created assess curriculum: Library First Year Seminar Survey, Student Satisfaction Survey, Graduate Survey, and portions of the CCSSE. Facilities were addressed in the Plymouth Campus survey. Faculty and staff also give feedback on services they use, such as those provided by the Copy Center, Marketing, and Technology Departments.

Some examples of surveys that led to changes in curricula or services include:

- The Student Interest in Four-Year Degrees at Quincy College, administered in Spring 2015, indicated that 94% of respondents were interested in pursuing Bachelor degrees at Quincy College. These results influenced the decision of the President and Board of Governors to seek legislative authority to award 4-year degrees.
- A recent Graduate Survey Report was used by the Senate in deciding which baccalaureate programs should be offered initially.

- The Survey of Students using Tutoring Services (December 2011) as well as increased use of tutoring led to additional funding for the Learning Centers: \$100,000 for tutoring in Quincy and \$20,000 for Plymouth (up from \$80,000 for both).
- The Director of Library Services created a Library Action Plan based on results from faculty surveys. Concerns raised include difficulties in accessing and using electronic resources such as e-books and streaming video. As a result, librarian liaisons have been assigned to address these issues.
- Quincy College is undergoing considerable expansion. Therefore, a space-needs survey was conducted to address current and future usage of college workspaces. The survey showed that the “one stop” student services space does address student needs. However, it also identified that students required more *meeting* spaces.
- A college-wide effort to systematically review existing policies resulted in the development of a “Policy on Policies” as well as a schedule for periodic review of each policy.

External sources of evaluation also help assess the success with which we meet our mission:

- The College Score Card shows student employment salary data 10 years out. This data indicated that Quincy College students have more earning capacity than students from many other 2-year schools in the state and region.
- Further, in Fall 2016
 - Quincy College was named a Military Friendly School by Victory Media for the fifth straight year.
 - *Washington Monthly* ranked Quincy as a Best College for Adult Learners
 - The *Chronicle of Higher Education* cited Quincy as a Best College to Work For
 - *Online College Plan* named Quincy as having among the Best ROI (return on investment) for students taking online courses

PROJECTIONS

Because the College was in the midst of numerous strategic engagements, especially the efforts (1) to change its governance relationship with the City of Quincy as mandated by NEASC and (2) to seek authority from the legislature of the Commonwealth to grant baccalaureate degrees, the initiation of the process to formalize the development of a new Strategic Plan commenced in August 2016. The President directed the Senior Vice President for Academic Affairs and the Senior Vice President for Administration and Finance to draft a Plan of Action and Milestones as a preliminary step in the development process. Action Steps and Milestones are outlined below.

ACTION STEP

MILESTONE

Senior staff review Action Plan with the president for presentation to the Board

December 2016

Board reviews and approves the proposed Action Plan	January 2017
A Steering Committee representing all segments of the community is appointed by the president	February 2017
The Steering Committee is commissioned by the president and holds its first organizing meeting	March 2017
The Board receives an overview of Appreciative Inquiry and engages in that process to identify planning themes, including an assessment of the current Mission, Vision, and Core Values of the College	April 2017
The Steering Committee reviews the accomplishments of the extended 2009-2014 Strategic Plan and the comments and recommendations of NEASC. The Steering Committee organizes Listening Sessions to collect qualitative data	April 2017
The Steering Committee conducts Listening Sessions of internal and external stakeholders	May 2017
The Steering Committee analyzes and assesses aggregate data from the Listening Sessions and from institutional research	June 2017
Formalizes themes, strategic goals, and measurable objectives	June 2017
Establish timelines, delegation of responsibility and authority for implementation	June 2017
Produce the first draft of the Strategic Plan	July 2017
Submit the Proposed Strategic Plan to the President	August 2017
Submit the Proposed Strategic Plan to the Board for approval	December 2017
Implement the approved Strategic Plan 2018- 2022	January 2018



STANDARD 3

Organization and Governance



STANDARD THREE: ORGANIZATION AND GOVERNANCE

GOVERNING BOARD

Description

Members of the College's 13-member Board of Governors are selected through a formal appointing process and are sworn in by the City of Quincy upon taking oath. The Appointing Council is an 11 member committee, whose composition is set by statute. The Council reviews applicants and makes appointments to the Board of Governors. Of the 11 Appointing Council members, 3 are members of the Board of Governors appointed by the Chairman of the Board.

The Board's Nominating Committee, per the Board's bylaws, is charged with making nominations to the full Board for Chairperson, First Vice Chairperson, and Second Vice Chairperson. There are 3 members on this committee and they are all members of the Board of Governors.

The Board's purpose, as well as the number and length of terms of members, is determined by Massachusetts law. The Board's by-laws set forth the offices as well as the committee structure by which the Board conducts business. Every member is appointed to serve on at least one of the 5 committees (Finance & Facilities, Personnel & Programs, By-Laws, Strategic Planning, and Labor Relations). New programs, policies, and budgets are decided by the full Board. Annually, the Board reviews the College's independent audits and regularly receives updates on College business from senior staff. All Board meetings, except for executive sessions held to discuss personnel and collective bargaining concerns, are open to the public in keeping with Massachusetts Open Meeting laws. Board minutes are posted on both the College websites.

Although the College remains an enterprise department of the City of Quincy, a Home Rule Petition increased autonomy from the City (adopted by the Massachusetts legislature in 2014). As a result, the College now has authority to enter into long-term leases, operate auxiliaries such as a bookstore, cafeteria or athletic facilities, handle its own banking, negotiate directly with its unions, and handle purchases independently.

Appraisal

The Board of Governors has gained new members during the past 5 years. In 2014, the Board elected a new chairperson. Under this new leadership, the Board obtained membership in the Association of Governing Boards (AGB) and members have attended AGB workshops as part of professional development. The Board held its first retreat in 2015 and a second in 2016 with AGB consultant Terry McTaggart and other higher education/government leaders. The Board's most recent evaluation of the College's President, overseen by Dr. McTaggart, occurred in 2014. As a result of the evaluation, the Board extended President Tsaffaras' contract. (See Appendix)

Two of the Board's committees, Finance & Facilities and Personnel & Programs, maintain regular meetings, while the others, By-Laws Review, Labor Relations, and Strategic Planning, meet on an ad hoc basis. The Strategic Planning Committee is the successor to 2 prior committees, the Downtown Revitalization and Separation Committees, which dissolved upon termination of the City's downtown revitalization initiative and passage of the Home Rule Petition that gave the College greater autonomy.

Several steps have been taken to implement the Home Rule Petition, including: certification courses completed by the College’s Director of Purchasing; selection of a banking services provider following solicitation of services via RFP/RFQ; successful negotiation of a new Unit E (Staff) Collective Bargaining Contract; renewed focus on real estate planning by the Strategic Planning Committee of the Board; selection of a new bookstore vendor; and movement of the bookstore onto the campus.

During the past 4 years, the Board has reviewed and put into place policies on Campus Safety and Security, Title IX, and the budget process. In addition, the Board has approved 17 new academic programs. Charts of the Month, constituent survey results, press, accreditation updates, and full academic program reviews are shared regularly at Board meetings. The Board also established and awarded its first scholarship to a Quincy College student in May 2016.

INTERNAL GOVERNANCE

Description

The President employs a hands-on approach to managing the institution guided by his philosophy that education is the passport that allows individuals to navigate through and become contributing members of society. In keeping with its mission, the College provides that passport through a motto of “teaching and learning, one student at a time.” The President, whose professional expertise is in law and educational human resource management, personally interviews and hires every College employee. He also maintains a direct supervisory relationship with 26 other senior staff members—meeting privately with each at least monthly—and decides all exempt employee salaries, promotions, and terminations.

Internally, multiple forums for participation and communication are available to the College’s constituent groups. The 27-member senior staff, consisting of the president, vice presidents, deans, and directors, meets as a group every 2 weeks during the academic year. The College Senate structure includes representation from faculty, staff, and students as well as senior staff. New curricula, programs, and policies flow through the Senate and its subcommittees before being brought to the Board for final approval. Minutes are posted on the College’s internal website (part of our internal network known as the Quintranet). Significant information and decisions are also communicated to the College community via president’s memos as well as through occasional all-college meetings. Senior staff, with the President setting the example, keep an open door policy. In addition, the President maintains 2 hotlines answered only by him, one for students and the other for faculty and staff. These hotlines are shared at the beginning of each semester and serve as an opportunity for students and faculty to directly communicate perspectives and concerns at any time with the College’s leader.

Appraisal

Recently, the President updated the College’s organizational structure by creating a new deanship, Dean of Online Programs and Inter-institutional Affairs, and a new Office of Institutional Advancement headed by a Director. He also crafted a new title, Vice President of Academic and Administrative Affairs, for the Plymouth campus dean, which better reflects her executive-level responsibilities in Plymouth. At the same time, she retains the title and role of Dean of the Plymouth Campus. The Associate Vice President of Information Technology was promoted to Vice President for Mission Support and Technology to recognize the integral significance of technology in achieving the College’s mission. With our new

authority to operate auxiliary enterprises, the College now includes the Bookstore Manager as part of its Table of Organization.

To help fulfill its mission, the Board, President, and faculty, as well as students and staff, are in agreement with the need to offer online programs. The College submitted a substantive change request to NEASC for the authority to offer fully online programs in Spring 2016. To help support that transition, the new Dean of Online Programs and Inter-institutional Affairs established a campus-wide task force that chose a replacement for our Learning Management System (LMS). The Dean also worked with Technology and Mission Support to integrate the new LMS with the existing Student Information System. A full semester before the Fall 2016 launch of the new system, he began offering training on the new LMS for all faculty (full-time and adjunct).

The College also hopes to offer Bachelor's degrees in some majors for which career entry requires education at the baccalaureate level. The College intends to submit a request to offer baccalaureate programs to NEASC after requisite approvals have been received from the state legislature and Board of Higher Education. Through the College's divisions and Senate Committee, faculty have been conducting research on potential baccalaureate programs. Likewise, the College is intentionally increasing the proportion of full-time faculty, raising salary rates for adjuncts, and expanding the number of faculty with doctorates where feasible.

The College's leadership at all levels is aware that transitioning to offer fully-online programs, and eventually, a limited number of baccalaureate degrees, will significantly impact the culture of the College. At the same time, we plan to maintain our mission of meeting the needs of students who are place-bound by location, work, family, and income. The Board of Governors' 2016 Retreat (see agenda), which was also attended by the College's top executive staff, focused on the role of the Board and its committees. In addition, the retreat addressed the following topics related to strategic and policy choices: defining the next level for Quincy College; implications of adding 4-year programs; campus upgrades and expansion plans over the next 5 years; succession planning among the executive staff; and potential impacts of trending public policy concepts (such as free tuition proposals).

The Great Colleges to Work for Survey released August 2016 demonstrated that the College's system of governance is poised for continued institutional effectiveness. Four key findings were that Quincy College: 1) outranked its Carnegie Class peers on all 15 categories; 2) increased its % score in all 15 categories; 3) improved its rank by moving to a higher level in all but 2 areas; and 4) achieved the highest category (Very Good to Excellent) in all but 4 areas, and in those 4, achieved the second highest category (Good).

PROJECTION

Should the legislature grant the College's most recent Home Rule Petition to offer baccalaureate degrees, within three or four years the College – through its governance process – will identify, develop and bring to the Board of Governors and then to the Board of Higher Education for approval one, two or three proposed majors at the baccalaureate level.

Should NEASC has authorized a substantive change for the College to offer online programs, the College will be able to complete the structure of the Division of Online Programs by empowering the Dean of Online Programs to hire, train, monitor and evaluate the online faculty in accordance with best practice.



STANDARD 4

The Academic Program

4
STANDARD

STANDARD FOUR: THE ACADEMIC PROGRAM

INTRODUCTION

Description

Quincy College, as an “open access” institution, prepares its students through individualized instruction and specialized learning opportunities in and outside of the classroom. The “learning relationships” mentioned in our mission statement include faculty advising and mentoring, which has been enhanced since the last five-year report. To better meet these goals, full-time faculty has been expanded while new Associate degrees and certificates are being offered. Many of the new areas in which the College has expanded are routes to immediate employment in professional fields. For this reason, the College measures its success by the ability of students to perform in their fields and to apply knowledge in practical circumstances. It also measures student success as part of its program review.

Since the submission of its five year report to NEASC, Quincy College has expanded its academic program offerings to include 35 associate degrees as well as 23 certificate programs, offering career skills for students seeking employment.

Information on academic offerings is found primarily through the College website, where all catalog information is chaptered and searchable. The College Catalog provides complete lists of programs and certificates with a description and outcomes for each. Specific professional and general education goals are stated for each major.

Each program of study at Quincy College is composed of courses that fall under one of three headings: College Core Curriculum, Program Requirements, and Program Electives. Some programs also provide the opportunity for students to take general electives. The College Core Curriculum consists of courses that satisfy general education requirements in the arts and humanities, the sciences, including mathematics, and the social sciences. Courses designated as Program Requirements are based on professional and academic standards, articulation agreements, and benchmarking against similar programs at other colleges. These courses provide the essential foundation for the program of study. Program Electives allow students to develop a wide range of skills and approaches to the discipline, and to individually tailor the concentration to fit their own personal programs of study.

Course sequencing is ensured by course descriptions that list prerequisites. Each course description is reviewed by the Curriculum Development and Review Committee, which also examines the taxonomical skill level of the course’s learning outcomes. When a new program is created, the Committee examines all program outcomes as well as a list of required and elective courses. Coherence in the pathway to a degree is facilitated by measurable learning outcomes maintained and updated at the course and program level. The College publishes program outcomes on the College website under the “Academics” tab and as part of the online catalog.

Direct advising – which includes access to easily-available electronic degree audits, individual program overview sheets, and one-on-one guidance from the College’s professional and faculty advisors – is intended to help students understand a clear and consistent pathway for their academic study. Electronic advising holds also help determine if a student has completed each course with a sufficient grade to move on in the sequence.

Appraisal

In 2009, President Obama highlighted the importance of community colleges in retraining the workforce during the recession.² "In the coming years, jobs requiring at least an associate degree are projected to grow twice as fast as jobs requiring no college experience. We will not fill those jobs – or keep those jobs on our shores – without the training offered by community colleges." Consistent with that role, and with the direct aim of developing career skills the College has created several new certificate programs within the last five years, including those in Aquaculture, Biotechnology and Compliance, Corrections Administration, Customer Service, Entrepreneurship, Game Development, Gerontology, Healthcare Administration, Human Services, Medical Billing and Coding, Networking, Security Administration, Substance Abuse, and Web and Mobile Development. The College continues to expand in areas that lead to both employability and advanced degrees. New certificates in Game Development, Networking, and Biotechnology and Compliance are extending our technology focus.

New degrees and certificates are added to the College's Program Review schedule (on 2-to-9-year cycles) by the Program Review Committee to affirm that programs are meeting current needs of our students and satisfying the goals of our Mission Statement. (See standard 8 for a more extensive discussion on Program Review.)

The College has also updated its Engineering Technology associate degree program as well as launched a new degree in Physical Therapist Assistant. Similarly, the College is pursuing strategic partnerships that lead students toward employment and that help develop course offerings in applied science fields. New labs, including an Engineering/Robotics laboratory at the Quincy campus and a state-of-the-art nursing simulation lab at the Plymouth campus, have also been dedicated to allow students the best opportunities for practical success. New courses in Municipal Accounting, Security and Corrections Administration, Human Services, and Gerontology typify the College's commitment to practical skills that can provide access to "middle-skills jobs" or be developed through further study. The College has expanded course offerings and electives, including capstones, such as the History/Government concentration's new Special Topics course.

Proposals for new courses and programs are developed by faculty members in conjunction with the dean of their academic division, reviewed and approved by the Curriculum Development and Review Committee, and then by the College Senate prior to sign off by the Senior Vice President for Academic Affairs and the President. New academic programs must also be approved by the Board of Governors prior to submission to NEASC for inclusion under the College's accreditation. Programs are designed with the intent of meeting or exceeding the standards of transfer partners and external accreditors or licensure entities. For example, several mathematics courses were redesigned as 4-credit offerings for greater transferability. The aquaculture program was designed to incorporate three certifications critical to employability in the shellfish industry. Following an American Commission for Accreditation in Nursing (ACEN) octennial review in October 2015, the College reduced the nursing program curriculum requirements by three – effective for the Fall 2016 incoming class – to meet new ACEN guidelines concerning program length.

Between January 2012 and October 2015, only 1.6% (40 of 2,497) of graduates earned both a certificate and an Associate degree from the College. These data suggest that there may be opportunity to

² –President Barack Obama 2009 [<https://www.whitehouse.gov/the-press-office/excerpts-presidents-remarks-warren-michigan-and-fact-sheet-american-graduation-init>]

encourage more students to leverage their certificates by applying those credits to an Associate degree. Tightly coupling programs may help. For example, 18 of the 40 graduates were students who earned a certificate in Practical Nursing and later an Associate Degree in Nursing.

Since the last NEASC report, the College is using new technology to ensure a coherent educational experience for its students. Students are kept apprised of proper sequencing and necessary learning pathways by advisors who use degree audits to review the student's progress and offer advice on course selection. These degree audits are available to professional advisors, deans, faculty, and, most importantly, the student through the online Portal. Through the graduation audit process, the College ensures that all associate degree recipients have successfully earned a minimum of 60 semester credits. Program advising trees were updated in 2014 – 15.

ASSURING ACADEMIC QUALITY

Description

The chief means of academic oversight for all academic programs is the program review process, which reviews each program every 2-9 years and cycles through all programs in a 10-year period (see E-Series forms). New programs as well as older programs targeted for improvement are reviewed more often.

The Program Review Committee evaluates the effectiveness of the program to ascertain how educational services may be better delivered, taking into account intended program outcomes, industry needs, licensure demands, and articulation with transfer institutions. The review is done by using a variety of assessment data, including strategic plan directives, student success rates, job placement prospects, advisory board critiques, independent assessment data, articulation agreements, benchmarking against other NEASC-accredited colleges, student satisfaction surveys, and other data provided by the Office of Institutional Research. The faculty comprises the majority of Program Review members, though administrators and deans usually occupy seats on the committee, and one seat may be filled by a student. Broad oversight of Program Review occurs at the College Senate level.

The College engages in academic planning at several levels. Labor market research conducted by the Office of Institutional Research assesses need and demand for new programs and courses. Engagement with local industry and community leaders sheds light on emerging areas of need. Surveys administered by faculty help re-shape curriculum. Reports and research assist in the development of each new area. Established programs are brought up to date by research and implementation of pedagogical methodologies suited to the modern student's approach to college education. The faculty-driven committee for program review works closely with the President, the Vice President of Academic Affairs, and deans to ensure that programs are aligned with the College's mission. External advisory boards help sharpen the focus of courses and program outcomes. Feasibility studies have resulted in the elimination of programs – e.g., Fire Science – that were not an appropriate fit for the communities that the College serves. When a program is cancelled or a moratorium applied, the College assists student to complete the program through a combination of existing individual courses, independent studies and internships.

Competency in written and oral communication is part of the General Education core outcomes. All students complete a full year of mandatory English instruction in composition that includes the production of a research paper. Initial assessment of English language competency occurs at the entrance exam (Accuplacer) level, and students build on their skills through required composition

classes with multiple graded writing assignments each semester. Interpersonal Communications and Speech are also requirements for Education, Business, Marketing, and Allied Health majors and Oral Communication is regularly required for ESL students. In addition, Interpersonal Communication is mandatory for Computer Science-Networking students. Of note, the requirements for Allied Health and Networking were the result of advisory board recommendations.

Students are informed on course sequencing and program expectations through several means. The electronic degree audit, part of the student advising process and available to the student through the college portal, allows students to review progress towards degree completion. Students use their degree audits in concert with academic advising to select courses. Program outcomes inform students about the specific and measurable learning goals for their major. Program outcomes are available to students through program overview sheets available in hard copy in and on the Quincy College website. Pathways outlines for each degree suggest courses to take each semester through sequences published on the Quincy College website.

Internship students are required to log hours and to record off-campus experiences through journaling or essay-writing. Moreover, professional correspondences are maintained between internship supervisors (typically, faculty at the College) and site managers. (See Appendix: Internship Guidelines)

Appraisal

The Curriculum Development and Review Committee benchmarks both new courses and course updates against those offered at other colleges. For example, in Spring 2016 the Committee approved modifications to the content and rigor of certain Math courses to assure transferability to 4-year colleges with increasingly high expectations. Learning outcomes are intended to be finite and measurable, so that the curriculum navigation is approached through incremental steps from the beginning to end of the degree experience. The committee has overseen the creation of a multitude of new courses, including in the fields of Physical Therapist Assistant, Biotechnology and Compliance, Computer Science, and Engineering Technology. (See Appendix for list of new courses and programs approved since 2011). More recently, the program proposal format was updated to require the enumeration of any new necessary library resources as part of the proposal.

The Program Review Committee continues to assess several programs each year with special attention to new and developing programs. Program Review minutes detail the process of program assessment. The expertise of various professionals, including faculty, lead instructors, deans, and advisory boards, are brought to bear on existing programs. As a result of the program review process, several key programs, including Accounting, Criminal Justice, Human Services, and Computer Sciences, have undergone modification and alteration in the past five years to meet student and community need. In particular, the review process has led to a substantial revision of the Accounting degree and certificate, the restructuring and expansion of the Criminal Justice Program, and new Computer Science offerings (both certificates and courses) to advance economic opportunity for students.

Recent expansion of the new Nursing program included the addition of a weekend cohort in the LPNtoRN program in Quincy in Spring 2014 as well as the extension of the practical nursing program to Plymouth in Fall 2015 resulted from an assessment of student demand. At the same time, the College decided to place a moratorium on the media arts program in Plymouth. Enrollments were low and dialogue with students, faculty, and professionals revealed that the primary reason for the apparent lack

of interest was that the software and equipment used in the College's media arts program had not kept pace with technological advancements in the field.

In other fields, professional consultants have also provided some input into the development or re-shaping of programs (Biomedical Technology and Compliance, Security Management, Criminal Justice, Physical Therapist Assistant, Health and Wellness (Exercise Science), Entrepreneurship, and Human Services). Surgical Technology has rebounded because of academic planning that targeted the program's accreditation needs. In 2015, CAAHEP gave permission for the program to increase its enrollment from 15 to 18 students annually. All surgical technology students now use pre-loaded IPADS both in the classroom and for assignments.

Use of technology contributes greatly to the student experience at the College. Electronic resources have been widely expanded in the last five years, bringing elements of online education to all courses. Instructors frequently make electronic slides and lecture notes available for their students. As a result, students are strongly advised to have laptop computers. All classrooms have dedicated instructor computers and rooms that are used for technology-based courses supply a desktop computer for each student.

The College's commitment to effective online programming – including more thorough and comprehensive supervision of online courses – resulted in the creation and staffing of a Deanship of Online Programs and Inter-Institutional Affairs in 2014. Upon his arrival the Dean evaluated all online courses to assure consistency with classroom-based sections in terms of hours, assignments, and assessments. Where courses were found that needed improvement, the Dean worked with faculty, individually and in small groups to revise their curriculum appropriately. The Dean continues to monitor online courses regularly.

From Spring 2015 to 2016, the College experienced a 56% growth in the total number of online credits taken by students (See Appendix: Spring Enrollment 2015-16). Quincy has filed a substantive change request to NEASC to include within the College's accreditation programs that are offered online.

Specific regard has been paid to the College's position as an open-access institution, with continued or enhanced support of developmental programs in reading, composition, and math. Further, oral communication has been added to the core language outcome, is assessed in English Composition I and II through mandatory student presentations, and is emphasized by the Nursing, Education, and Business degrees.

Instructors are a major driver for students to access library resources. According to the Faculty Library Survey F15, faculty strongly agree that information literacy is a necessary component in higher education and that instructors play an important role in developing students' information literacy skills. 75% of faculty members indicated that at least some of their courses include an assigned paper or project that requires research. Through Library Liaisons, faculty are better informed about what is available and how to connect their students to resources. Joining the Old Colony Library Network has greatly expanded those resources. Given that 3 academic libraries are now members of the network, collaboration between institutions and focus on academic needs have increased.

Information literacy is addressed through First Year Seminar and library instruction. (See Appendix: Information Literacy Goals and Outcomes). During 2014-15 an advisory committee headed by the

College Director of Library Services recommended the need for the College to strengthen students' information literacy. To help achieve this goal each division was assigned a library liaison who works closely with the faculty. Librarians have faculty status at Quincy College and teach information literacy skills in the classroom when invited by the faculty member. During the past three years Library usage has increased steadily during the past three years. (See Appendix: Library Usage Report)

Although collection of data on Accuplacer performance has been inconsistent in the past, the Office of Institutional Research has conducted some preliminary analysis on the relationship of Accuplacer results to placement and performance in English and mathematics courses. Deans have conveyed faculty observations on areas of weakness that some students exhibit – especially students who are English Language Learners.

To improve service for students who require assistance in developmental reading and writing, the College created a new full-time developmental English faculty position in AY 2015. The Division of Science also decided to re-implement self-paced basic mathematics courses effective Fall 2016. The goal is to allow a student to complete the basic mathematics developmental course (MAT 090L) as a self-paced laboratory course as quickly as possible. Upon early completion, students will have the opportunity to complete additional modules. If they are successful, completion of these modules will allow a student to skip MAT 095 Pre-Algebra and go directly into MAT 097 Beginning Algebra with permission from the Dean of Science. If the implementation of MAT 090L is successful, the Division intends to grow the program in future semesters. One possible outcome is that most if not all, developmental math classes are offered as self-paced lab courses.

Since 2011, the College has also become more proactive in meeting the needs of students with disabilities by performing outreach, providing contact information for disabilities services officers and policies on each syllabus, and faculty training and orientation. Use by students with disabilities of the College's free tutorial services, including online tutoring, has been facilitated by the co-location of disabilities services staff within the tutoring center.

UNDERGRADUATE DEGREE PROGRAMS

Description

The College's undergraduate degrees build upon the College's Core Learning Outcomes. Each outcome includes a specific domain of learning skill: language, quantitative, and social discourse. Though mastery of these skills may continue throughout the degree program, courses in each concentration are sequenced to address core outcomes in the first two semesters. Concentration courses can be taken throughout matriculation once any prerequisites are satisfied. All courses are required by the Curriculum and Review Committee to move from lower-level acquisitive skills to higher levels of synthetic and creative understanding, assisting with sequencing. Upper level courses (typically numbered at the 200 level) also require a higher level of skills and intellectual inquiry. Foundational theory for all courses is included in outcomes and supported by appropriate choice of textbooks.

The College uses prerequisites and advising pathways to promote proper sequencing for students pursuing a degree. Advising encounters between students and professional advising staff each semester assist with sequencing. Advising and mentoring is provided by faculty for students enrolled in Associate degree programs and certificates. Additionally, online assistance is available for those enrolling electronically. Fluidity in following the sequence is ensured by alternative courses and electives that fulfill graduation requirements.

The College continues to offer graduation honors to those who complete the required amount of hours at Quincy College and who wish to exceed the standard number of hours for a degree. If students exceed the number of basic credit hours for degree award, they are generally tracked and advised upon the best educational pathways that move them toward completion.

Appraisal

Greater fluidity in pursuing degrees is now available due to specialized concentrations as well as many new electives. New courses have been created in the Liberal Arts, Natural & Health Sciences and Professional Programs, matching similar opportunities for study at other area colleges. The number of liberal arts majors is trending downward as more students pursue certificate programs and degrees that provide a foundation for immediate employment. Also currently, some degree programs do not include opportunity for general (unrestricted) electives.

GENERAL EDUCATION

Description

The Core Learning Outcomes and degree-specific general education requirements in each undergraduate program are intended to stress academic integrity throughout the curriculum from First Year Seminar to Capstone courses.

The first Core Learning Outcome, to "Articulate thoughts in English in a coherent, unified, well-structured manner," is supported by courses in ESL, Developmental English, College Reading, and English Composition I and II. Several Professional Programs Division degrees also mandate the Speech

Communication course. Higher-level language skills are encouraged by the Literature Requirement in many Liberal Arts, Professional Programs, and Natural Science majors.

Another outcome, to “Access, process, and assess information efficiently” is part of First Year Seminar, English Composition I, library information literacy instruction, research requirements in 200-level courses, and Nursing research requirements. It is complemented by the outcome requiring students to “Draw logical conclusions from qualitative and quantitative data presented in both graphic and narrative form.” Such skills are developed through available study in Basic Math (supported for some independent learners with MyMathLab) and assessed for collegiate-level proficiency in College Algebra. Further study in quantitative analysis occurs in electives that were added within the last five years.

The outcome, to “Demonstrate a mastery of fundamental skills in using computer technology,” is assessed through the Computer Science Core Course and general computer skills requirements that are now part of most classes. Student-instructor communication is enhanced by the College Portal, and all students are required to develop skills in computer-assisted research through library information literacy instruction (required in First Year Seminar and English Composition I). The library offers a corpus of online research databases for all students. In additions, students may pursue computer science through new courses in Programming and Robotics as well as new certificates in Networking, Web Development, and Game Development.

The outcome, to “Demonstrate the relationship of one’s self to society, both locally and globally,” is reinforced by the Student Code of Conduct, the Academic Integrity Policy, service learning opportunities provided by the Gamma Beta Phi and Phi Theta Kappa honor societies, as well as the DOVE Coat Drive and Shelter Food Drive. The related outcome, to “Demonstrate an understanding of the interaction between nations in a global society, both in the present and in a historical context.,” is assessed in the 3-credit Social Science Core as well as in available Humanities Electives. Both embrace the College’s mission goal of diversity and our significant international student population.

Appraisal

All degree programs at Quincy College are structured to satisfy the core curriculum, which is outlined in the catalog. To meet modern education demands, the General Education Core Outcomes were recently expanded in areas such as ethics, speech, and global communication.

At present, the College primarily assesses skill acquisition through classroom learning and student GPA. The College can also use campus experiences in and out of the classroom to advance General Education goals.

All graduates are also invited to complete a Graduate Follow-Up Survey that occurs six to nine months after graduation. The Graduate survey was amended in 2015 to account for the number of core outcomes that had changed in 2015 – a total of six core outcomes from the previous nine. Previously, graduates were asked to rate their improvement in both developing the ability to write and speak with clarity and precision. In 2015, these two outcomes seem to be combined into a single skill: articulating thoughts in English in a coherent, unified, well-structured manner. Technological capabilities remain as an outcome, but language changed from “developing skills in basic computer functions and applications” to “demonstrating a mastery of fundamental skills in using computer technology”. Data literacy also remains as a general education outcome, but language also changed here, from “Drawing

conclusions from data – from both data that describes (ex: gender, race) and data that can be measured (ex: height, weight, age)” to “Drawing logical conclusions from qualitative and quantitative data presented in both graphic and narrative form”. Additionally, in 2015 graduates were asked to reflect on how they have improved on the ability to “access, process, and assess information efficiently” rather than “locating and using data”.

A diverse global perspective was something that was previously addressed by general education outcomes that students “develop a global perspective on current events” and “develop a sense of tolerance and respect for the ideas and beliefs of others”. These were reworded slightly to become two new outcomes: “Demonstrating the relationship of one’s self to society, both locally and globally” and “Demonstrating an understanding of the interactions between nations in a global society, both in the present and in a historical context”.

Because of these significant changes in the wording of these different general education skills, 2015 results could not generally be compared with previous years. In 2015, graduates rate their ability to access, process, and assess information efficiently the highest, followed closely by both drawing logical conclusions from data and demonstrating the relationship of one’s self to society. Similar to previous years, students rate their ability to demonstrate a mastery of fundamental skills in using computer technology the lowest.

THE MAJOR OR CONCENTRATION

Description

Each program of study at Quincy College is composed of courses that fall under one of three headings (College Core Curriculum, Program Requirements, or Program Electives). The College Core Curriculum comprises courses intended to satisfy the general education requirement of at least 20 credits for associate degree programs as required by NEASC (Standard 4.17). Courses designated as Program Requirements are based on professional and academic standards, articulation agreements, and benchmarks against similar college programs. These courses provide the essential foundation for the program of study. Program electives allow students to develop a wide range of skills and approaches to the discipline and to individually tailor the concentration to fit their own personal program of study. These courses provide more advanced study and practice in areas of specialization.

The Quincy College catalog provides a complete list of courses available as part of the Core Curriculum and as Program Requirements/Electives for each major. As of 2016 program overviews now define “pathways,” which recommend specific sequences of courses for the first through fourth semesters of the student’s study. In such cases, requirements are listed under semester headings, with placeholders (and a list of Program Concentration Courses) where electives are recommended. Course descriptions are also provided in a separate section of the catalog. In addition, each course has a course outline that is kept on file on one of the College’s internal shared drives (the Quintranet) and/or Office of Academic Affairs. Course outlines provide a more detailed account of the subject matter, with outcomes, suggested teaching methodologies, and recommended weekly topics. Syllabi (which are distributed to students) are based on course outlines.

Appraisal

In order to understand a more complete picture of the student experience at Quincy College, respondents to the Graduate Follow-Up Survey from 2012 to present are asked a series of open response questions that allow students to give additional feedback or voice concerns about their time at Quincy College. Graduates are asked two questions about their overall experience at Quincy College and two questions that specifically address what their individual academic programs did well, and what could be improved. Results from the 2015 Graduate Follow-Up Survey are discussed below:

Graduates were first asked how Quincy College has been most helpful to them in achieving their educational or professional goals. A total of 194 (82%) of respondents answered this question. Over a third of respondents indicated that the faculty were the most helpful element of their QC experience. Students mentioned that their instructors were accessible, cared about their students' well-being, and went the extra mile to reach out to and support their students.

Over 10% of students also indicated that they acquired important skills that will help them reach their goals. Students indicated that they learned how to: write research papers, build confidence, improve English proficiency, and manage their time. Students indicated that these skills helped them to prepare for continued studies past the Associate Degree-level and allowed them to absorb content knowledge from their programs.

Respondents also mentioned that the flexibility of classes at QC and flexibility of the staff and faculty were important in their education. Students mentioned hybrid, online, and flex courses, as well as classes at different times and days, including Saturdays. Students were happy that they could take a course or two at a time and take their time with their degree, or complete everything as quickly as possible.

INTEGRITY IN THE AWARD OF ACADEMIC CREDIT

Description

Academic policies carried out by faculty, deans, the Curriculum and Review Committee and the Senate are intended to ensure adherence to program standards and requirements set forth by the Commonwealth, NEASC, and, where relevant, programmatic/secondary accreditors. When a course is created, the instructor (working with the dean) must submit a course outline to the Curriculum Committee. To justify the credit to be awarded, each course outline must contain sufficient information to establish academic content, methods, and rigor. The Curriculum Committee may amend, recommend, or reject a new course outline before it is passed on to the Senate for final review. The College also benchmarks courses against those at sister institutions and develops course and program articulation agreements with other higher education institutions to eliminate unnecessary barriers to transfer.

Instructors are expected to cover the content in a way that is consistent with course outlines, which are frequently updated. Faculty members are regularly observed and evaluated by their respective deans. In addition, students complete course evaluations at the end of the semester, which faculty are required to review. Student course evaluations and satisfaction surveys are used to allocate budgetary resources and to improve delivery of services. To refine instructional methodologies, the College uses non-instructional days to promote professional development and encourages outside experiences in seminars and conferences through its funding of professional development. The Professional

Development Committee also awards funds to faculty and staff for activities related to individual professional development.

When devising new programs, the College coordinates academic and industry standards, which are revisited during each Program Review cycle. Criteria for the award of each degree are documented in both electronic and print publications. Further, students may monitor their own progress through the degree audit, which is updated each semester and is also accessible to their advisor. When a student wishes to continue their degree after an interruption, the catalog explains which courses expire after a certain time period.

The College awards credit to students who perform the required amount of work at the necessary level of learning as assessed by instructors. Assessment of student learning and achievement is based on documented criteria, including the learning objectives listed in the course outline. Developmental and remedial courses are offered to prepare students for collegiate study. However, no credit toward the degree is awarded for pre-collegiate courses, i.e., those numbered below 100.

The College uses the Federal Definition for the Credit Hour, namely:

“A credit hour is an amount of work that reasonably approximates not less than

1. one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class work each week for approximately 15 weeks for one semester or trimester hour of credit, or 10 to 12 weeks for one quarter hour of credit, or at least the equivalent amount of work over a different amount of time; or
2. at least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.”

Service learning and volunteer opportunities at the College engage students in addressing a community need. However, such activities are not for college credit.

Course credit is accepted from institutions of higher education that are accredited by any regional accrediting associations in the United States, (e.g. New England Association of Schools and Colleges). Internship experiences provide students with opportunities to apply the concepts learned through readings and class discussions to the workplace. Internships serve as a capstone course in a student’s educational program. They may only be taken after the student completes a significant portion of specialized training in his or her major and achieves a qualifying grade point average. All internships carry 3 credit hours and are program electives. Student must have completed 30 credits towards a degree with 15 of those at the College. A signed agreement between the College and the internship site must be in place prior to the start of the internship experience. Students must also meet program-specific prerequisites for internship. Students must receive written approval from the appropriate dean prior to registering for an internship.

Students may also earn credit towards their degree via independent study courses. To qualify for an Independent Study, a student needs 30 earned credits from the College and must have a 3.0 average in his/her area of specialty with at least a cumulative 2.7 average overall. No student may pursue more than 3 credits per semester and a total of 6 independent study credits while earning an Associate

Degree. Approval for an Independent Study is obtained through the faculty sponsor, academic dean, and finally the Senior Vice President for Academic Affairs.

Quincy College does not have a Study Abroad program. However, transfer credit from foreign institutions is sometimes awarded according to the policies outlined in the catalog under the heading Transfer Credits (Policy 4.05A).

Academic integrity is evaluated for students throughout their educational experience. For students terminated due to violation of academic integrity, the terms for this dismissal are outlined in the College's Academic Integrity policy. Multiple or severe academic integrity violations are the grounds for dismissal from the College, while dismissal on the grounds of conduct is outlined in the Student Handbook. Students are expected to complete their degree with a sufficient level of success or else financial aid may be withdrawn.

Quincy College offers a variety of online courses including American Government, Introduction to Politics, U.S. History I/II, English Composition, Sociology, Macroeconomics, Business Ethics, and Introduction to Computers. Faculty design these online courses with the assistance of the Dean of Online Programs and Inter-Institutional Affairs, who closely monitors the implementation of these courses to help ensure that course content, delivery, and faculty-student engagement – such as through online discussion forums – are consistent with those of face-to-face courses at the college. A two-step secure log-in is used to determine the identity of students participating in discussion forums or assessments online.

The College's credit-bearing certificates are frequently created as a subset of existing course offerings for a particular associate degree. This practice facilitates the ability of students to "stack" credentials by allowing students to apply the certificate courses toward an associate degree in the same or a closely related field. Credit-bearing certificates are developed through the Curriculum and Review Committee and Senate and are included in the program review cycle. In the past five years, the College has created several new certificates in response to labor market need to help facilitate access to increased economic opportunity for students seeking immediate careers.

The College has articulation agreements and dual enrollment programs that allow high school students to earn college credits. Off-campus credit classes, available at a number of participating area high schools, help students make a smooth transition to college. In addition, high school students may enroll in courses taught at the College, with permission from their guidance counselor, at a reduced tuition rate. Occasionally, students request transfer credits from an institution with whom the College does not have an articulation agreement. Under such circumstances, the Admissions Office will consult with a full-time instructor from the relevant program. The instructor then makes a recommendation as to which courses (if any) are worthy of transfer credit.

Student learning is evaluated through assignments, quizzes, exams, and projects. Student progress towards degree completion is monitored by the Advising Office and faculty advisors. To help track students who earn low grades, and for financial aid purposes, multiple criteria are used to measure "satisfactory academic progress." A minimum GPA of 2.0, and a maximum of 90 hours attempted with two-thirds of those courses successfully completed with a grade of D or better is required, as outlined in Policy 8.09. If students do not meet these criteria, financial aid is withdrawn. As an open access institution, the College does allow students to re-take courses they have failed.

Students at QC are admitted and registered through the Admissions Office and the Office of the Registrar. Quincy College welcomes transfers students and those with advanced knowledge of subject areas. A maximum of 30 credits from all sources may be transferred toward a Quincy College associate degree. Students who have earned credits at other colleges or universities are required to submit an official academic transcript to the Office of Admissions as part of the application process. The transcript review is done based on the declared major of the student. A copy of the transcript report is accessible within the College Portal. Admissions determines whether CLEP scores are sufficient to waive general education requirements.

Appraisal

Credit is awarded to students based on completion of the required number of hours and fulfillment of course outcomes. Outcomes and assessments are designed to demonstrate a full semester's worth of instruction. When multiple snowstorms disrupted the college calendar in Spring 2015, each faculty member was required to submit a plan to make up the lost hours. To ensure integrity across sections, the College maintains the same outline for a course and minimum number of assignments even for an accelerated offering. To that end, the College expanded summer accelerated semesters from four to five weeks to allow more classroom hours and study time. In addition, multiple high-level math courses, such as Calculus and Discrete Math, were adjusted from 3-credit courses to 4-credit courses to better reflect course rigor and academic standards at other institutions with whom Quincy has articulation agreements.

The College educates students on plagiarism from the earliest part of the degree program via two Core Curriculum courses: First Year Seminar and English Composition I. The College also purchases access to Turnitin.com for use at the instructor's discretion. The library provides instruction on information literacy to help contemporary students understand how to navigate the wealth of available information. In addition, the library website contains videos on information literacy, links to requirements for academic research, and guidelines for use of modern media.

At the College, all students who take distance learning classes interact with faculty about content and academic matters via email and online forums on the QC Portal. The new Dean of Online Learning and Inter-Institutional Affairs supervises online programs and works with faculty to develop and enhance those programs. Quincy College now also integrates publisher platforms for student instruction and assessment, which augments both classroom- and online-based courses. Nursing, allied health and education clinicals and practica at Quincy College are regularly evaluated by students and administration, and must meet the appropriate accreditation and state licensure agency standards.

During the last five years, Quincy College students have been transferring to a wide variety of colleges and universities (including Bay State College, Bridgewater State University, Curry College, Eastern Nazarene College, Framingham State, Laboure College, Northeastern University, Suffolk University, UMass Boston, UMass Dartmouth, Wentworth Institute of Technology, Wheelock College, and others). The College has increased the number of institutional transfer fairs to assist students in choosing a 4-year institution. Quincy College has over 70 individual program agreements (Transfer Agreements, Articulation Agreements, and Mobility Agreements) with 21 colleges throughout the Boston metro area and beyond. Through agreements, several institutions allow graduates of specific Associate Degree programs to transfer with advanced standing in certain baccalaureate programs. Transfer agreements are typically entered for a specific period of time; however, many are honored while renewal is pending. For other 4-year colleges, courses are accepted on a course-by-course basis. The issue of transferability

is addressed at multiple levels from course proposal (Curriculum Committee) and final approval (Senate) to Program Review. Through the newly-developed and recently-filled position of Dean of Online Programs and Inter-Institutional Affairs, the College is pursuing expansion of articulation agreements.

Quincy College follows a well-defined procedure for creating new courses and making substantive changes to existing courses. This procedure ensures that courses are comparable to college courses offered at other NEASC accredited colleges. The development of new majors and concentrations is initiated by faculty and must be supported by data when presented to the Curriculum and Review Committee. Proposed revisions are informed by accumulated data. Several new concentrations and majors have been developed and have successfully navigated through Curriculum and Senate approval. For instance, new courses recently created include Finite Math, Special Topics in History, Literature of the Supernatural, and Android Development. Electives are offered year-round, many in accelerated formats.

In 2014-15 Quincy College substantially reviewed and revised its Medical Billing and Coding Certificate and Accounting Certificate. The College added to the Accounting Certificate, for example, a course in Quick Books at the recommendation of the Accounting advisory board. Industry leaders noted that the Quick Books course would be especially advantageous to the numerous small business and burgeoning entrepreneur community in the College's service area. New certificates in Human Services, Substance Abuse, and Gerontology were created following the Spring 2013 Program Review of the College's Human Services program. The development of these certificates was influenced by the rising opioid epidemic in major portions of the College's service area.

PROJECTION

As the College intends to increase online course offerings and to initiate online programs, during 2016-17 the Program Review Committee will research and recommend data collection and other methodologies which may be needed to assure that online offerings are specifically included as part of a major's program review cycle.

In 2016-17, the Dean of Liberal Arts will lead a task force of Liberal Arts faculty to develop for consideration by the Curriculum Committee of honors sections/courses in at least three subjects housed Liberal Arts division. The honors sections/courses will be implemented in fall 2017.

In 2018-19 the Deans' Council will spearhead the evaluation of the implementation of the Canvas learning management system and make recommendations for improvement, if warranted.

In 2016-17 The Dean of Liberal Arts will identify and task liberal arts faculty to create additional Capstone courses to enhance instruction on the General Education Core Outcome: "Explain the nature and societal implications of global relationships among diverse cultures." The College will also implement more topics-based courses to enhance synthetic learning and critical thinking.

In 2016-17 Dean of Liberal Arts will also task division faculty to research, identify and develop new courses, majors or concentrations to meet the needs of diverse populations with various learning goals. These new initiatives will be brought to the Curriculum Committee and Senate during 2017-18.

Starting Fall 2017, the Deans' Council will review all associate degree programs to determine how the program requirements can be streamlined to total no more than 60-62 credits. This goal is in keeping

with federal, regional and specialized accreditation requirements to help lower the cost of education by keeping the number of degree requirements as close to the minimum (60) as possible.



STANDARD 5

Students

STANDARD
5

STANDARD FIVE: STUDENTS

ADMISSIONS

Description

Quincy College is an open-enrollment, 2-year institution whose primary service area is the South Shore of Massachusetts. The student body is broadly representative of the local region as well as the world. Over the years, the College has hosted students from 123 countries. We recruit and welcome students of all ages and nationalities and from all walks of life. The College is a commuter school with one campus located in the heart of Quincy Center adjacent to greater Boston's public transit system and a second campus with ample parking in Plymouth. As of Fall 2016, the College offers 35 Associate degrees and 23 credit-bearing certificates. Students receive a quality education in a friendly, open environment at a very affordable price.

The College supplies accessible opportunities for new, continuing, and returning students to pursue their education. Links to information on the College admissions, as well as costs and financial aid, can be found on the QC website. Web pages include helpful external links. For example, the Financial Aid page links to the Federal Student Aid (FAFSA) website. Hard copy materials are also available in the College's Admissions Reception Center. Admissions staff regularly attend college fairs and recruitment events across Boston and the South Shore (Appendix: Quincy College on the Move). Prospective students may apply online, accommodating those with transportation limitations, or in-person, which helps those who lack internet access. The College maintains open and rolling admissions: there is no deadline to apply as a general admissions student. In compliance with federal guidelines promulgated by the US Department of Education, admitted students must have a high school diploma or recognized equivalent credential. SAT or ACT scores are not required.

The College follows all state and federal requirements regarding equality. Admissions procedures and policies are clearly stated on the Quincy College website and in our annually-revised course catalog. General admission applications received by Quincy College in 2014 reported a gender ratio of 66.8% female and 33.2% male with ethnicity demographics of 49.5% White, 24.5% Black, 6.7% Asian, 6.9% Non-Resident Alien, 6% Hispanic or Latino, 4.8% Unknown, 1% Two or More Races, 0.2% Native American or Alaskan Native, and 0.1% Native Hawaiian or Pacific Islander.

Our current enrolled student ethnicity statistics are as follows: 49% Caucasian, 27% Black or African-American, 7% Asian, 7% Hispanic, 2% identifying as two or more races, and 11% unknown. *These figures exclude international students.* We proudly report that 67% of our students are female. With an average age of 27, we currently have 4,732 students enrolled in credit courses. Of those, 7% are international. Specialized services for international students are therefore also a priority.

Newly-admitted students are assessed to assure a reasonable potential for success. In programs requiring mathematical, writing or scientific prerequisites, student transcripts and placement testing are used to advise students on the appropriate course track to maximize their potential. To place students in English and math, the Accuplacer and/or LOEP (for international students) are typically administered before the course enrollment period begins. Accuplacer and LOEP testing is offered at no charge to students. Students who score below the cut scores are advised to take courses designed to improve their skills. Remedial/developmental courses include: Basic Composition (ENG 090), English Vocabulary (ENG 091), Critical Thinking (ENG 092), Grammar (ENG 093), Developmental Reading and Study Skills

(ENG 094), Basic Mathematics (MAT 090), Pre-Algebra (MAT 095), Beginning Algebra (MAT 097), and Comprehensive Introduction to Algebra (MAT 098). Developmental English courses are also offered for ESL students. Remedial/developmental courses offer 3 administrative credits; however, they do not fulfill graduation requirements. New students who have not earned at least 12 college credits before enrolling at Quincy College are required to take First Year Seminar, an interdisciplinary full-semester course that focuses on learning strategies to help prepare students for academic success at the college level.

To be accepted to the College, all international students must demonstrate English proficiency. While abroad, students are required to take either the TOEFL or IELTS test, which measures listening, reading, speaking, and writing skills. Upon arrival at the College, all international students take the LOEP to determine placement, which may result in the student being registered for English as a Second Language (ESL) classes. If the student has already completed an ENG 101-equivalent course (with a C or better) at an accredited U.S. college, the student may waive the English portion of the LOEP exam.

Appraisal

Quincy is a traffic-dense city and public transportation is extremely important to our students. The MBTA transit lines are therefore an area of focus for recruitment. Admissions and Marketing allocate a portion of advertising resources along the subway and bus lines using campaigns that highlight particular degree programs, as well as affordability, Flexible schedules, military-friendly environment, and ease of transportation to and from the College. Realizing that prospective students are better served by a highly-visible Admissions Office, in June 2016 the College moved its admissions center to a newly-renovated glass-enclosed space off the first-floor atrium at its Presidents Place location.

At Quincy, multiple staff and faculty engage in recruitment activities. In addition, offices promote college programs to specialized constituencies, as appropriate. International Student Services visits English-language schools and transfer fairs as well as posting online.³ Military and Veteran Services attends local veterans' events and is featured at <https://militaryfriendly.com/school/quincy-college>. Representatives from Disability Services attend the Dana Farber Cancer College Night as well as parent organizations of local high schools and special needs Info Nights (Quincy and Weymouth PAC). Further, a disabilities services officer may accompany the admissions specialist when visiting local high schools with disabled students. A new initiative, sparked by a request of the Head of Guidance for the Boston Public Schools, includes small teams of admissions and financial aid staff and faculty, who reach out to Boston Public High School graduates. At these events, the College highlights services that support each relevant student population.

As an open-enrollment institution, the College assesses the educational backgrounds of our diverse new student population. The developmental math faculty recently reassessed how the Accuplacer test was used to place students into math courses. As a result, a larger percentage of first-year students were recommended for developmental math in the following year, AY 2013-2014 (15.5%, up from 6.7% the previous year, see Data First Forms, Std 6-Fin Aid, Debt). Nonetheless, the use of Accuplacer in placing students both into English and math courses is still called into question by some faculty and staff. Students with relatively high ability are sometimes placed into classes that are too easy; but more often, students with language and mathematical difficulties appear to be placed in classes that are too advanced.

³ <https://www.studyusa.com/en/schools/p/ma099/quincy-college>.

In 2014-15 the Dean of Natural and Health Sciences, along with his mathematics faculty, developed a flow chart to guide advising staff on how to determine the appropriate mathematics course placement. Also, the developmental math faculty has discussed creating an internal math test for students who believe they should be at a higher level.

Currently, the College is discussing ways to better capture quantitative data on student success rates in relationship to placement testing scores. Unfortunately, students are allowed to override recommendations made by the Advising and International Student Services Offices and may self-register into classes for which they may not possess the necessary skill set or prerequisite. In addition, students sometimes circumvent the system by not matriculating early enough in their course sequence, ultimately avoiding placement tests. There are no checks in place at this time to better monitor a non-matriculated student's enrollment status. Students may go well beyond the 30 credit recommendation before fully matriculating.

STUDENT SERVICES AND CO-CURRICULAR EXPERIENCES

Description

Quincy College offers an array of services and co-curricular activities that respond to student needs under our open enrollment philosophy. The College maintains a Student Development Department committed to promoting student success by offering services, programs, and activities that complement and support the mission of the College through tutoring as well as offices focused on Disabilities Services, Military and Veteran Services, Career Services, Student Success Coaching, and Student Life. The Associate Vice President of Student Development and Director of Student Life meets with deans to establish programming supportive of the curriculum, including clubs, organizations, and athletics.

Disability Services meet with faculty concerning compliance with the ADA as well as 504 of the Rehabilitation Act. Student success coaches meet with students individually and present workshops on a variety of social issues. Career Services provides guidance, resume writing, job postings, and career fairs. The Office of Military and Veteran Services ensures compliance with the Post 911 GI Bill and other federal programs for the more than 300 students who are members of the military, veterans, or their dependents.

The Learning Centers provide tutoring for both day and evening students (10AM-6PM or by appointment). All student success coaches, disabilities associates, and administrators as well as most professional tutors have Master's degrees in their fields and on-the-job experience. Designated offices for student success coaches and disabilities associates provide confidentiality. Both learning centers are fully-equipped with computers. Tutors assist students in various subjects and with the development of academic skills. Related offices that are not part of the Student Development Department include Workforce Development and International Student Services. Workforce Development is a bridge between faculty and students in obtaining and managing internship opportunities. The International Student Services Office presently serves over 350 students ensuring compliance with SEVIS and federal regulations. The Student Development Department tracks student usage data from Tutoring Services, Disability Services, Coaching Services, Veteran Services, and Student Life and uses the results to direct funding and allocation of services to students. (See Appendix: Student Development Usage Data)

The Student Development Department organizes and hosts a New Student Orientation for all newly admitted students. The Director of Admissions sends an electronic invitation with the choice of date, time, and location (Quincy or Plymouth campus) to all new students via an email list generated weekly by the Technology Department. Student Development coordinates with Admissions, Academic Advising, and the Technology Department on orientations. Orientation activities include presentations by career counselors, student success coaches, a financial aid representative, and security officers. In addition, deans discuss academics, Advising demonstrates how to navigate the QC Portal, and student ambassadors lead campus tours. Clubs and organizations are also represented by student participants and faculty advisors. A hard copy packet is distributed and includes the Student Handbook, Financial Aid information, and fliers/trifolds for Career Services, Student Life, Student Development, and How to Read Your Schedule. The location of student services information on the web is also highlighted. (See Appendix: Sample New Student Orientation PowerPoint Presentation)

Approximately 59% of the College's student population receives some type of financial aid. Students apply for aid through the free Federal Financial Aid website, www.fafsa.ed.gov. The Financial Aid Office holds a weekly session to assist students in completing the FAFSA application. Students are notified through email when their completed application has been processed and forwarded to the school for review. Financial aid is calculated based on a student's family income, which provides an expected family contribution (EFC). The Financial Aid Office calculates the cost of attendance (COA) for each student based on the program of study, enrollment status, and dependency status. Once this is established, the EFC is subtracted from the COA and the remainder is the student's financial need. Financial aid is provided through the Federal Department of Education, Commonwealth of Massachusetts Office of Student Financial Assistance. The types of aid include federal and state grants, federal student loans, private education loans, and the federal work study program. Once the entire process has been completed, students are offered aid, which they may view through the College's online Portal. After registering for classes, financial aid accepted by the student is then applied to the balance.

The College supports student leadership growth and participation through 24 active clubs and organizations (<http://quincycollege.edu/clubs-organizations>) on campus (See Appendix: List of College Clubs). Each club and organization has student officers that fulfill leadership positions crucial to the group's development and member participation. The College also provides leadership, governance, and career training opportunities through student membership in Senate committees, orientation leaders, work-study positions, leadership seminars, and professional development series.

The College recognizes the importance of internships for practical experience and academic success. Many programs offer internships each semester and during the summer as a 3-credit course (numbered 297 within each major). There are also paid and unpaid internships. The College currently receives funding from two sources – College Courses Inc. and MountainOne Bank – to provide matching payments to interns. Pay for interns at a non-profit agency can be fully subsidized.

Appraisal

The College has made significant changes to student services in recent years. Previously, several offices, positions, and services were combined. Until 2013, Admissions, Advising, and Enrollment (now the Registrar) were a single office. Until Fall 2015, career services, workforce development, alumni (now part of Institutional Advancement), and the Perkins grants were all managed by a single individual. Disability services was formerly handled by the Director of the Learning Center and veterans were supported through Admissions. Realizing the unique roles required, each is now its own office with

dedicated staff, the number of which have been increased over the years. In addition, the Registrar, Advising, Financial Aid, and Business Office have been moved from various locations to a convenient one-stop shop. Each service focuses on goals of the student. For example, Admissions and Advising take time to understand students' aspirations when tailoring program and course recommendations. Similarly, Disability Services attunes accommodations to students' assessed needs.

Student services are promoted in the classroom by faculty, as well as electronically, via print, and through announcements available through multiple media (e.g., bulletin boards, TV screens, text messaging, social media, student newspaper). Each department's web page lists services provided as well as contact information. The effectiveness of various advertising methods is nonetheless uncertain.

Overall, care is taken to ensure that every student is given the attention and understanding required for success, consistent with our motto of "teaching and learning, one student at a time. In 2011 the new President stressed the importance of student services and combined various offices to create the new Office of Student Development. To that end, most student services have been augmented since our last report (See Appendix: Office of Student Development Departmental Summaries). Note that several improved outcomes mentioned were part of long-term planning (See Appendix: Goals 1-3 of Strategic Plan 2009-2014).

While the new student orientation is an important preview of procedures and services at the College, not all students are able to attend. To make orientation a requirement for all a new students, Student Development is creating an online version. To assist in that endeavor, Marketing is producing videos for student services departments—Student Development, including Career Services and the Learning Center, have already been filmed. College departments – including Student Development, Advising, and the Library – routinely collect data to assess the effectiveness of services and to make future plans. Since 2012, usage of services has been recorded for several offices using AccuTrack software (e.g., the Learning Centers, Student Success Coaching, and Career Services. (See Appendix: Student Development Office Usage Data). These numbers are reported at annual budget meetings, and have resulted in increased funding for personnel, software, equipment, and professional development in many areas. For example, this data is utilized to determine hours for Student Development offices, subjects tutored/number of tutors in the Learning Centers, and overall budget. Other data sources also contributes to planning. For example, the Learning Centers are now open immediately before night classes as more than a third of students at College attend in the evening. While data drives planning, we remain flexible by providing some tutors after hours by appointment. Similarly, the Plymouth Learning Center, established in 2011 at 20 hours per week, obtained increased requests for tutoring services and is now open 38 hours per week. Advising and the Library consistently track usage also.

Several years ago, the College recognized the need to update its Student Code of Conduct to ensure faculty/staff safety and student's "due process rights." In June 2012, the Associate Vice President of Student Development and Director of Student Life began developing a new code. April 2013, the President formed a Threat Assessment Team, later renamed to the Behavior and Threat Assessment Management team (BTAM). BTAM is a college-wide committee consisting of faculty and staff, which provides a forum for voicing concerns on safety issues and a mechanism by which to deal with those concerns. To assist that group, a consultant was hired to improve campus security and help train BTAM members. BTAM took on the job of revising the Code of Conduct in June 2013. In Fall 2013, their draft was edited by the Assistant to the President, who has a law degree. The Assistant then finalized the

document and brought it to the Board of Governors. By Spring 2014, the Code received a final review by the Senate and had been accepted by the Board of Governors.

In past years, athletic and recreational programs at the College have been limited. In 2012, the College hired an athletic director who oversaw intramural soccer, men's basketball, and flag football. The athletic director also created and presented to the Board of Governors a plan for developing an NJCAA⁴ basketball team. In 2015, we began expanding our recreational programs to also include men's basketball, women's basketball, co-ed soccer, and flag football. Currently, there is no athletics fee for students—the institution covers all coaches, recreational facility, and jersey fees. Nonetheless, students must abide by institutional regulations, sign a sports waiver form, show their student ID, and sign in before participating in any recreational sport.

Since its founding in 1958, Quincy College has remained faithful to its evolving mission statement. The College foundation is built on encouragement, communication, and support transmitted through relationships created among students, faculty, staff, and administrators. In addition, the College maintains its goal of a diversified student body. We educate individuals from more than 100 countries each semester and two-thirds (67%) of our student body is female. The percentage of minority students at the College was 38% in Fall 2015, higher than an average computed based on data from Massachusetts Community Colleges (see MA Community College Race Ethnicity in Appendix).

Several enhancements have been made to new student orientations. We now invite all accepted students, whereas we previously only invited new registered students. We have also switched to an electronic evite system that simplifies tracking respondents and checking in students. Orientations were moved to a few weeks before the start of semester, freeing student service offices to be available during our busiest time, the week before school starts. Responding to a past survey of students (See Appendix: Student Survey Reports) how to access the QC Portal is now part of the invitation and academic advisors provide a PowerPoint presentation on navigating the Portal. Finally, break-out sessions were added for each discipline. These provide a small group setting in which students may meet their Dean, who presents the academic portion of orientation, an academic advisor, and classmates from their major. In AY2011-2012, 240 students attended orientation, which increased to 947 for AY2015-2016 (excluding students in programs with their own orientations).

The First Year Seminar was expanded, through coordination between the Dean of Liberal Arts and faculty, from a 1-credit to a 3-credit course to better prepare students for college success.

The Advising Office has been in transition. In 2012, the Office moved from the administrative to the academic side of the College in an effort to improve student retention. A Director of Advising position was created in 2014 and now reports to the Senior Vice President of Academic Affairs. During AY 2014-2015, the Advising Office, with the help of the faculty Senate and Policies and Procedures committees, reviewed and improved the Academic Probation Policy. The new policy was approved by the President in May 2015. Updates to the policy ensure that students are connected to academic support sooner, encourage student success by requiring participation in an academic improvement plan, and require contact with an academic advisor to assess progress. Students may also be referred to support systems such as tutoring, disability services, coaching, veteran services, financial aid or the registrar's office. All notes for the Academic Improvement Plan are housed on Jenzabar EX.

⁴ National Junior College Athletic Association (NJCAA)

During 2011-2014, the Veterans Services Specialist was a half-time (.5) position. In May 2014, a Military and Veteran Services Office was created separating it from Admissions to allow a customized experience. Because the military student population increased by 67% from FY 12 to FY 15, in July 2015, the Veteran Services Specialist in Quincy went from .71 to full time, and a Plymouth Veterans Services Specialist was added at .25. The Veteran Administration currently also pays for a part-time veteran worker in the Quincy office. Veteran services specialists provide academic advising, GI Bill assistance, VA disability claims information, and certification to the Department of Veterans Affairs for educational benefits (including Basic Allowance for Housing, tuition, and book stipends). Since the inception of the veterans service position, all specialists have been veterans themselves. Veteran specialists work closely with other offices at the College and, in May 2014, moved to the Student Development Department to better support students in a holistic manner. In 2014-2015, the College received a grant from the Blue Hills Community Health Alliance (CHNA 20) to support veteran services on campus and improve faculty awareness of the needs of our veteran student population. These funds paid interns to research a lounge space for veterans on campus, establish a college chapter of a national student veteran's organization (<http://studentveterans.org/chapter/directory/2423-quincy-college>), and collect a list of available social and mental health services. Furthermore, a presentation was given to faculty on the challenges that veterans face upon returning to school.

Until March 2012, one full-time employee acted as Director of the Learning Centers and also ran Disability Services. Due to greater demand, in March 2012, a half-time (.5) Disability Services Officer was added. This position was extended to .71 in October 2013 and finally became full time in July 2014. Also since July 2014(?), a .3 Student Development Associate coordinates the Learning Center and Disability Services on the Plymouth Campus. Among all students who have ever registered with Disability Services (n=1,298, not directly comparable to IPEDS), 26.8% have graduated since 2007. The number of students currently served is over 350, approximately 2.5 times that in 2010. In years (e.g., AY 2011-2012) when the disability services officer was less proactive, the number of students served declined. As a result, the office plans to establish a check-in program to maintain communication throughout the semester and to allow students to take ownership and responsibility in voicing their struggles, questions, and successes. In Spring 2014/2015, the College funded the disabilities officers to attend the National AHEAD Conference and Postsecondary Disabilities Training Institute. The Office has worked hard to increase specialized technology available to students, which includes the Livescribe Pen and software program Read, Write Gold. The use of this technology is taught to students. Annual training is also provided to new faculty to ensure compliance with ADA and to help them better understand students who learn differently.

All Student Success Coaches are part-time employees. Although coaches do not provide therapeutic counseling, in Feb 2015, an ad-hoc committee proposed hiring mental health counselors to meet the mental health, wellness, and safety needs of students. In FY13, the budget for Student Success Coaching was \$39,600. The funding for success coaching has been increased to \$80,000 for FY17 and we are in the process of expanding the staff.

Significant improvements have been made to internships in recent years. Previously, a single staff member oversaw career services, workforce development, the Perkins grant, and alumni development. Now, managing internships on the Quincy campus is a duty of the new Director of Workforce Development and Community Engagement. Two part-time Career Services Specialists, one in Quincy and one in Plymouth, assist students with resume writing, interview preparation, and general career support. The Plymouth Career Services Specialist also manages internships on the Plymouth campus. Since 2010, the number of students served by Career Services has nearly doubled (610 students in FY2016).

PROJECTION

In Summer 2017, the Office of Institutional Research will analyze performance of students who circumvent recommended developmental courses in English and Mathematics. Developmental faculty will research approaches used by other institutions to help students overcome skill gaps, including but not limited to mandating remedial course enrollment, and special extended sections of regular courses, modularized self-paced instruction in such cases.

Nursing: The Nursing Division will implement the new proposed retention plan meant to provide supplementary academic enrichment and support for Nursing students. (See Appendix: Nursing Division Retention Plan)

By Spring 2017, the College will hire a Director of the First Year Seminar to provide training to FYS instructors and improve the consistency of the FYS content delivered to students.

Student Development will resubmit a recommendation to hire a professional mental health counselor to assist with the challenges students face.

Student Life will extend more athletic opportunities to students by creating club sports for men's and women's basketball and soccer during AY 2016-17. In the next three years, we expect to start competing against other institutions in the New England area. To achieve those goals, we will seek increased budgets for personnel including coaches and referees as well as for facility space and equipment. The President and Board of Governors have expressed their support this initiative.

In 2016-17 Career Services will schedule potential employers for a different major each week to come to the College campuses effective Fall 2017

During 2016-17 Disability Services will implement a check-in program by which the officer meets new and other qualifying students who are registered with the office 2, 4, and 8 week into the semester.



STANDARD 6

Teaching, Learning,
and Scholarship

STANDARD

STANDARD SIX: TEACHING, LEARNING AND SCHOLARSHIP

FACULTY AND ACADEMIC STAFF

Description

Faculty and staff at Quincy College play a very important role in helping to fulfill the goals set forth in the Mission Statement to encourage academic achievement and excellence, diversity, economic opportunity, community involvement and lifelong learning. The College therefore seeks qualified, talented, and committed faculty who will inspire students to meet their educational and professional goals, form communities with other students, and become life-long learners. Enabling faculty to serve in this capacity requires that each member be clear in their responsibilities and able to carry them out consistently, ethically, and to their utmost ability.

The College works to ensure fair and equal employment opportunities in recruitment and appointment of faculty and staff while at the same time seeking a diverse pool of qualified candidates for positions. To those ends, faculty positions are announced through advertising that details position description, job responsibilities and required credentials. Emphasis is placed on recruiting diverse candidates through ads in specialty publications.

Hiring of faculty is a campus-wide process that includes current faculty members, Deans, Vice Presidents and a final interview and approval by the President. Search committees are tasked with critiquing applications and inviting selected candidates for on-campus interviews. Interviews are conducted by the Search Committee and are documented using a detailed evaluation form from Human Resources (HR). Specifically, when candidates are selected for an oral interview, HR provides the Search Committee with guidelines to ensure legal compliance in the process. In addition, HR offers the Committee suggestions for establishing a positive and comfortable interview process using open-ended questions, demonstrations and observation techniques designed to elicit information about teaching philosophy, pedagogical style, and professional orientation.

Faculty qualifications are measured in terms of advanced degrees, licensures and experience. Faculty are also expected to demonstrate levels of professional achievement within the arenas of teaching, scholarly and/or creative pursuits, and service activities (e.g. departmental, professional, or community). All Quincy College faculty are required to hold at least Master's level of academic preparation with exceptions made only when necessary to fill a position that requires specialized technological skill.

Adjunct faculty members have the same educational degree expectations as contract faculty. Adjuncts who hold doctoral degrees or who have worked continuously at the College for ten years are financially compensated at a higher rate. The latter also receive the title of Adjunct Professor, an acknowledgement of the College's mission to provide academic excellence.

All new full-time faculty receive a letter of appointment that includes appointment date, salary, work year, and reference to provisions of the collective bargaining agreement (See Appendix: QEA Collective Bargaining Agreement). Adjunct faculty are individually appointed to teach courses on a semester basis and an appointment letter identifies the extent of the relationship between the College and the adjunct faculty member (See Appendix: Adjunct Appointment Letter).

The QEA collective bargaining agreement, defines faculty ranks and qualifications, hiring and evaluation processes, and workload; it also details faculty rights such as academic freedom as well as faculty responsibilities and resources. A separate Faculty Handbook defines additional faculty resources and policies.

Compensation and benefits for full-time contract faculty are subject to the negotiated terms of the collective bargaining agreement between the College and the Quincy Education Association (QEA). Through the College's affiliation with the City of Quincy, all employees enjoy plans that include affordable health care, reasonably-priced dental, and other insurance benefits. This allows the College to commit funds toward faculty salaries, increasing the number of faculty, and offering a variety of professional development funding opportunities. Faculty participate in a defined benefit plan through the Massachusetts Teachers Retirement System (MTRS) which provides an excellent pension based on service, age and compensation.

The QEA is a division of the Massachusetts Teaching Association (MTA), which itself is a state affiliate of the National Education Association (NEA). QEA assists in collective bargaining for contracts. Quincy College adjunct faculty are not enrolled in the QEA/MTA; however, many new contract faculty positions have been filled by former adjunct faculty. According to the QEA Agreement, unit members include teaching faculty, librarians, coordinators, and chairpersons. The negotiated Collective Bargaining Agreement (CBA) between the QEA and Quincy College establishes the roles and responsibilities for the contract faculty.

To ensure the provision of an ethical, informed and qualified faculty, the College and the full-time faculty bargaining unit (Quincy Education Association) negotiated and ratified an employment agreement (contract) valid through 2017. In a collaborative effort, a team of full-time faculty representatives negotiated with the College to establish roles and responsibilities of the full time faculty (to include the library faculty, chairs, and coordinators), teaching responsibilities, expectations and work load, administrative responsibilities, student service expectations (such as advising and meetings), and course preparation time. On the administrative side, the Agreement codifies the tenure and evaluation processes as well as a four-level grievance procedure. Upon acceptance of employment, faculty members are presented a copy of the Agreement; copies are also available through the QEA webpage. Finally, the full-time faculty elects a representative to serve as the QEA (union) Executive Representative. This representative works in conjunction with a Professional Rights and Responsibilities Officer (PR&R), who is also a full-time faculty member appointed by the QEA President. Currently, adjunct faculty members are not covered by the Agreement.

Faculty workloads are negotiated through the collective bargaining process. The QEA agreement establishes the thirty-hour work week requirement for contract faculty, providing for 15 instructional hours and 15 non-instructional hours. During the non-instructional hours and per the QEA agreement, faculty serve on at least one Senate committee. Other faculty responsibilities for the non-instructional hours include: creating, implementing, and evaluating pedagogy; reviewing/selecting textbooks; conducting internship outreach or inquiries; engaging /participating in professional development within the appropriate discipline and in education; collaborating with colleagues to collect and analyze departmental data; and/or consulting with publishers regarding edition changes and customization of textbooks. Workload may be adjusted based upon special committee/assignment work via a course release. Division Deans assign full-time and adjunct faculty workload according to course requirements and enrollment needs.

During the last faculty contract negotiations, the faculty and administration ratified a seven-year Agreement, suggesting that the expectations and privileges expressed within the document were acceptable to both parties. The existing policies for resolving grievances and tenure were deemed satisfactory as neither were amended during those negotiations. In addition, the Agreement provides a competitive earnings schedule and support for professional development.

Employment responsibilities and expectations not covered by the Agreement are outlined via the Faculty Handbook. (See Appendix: Faculty Handbook) The Faculty Handbook presents employment policies and is readily available via the Quintranet or from the Office of Human Resources. The Faculty Handbook is distributed to new full-time faculty upon acceptance of employment and returning faculty at the beginning of each academic year (in September). Adjunct faculty members receive a copy of the Handbook upon accepting employment. The Handbook includes the College's Mission Statement, classroom and employment policies, student management information, academic expectations, and general professional responsibilities.

Advanced scholarship is another measure of academic achievement and excellence at Quincy College. Full-time faculty are encouraged to pursue scholarship or creative activities under the terms of the QEA Agreement. Professional development funding can be applied toward any academic or professional development pursuit, but is intentionally designed to facilitate scholarly activity and maintain faculty currency in their discipline or profession. Further educational advancement is encouraged through compensation awarded for attainment of a higher degree or additional coursework. Adjunct faculty may use professional development funds, however, priority is given to full-time, degree-seeking faculty. All faculty members, both full-time and adjunct, receive a tuition remission benefit for taking courses at the College.

Adjunct faculty members provide student instruction and evaluation on a per course basis. Adjuncts may also serve as tutors in the College's Learning Centers and receive separate compensation for that activity. Adding their professional expertise to the available tutors facilitates student academic achievement, a component of our mission.

The creation of learning relationships is a core component of student progression and persistence. Both full-time and adjunct faculty excel at developing and maintaining those relationships. Mentoring and tutoring of students is a large part of a faculty member's formal and informal duties. Each full-time faculty member is assigned up to 30 advisees by the Advising office. Advisees' records are made available to their advisor and dean via the College's online portal system. Faculty advise students on program and class selection, sequencing, and transfer planning. Faculty are also required to post office hours near their office door, and much of the 15 hours of administrative office time dictated by the Agreement is used for mentoring and advising. Adjunct faculty (although not assigned advisees) provide their students with information about college service such as tutoring, advising, library assistance, and other academic support services. Updated information is transmitted to adjunct instructors during a mandatory orientation evening prior to the start of the fall and spring semesters. Representatives from the Offices of Disability Services, Library, Technology, Human Resources and contract faculty participate in this adjunct faculty orientation to inform on college policies and to highlight college services for students. Adjunct faculty members are expected to refer students to the appropriate services.

Academic advising is a core responsibility of full-time faculty and the primary responsibility of the Office of Academic Advising staff, with support, training and guidance from the Director of Advising. Advising helps students plan course schedules in order to graduate, transfers to other institutions, and prepare

for careers. Student advising sessions held by faculty and staff advisors take place ad-hoc throughout the semester with advising “drives” scheduled at the start and end of each semester. These drives are initiated through a campus-wide marketing effort to raise student awareness followed by faculty initiated contact via email or phone. Faculty members receive multiple training sessions covering advising practice and policy, and are encouraged to use established office hours for advising. All students may use the Office of Academic Advising. The Office is open Monday through Thursday from 8:00am to 6:15pm and Fridays from 9:00am to 4:00pm with extended hours during fall and spring registration periods. Degree-seeking students are assigned a full-time faculty advisor based on their declared major. Student degree audits and academic records are available to advisors via the Portal, through which they can easily email all their advisees. Students may also use the Advising Office where they can “drop in” without an appointment. In addition, academic advising is regularly conducted in the Office of Military and Veterans Services and the International Student Services Office for their constituents.

Adjunct faculty members may advise students on an individual basis, particularly when there is greater need, opportunity to do so, comfort level with the practice, and familiarity with degree requirements.

The College provides free tutoring services at both campuses to day and evening students. The Nicastro Learning Center in Quincy is long standing. The Plymouth Learning Center was established in 2011 and run by an employee who was already working as an advisor, career counselor, internships supervisor, tutor, and test proctor. Currently, both locations are staffed with peer and professional tutors available to students either on a drop-in basis or by appointment. Notably, professional tutors often come from the full-time and adjunct faculty. Tutoring is available in many subjects as one-on-one sessions or in small groups. Tutoring in basic academic skills such as writing, reading comprehension, study skill strategies, time management, and note taking is also provided. The computers at both learning centers allow hands-on work with software (computer applications and programming, paper research and editing with a tutor, math practice with MyMathLab). Online tutoring provides easier access for students unable to come to campus and helps support students in online courses.

The Student Success Coaching Office supports students in developing plans to overcome obstacles and achieve academic goals. Coaches deliver a variety of free and confidential services to our diverse student population by actively listening and making professional referrals as needed. They provide short-term, solution-focused coaching on issues related to transitioning to college; developing academic, personal and professional goals; developing self-discipline and self-motivation; promoting self-care and healthy life choices; reducing stress; overcoming anxiety; and avoiding procrastination. All coaches are part-time employees.

The Disability Services Office works with faculty and staff to provide equal access to educational programming and services for students with disabilities. Students admitted to the College with certain identified needs are referred to the Office of Disability Services. Accommodations for students with disabilities are communicated to the faculty in a discreet manner via a letter and assist in students’ academic success without compromising course standards. The student is also referred to the Learning Center for additional academic support. Both the Quincy and Plymouth locations are housed in the Learning Centers for immediate access to tutors and learning specialists. Services are determined individually, based on federal guidelines and Quincy College policies. The Office provides academic advising, reasonable accommodations, access to e-books and readers, note takers, and assistive technology. Students self-identify by contacting the Office to request accommodations. Until March 2012, one full-time employee acted as Director of the Learning Centers and also ran Disability Services. Due to greater demand, in March 2012, a half-time (.5) Disability Services Officer was added. This

position was extended to .71 in October 2013 and finally became full time in July 2014. The Disability Services Officer resides on the Quincy campus. Also since Summer 2014, a .3 Student Development Associate coordinates the Learning Center and Disability Services on the Plymouth Campus.

Appraisal

Since the arrival of the current President, recruitment and appointment of both full-time and adjunct faculty has received extra attention. A targeted increase in full-time faculty is not only a focus of the President but also of the College's 2009-2014 Strategic Plan. It remains a goal that students receive most of their instruction from full-time faculty. In Spring 2011 (Fifth Year Report), the College had 52.7 full-time faculty FTE and 256 adjunct faculty members (full-time to adjunct ratio of 1:4.85). That semester, more than 79% of 3-credit courses were taught by adjuncts (See Appendix: Summary Faculty Analysis). Fall 2014, there were 62 full-time budgeted faculty positions (including 4 full-time librarians) and 3 half-time faculty positions (See Appendix: Human Resources; QEA 2014-2015 Faculty List). For AY 2013-2014, the full-time/adjunct faculty ratio was therefore improved to 1 full-time FTE / 4.72 adjunct faculty (60.5 full-time faculty / 286 adjunct faculty). By Spring 2016, with an increase in the full-time faculty to 75, adjuncts taught just over 66% of 3-credit courses. Notably, since 2010, newly hired faculty may be utilized on both the Plymouth and Quincy campuses.

In Fall 2012, 10 faculty held earned doctorates. This number more than doubled to 23 in Fall 2015.

Since the Fifth Year Report, there has been an increase in the number of courses offered at the College. In Fall 2010, 582 three-credit courses were offered with 77.5% of the courses taught by adjunct faculty; whereas, in Fall 2011, there were 616 three-credit courses offered and 74.4% taught by adjunct faculty (See Appendix: Impact of Increase in FT Faculty, Institutional Research Chart of the Day, 1/24/12). By Fall 2016 there were 679 three-credit courses offered with 68% taught by adjunct faculty.

The compensation for adjunct faculty is determined by the College and has been increased each semester since 2011. A Masters level adjunct professor currently (Fall 2016) earns \$3,250 and a PhD level adjunct earns \$3,700 for a three-credit course with at least 10 students, up from \$2,500 in 2011. Adjunct faculty are eligible for tuition remission, participation in professional development opportunities, and professional development funding.

Since the Fall of 2012, all QEA chairperson and coordinator positions have been based in the Natural and Health Sciences Division). Prior chairperson positions for the Library, Associate Degree Nursing and Practical Nursing were replaced respectively by the Director of Library Services (2012) and the Dean of Nursing (2011).

The Learning Centers in both Quincy and Plymouth serve over 1,000 individual students (approximately 4,400 sessions) per year with free tutoring available in many subject areas. Attesting to the need for tutoring, by the end of the first year of the Plymouth Learning Center (Spring 2011-Spring 2012), the number of students tutored increased by 100%. "As a C and D student in high school, with the help of the Learning Center I now have a 3.9 GPA" (Orlando, Class of 2015).

According to the Survey of Students using Tutoring Services (Dec. 2011): 85.7% of students reported being either very or somewhat satisfied with the overall quality of their tutoring experience. Over the years, funding for tutoring has been expanded proportional to growing usage (See Appendix: Individuals

Served by Student Development). For example, in 2010, the tutoring budget was \$80,000; it is now \$100,000 with an additional \$25,000 for Plymouth (2016). In 2010, online tutoring was added via SmartThinking.com. AY2015-2016, 166 individual students used the online tutoring (200-300 hours total), more than double its usage during its first full year (AY2013-2014). Funding for online tutoring has also increased from \$5,000 in 2011 to \$9,500 for 2017.

Although student success coaches do not provide therapeutic counseling, in Feb 2015, an ad-hoc committee proposed hiring mental health counselors to meet the mental health, wellness, and safety needs of students. In FY13, the budget for Student Success Coaching was \$39,600. The funding for success coaching has been increased to \$80,000 for FY17 and we are in the process of expanding the staff.

Among all students who have ever registered with Disability Services (n=1,298, not directly comparable to IPEDS), 26.8% have graduated since 2007. The number of students currently served is over 350, approximately 2.5 times that in 2010. In years (e.g., AY 2011-2012) when the disability services officer was less proactive, the number of students served declined.

Students with disabilities can register with our Disability Services Office and may receive special accommodations to help them succeed. They now receive more individualized attention due to increases in staff hours. As a result, the office plans to establish a check-in program to maintain communication throughout the semester and to allow students to take ownership and responsibility in voicing their struggles, questions, and successes. Spring 2014/2015, the College funded the disabilities officers to attend the National AHEAD Conference and Postsecondary Disabilities Training Institute. The Office has worked hard to increase specialized technology available to students, which includes the Livescribe Pen and software program Read, Write Gold. The use of this technology is taught to students. Annual training is also provided to new faculty to ensure compliance with ADA and to help them better understand students who learn differently.

Students with disabilities can register with our Disability Services Office and may receive special accommodations to help them succeed. They now receive more individualized attention due to increases in staff hours.

TEACHING AND LEARNING

Description

An additional measure of academic excellence is the currency of programs offered. To that end, faculty members are responsible for program and course updates. In the past five years, several programs have been updated as a result of program review, such as Criminal Justice, Accounting and Accounting Certificate, Human Services and Human Services Certificate, and Exercise Science. Numerous courses have undergone major or minor updates as well. Full-time faculty who wished to teach hybrid or online courses –which are taught on an adjunct basis - have also been able to update the presentation of those courses to accommodate best practice in online learning.

All of the aforementioned efforts are subject to evaluation to ensure compliance, effectiveness and efficiency. Per the QEA contract, full-time faculty members are appointed and undergo an annual review

during the first six years prior to tenure. After the sixth successful year, a contract faculty member may be recommended for Professional Teacher Status. If this is granted, the faculty member is then evaluated on a cycle not to exceed every four years.

The full-time faculty evaluation assesses the following areas pertaining to teaching: course syllabi (conformity with college template and periodic updates), mastery of subject, methodology to facilitate learning, and the establishment of a learning environment (including but not limited to organization of class time as well as ability to involve students, provide practice time, and utilize student feedback). Other areas assessed include service on committees, holding office hours, communication with advisees, and continued professional study.

These evaluations consist of a self-evaluation, student course evaluations, and the Dean's evaluation of teaching performance during two separate classroom observations, one observation per semester. Faculty members receive feedback from students via an online course evaluation at the end of each semester. These course evaluations include standardized questions that encourage students to reflect upon the College's teaching and learning goals as they apply to a given course. Instructors may also include their own course-specific questions. Besides these formal evaluations, faculty are encouraged to solicit more immediate or specific feedback in their courses to facilitate student learning. All findings are reviewed concurrently by the faculty member and the Dean before being placed in the faculty member's official personnel file, which is maintained in the Office of Human Resources.

A similar observation process occurs periodically for adjunct faculty members. Adjunct faculty undergo student and Dean evaluations each semester. Adjunct instructors who remain employed with the College continually for ten years earn the title of Adjunct Professor, a significant indication of effective teaching.

At the heart of the evaluation process lies instructional effectiveness, which is almost 2/3 of the written evaluation form and the subject of two classroom observation conducted by the Dean. (See Appendix: Evaluation Form) As a result, instructional effectiveness is supported in many ways at the College, including the institution-led training sessions (referred to as Non-Instructional Days in the QEA Collective Bargaining Agreement) scheduled at the start of each semester. In addition, the College periodically provides faculty with in-service training geared toward enhancing teaching. This includes presentations on learning disabilities, international students, and hybrid course design. Adjunct faculty are consistently invited to participate and are typically offered follow-up training through their individual departments. Instructional effectiveness is further facilitated by informal peer mentoring activities and participation in scholarship associated with professional associations (See Appendix: List of Institutional Memberships). The College also supports the use of instructional aids, including the new CANVAS Learning Management System (LMS), and unrestricted access to computer labs, office technology, and library resources.

The College endeavors to offer top-quality programs and courses at an affordable rate. Quincy College caters to the working student, and as a tuition-driven community college, we have a vested interest in the consistent delivery of excellent teaching, mentoring, and support services. In addition to the needs of a socioeconomically and geographically diverse student body, the College serves a large number of nontraditional students, who typically attend evening courses.

The diversity of our student population demands flexibility in teaching methodologies. Thus, while the College requires curriculum guided by course outlines, full-time and adjunct faculty enjoy the academic freedom to achieve learning objectives as they see fit. Instructional experimentation has been traditionally supported by the academic Deans. For example, faculty may redesign course pedagogy

each semester, incorporating current events or techniques learned through professional development. Items such as learning apps, social media websites like Pinterest, Facebook and Twitter, or experiential learning have found their way into courses. Full-time faculty is also involved in the departmental budgeting for purchases of both equipment and software tools for classrooms and labs. A 3D Robotics Drone, Humanoid Robots, and 3-D Printers are examples of recent hardware purchases. Adjunct faculty enjoy the same academic freedom and encouragement as their full-time counterparts but their part-time role at the College often inhibits their opportunity to fully engage in large-scale changes.

Improvement in instructional effectiveness also comes from the professional development mandate. Within their first 5 years of employment, full-time faculty are required to advance their training and education through various activities resulting in or comparable to six college credit hours of coursework. (See Appendix: Faculty Handbook) These activities may include (but are not limited to) attainment of a terminal degree or graduate certification, college courses, CEU's, professional licensure requirements, publications, presentations, or conference/seminar attendance. Many faculty elect to engage in pedagogically related activity to meet this requirement.

Because there are often multiple sections of courses, some taught in the day, some in the evening (See Appendix: Course Schedules), students are exposed to a variety of faculty with different academic strengths and viewpoints. The breadth and depth of courses offered means that all academic divisions employ both full-time and adjunct faculty, the balance of which is generally consistent with comparable institutions. (See Appendix: FT/PT Faculty Ratios at Community Colleges). Course scheduling is done prior to the start of each semester based upon previous enrollment patterns, student demand, and faculty availability. Full-time faculty are typically given priority in selecting courses over adjunct faculty.

Instructional techniques and delivery systems used include traditional classroom and laboratory experiences on both campuses, asynchronous online courses, and hybrid courses. Andragogy includes lecture, video, group exercises, traditional assignments, presentations, etc. The College maintains an open access policy for all students with the exception of selective admission programs. The College also has a rolling admissions policy where students may select a late-start option if they miss the fall and spring start deadlines. For example, course lengths may vary from the traditional 15-week schedule, and include 10-day, 5-week, 7-week and 10-week sessions offered throughout the year under the banner of *Flex* courses.

Faculty members are responsible for course and program updates. Syllabi construction is guided by a template document (See Appendix: Syllabus Template), but the course design and andragogy are based on instructor preference. Development of new courses and programs is performed by both full-time and adjunct faculty with approval required by the Curriculum Development and Review Committee, Senate, and administration.

Assessments are embedded into many courses and curricula. In English Composition I, one of two required English courses for an associate degree at the College, all students must write a paper that follows an established set of guidelines. The writing outcomes for the Core Curriculum are therefore assessed using the same criteria for all students. At program completion, the Nursing Division administers a Comprehensive standardized test via the Assessment Technologies Institute (ATI) to determine a nursing student's readiness for licensure examination. This test is highly correlated with nursing licensure success rates. Thus, test results provide feedback on the level of preparation that the nursing curriculum provides to its students. First-time nursing licensure success is a major program outcome that is used to evaluate the nursing programs. Both the Surgical Technology and Medical Lab

Technology programs also conduct regular assessments pursuant to their secondary accreditation bodies, ARC-STSA and NAACLS respectively.

Some programs undergo periodic external accreditation such as the Practical Nursing Program in 2012, Associate Degree Nursing Program in 2015, Surgical Technology Program in 2014 and Medical Laboratory Science in 2016. All of the professional programs have advisory boards that provide employer and college transfer information to assist faculty in evaluating courses and programs for currency and rigor. (See Appendix: Advisory Boards)

Scholarly and creative achievement is acknowledged by including students on the Dean's List. Student work in Literature, Humanities and the Arts has been celebrated with Indigo, the College's Art and Literary Journal, in past years. Students with learning disabilities have access to assistive educational technologies through the Learning Center and the Disability Services Coordinator. All classrooms and labs on both campuses are connected to the internet and the Information Technology department is actively upgrading classrooms toward increasing the use of *smart* technology.

The College provides a number of opportunities for the professional development of faculty and staff. For example, non-instructional days have included sessions on cultural and educational diversity as well as training on the use of computer software in the classroom. Faculty may apply for professional development funds which can be applied toward any academic or professional development pursuit, but whose primary purpose is to facilitate and maintain scholarly activity and faculty currency in their discipline. Faculty typically use these funds for scholarly development and professional training/conferences. A Professional Development Committee comprising faculty, staff and administrators reviews faculty and staff requests for educational development funds. Priority is given to full-time, degree-seeking applicants and full-time contract faculty attending conferences. Part-time faculty may also be awarded funds for conferences and scholarly pursuits.

That both full-time and adjunct faculty utilize funds distributed by the Professional Development Committee contributes to lifelong learning among the faculty. These funds are so well used that requests generally exceed the amount allotted by the College. Further, various online publishers provide in-service training opportunities (e.g., Faculty Focus, The Teaching Professor, both from Magna Publications) of which faculty take advantage. Students are inspired by faculty returning to the classroom after participating in a professional association conference, or expanding their education in a new exciting way.

As clearly stated in the College Mission Statement, Quincy College is primarily a teaching college, focused on individual student advancement and growth, but faculty scholarship, research and creative activities are supported. While faculty members serve the College's teaching mission first and foremost, faculty members are active in professional societies, attending and presenting at national, international, and regional conferences, and providing community outreach. These types of activities keep faculty current in the theory, knowledge, skills, and pedagogy of their respectively disciplines and professions.

Practitioner-oriented and association-driven development conducted by both full-time and adjunct faculty find their way back to the classroom in the form of advanced pedagogy and curriculum enhancement. Adjuncts often come from the professional community and bring current industry practices and performance expectations into the classroom. Therefore, professional development is also achieved through outside employment in many cases.

Full-time faculty members are encouraged to pursue scholarship or creative activities by the terms of the QEA Agreement and the maintenance of professional development funds. (See Appendix: Faculty Research and Publications) Other sources of support include the Anselmo Library and the Quincy College Trust. While there are limits to funding, all full-time faculty have equal access and are encouraged to utilize these resources.

Educational advancement is encouraged via compensation awarded for attainment of a higher degree, additional coursework or licensure. Faculty routinely participate in other activities that demonstrate evidence of scholarship. These include curricular development, publications, web-based material, grant research, presentations (conferences and lecture series), community education, peer collaboration, and interdisciplinary studies. (See Appendix: *Scholarship at Quincy College*, Senate Exhibit 12 doc) Faculty working in professional education departments such as Nursing or Health Sciences participate in the ongoing process of maintaining external accreditation and/or licensure. Adjunct faculty are encouraged to utilize the College resources (such as computer access and library resources) to pursue creative activity, scholarship or research.

Faculty support student scholarship and creative activities through involvement in student clubs, Student Government, student activities (such as the recent Winter Formal 2014), and social events (such as Open Mic nights in Plymouth). Student activities are promoted through the Student Life Office. Students have been granted access to college funding in order to pursue their interests. Students enjoy a significant amount of academic freedom in the planning and execution of events with mentorship or “coaching” from faculty.

Although the College is primarily a teaching and learning institution, it maintains an Institutional Review Board for research. Pursuant to the QEA Agreement, the College supports independent research activity by making sabbatical leave available to its tenured faculty. Dr. Wayne Westcott, a full-time faculty member of the Exercise Science Department, conducts ongoing research in accordance with College Policy: 9-13 and publishes frequently. At the time of this report, 22 studies have been conducted since 2010, five studies are ongoing and one is pending final approval. Faculty publications are displayed in the Administrative offices and periodically in the College’s Libraries.

Adherence to current standards of academic integrity is important to both the faculty and administration of the College. Introduction to the academic integrity policy of the College has been adopted as a major point of the First Year Seminar curriculum, which is a required course for all incoming, first-year students. Library faculty and staff conduct education sessions in the library in conjunction with First Year Seminar, in which issues of academic integrity are discussed and best practices concerning academic propriety are reinforced.

The College publishes its academic integrity policy in the course catalog. The College also provides all faculty access to and training support for the website TurnItIn.com. This website is widely used to ensure the originality of student work and to promote student writing skills. Faculty are encouraged to report incidents of plagiarism and cheating through an electronic form available on the internal Quintranet. These reports are sent to the relevant dean and to the Senior Vice President of Academic Affairs who follows up with a letter to the student concerning sanctions. In Fall 2014, the College implemented a student Code of Conduct policy that describes appropriate academic conduct beyond integrity.

Academic advising is a core responsibility of full-time faculty and the primary responsibility of Academic Advising staff, with support, training and guidance from the Director of Advising. Advising helps

students plan course schedules in order to graduate, transfers to other institutions, and prepare for careers. Student advising sessions held by faculty and staff advisors take place ad-hoc throughout the semester with advising “drives” scheduled at the start and end of each semester. These drives are initiated through a campus-wide marketing effort to raise student awareness followed by faculty initiated contact via email or phone. Faculty members receive multiple training sessions covering advising practice and policy, and are encouraged to use established office hours for advising.

All students may use the Office of Academic Advising. The Office is open Monday through Thursday from 8:00am to 6:15pm and Fridays from 9:00am to 4:00pm with extended hours during fall and spring registration periods. Degree-seeking students are assigned a full-time faculty advisor based on their declared major. Student degree audits and academic records are provided to advisors via the Portal LMS, through which they can easily email all their advisees. Adjunct faculty members may advise students on an individual basis, particularly when there is greater need, depending on their station, opportunity to do so, comfort level with the practice, and familiarity with degree requirements. Students may schedule meetings or simply “drop in” the Advising Office without an appointment. In addition, academic advising is regularly conducted in the Office of Military and Veterans Services and the International Student Services Office for their constituents.

Appraisal

As a result of the IT Satisfaction Survey conducted by the Institutional Issues Committee in Fall 2014, the College is transitioning to a more advanced, robust learning management system (Canvas) that will significantly enhance pedagogical development and diversity. The decision to adopt the Canvas LMS was informed by the Institutional Issues Committee assessment of the Jenzabar system and its limited ability to deliver dynamic content.

At Quincy College, teaching is a primary focus and part of our motto “teaching and learning, one student at a time.” In fact, from FY 2012-2014, we allotted a larger percentage of our expenditures to instruction than each of the 15 state community colleges in Massachusetts (See Appendix: Instruction Expenditures FY 2012-2014).

By hiring additional full-time faculty, the administration has improved the ratio of adjunct to full-time faculty. The College has been successful in staffing all full-time faculty positions, including new positions created for emerging disciplines. A successfully-ratified Agreement contributes to a sense of security that permits faculty to maintain focus on teaching, learning and other support services. Consistent with the Quincy College mission, students are taught by diverse faculty from varying disciplines and backgrounds. The College has achieved a steady increase in faculty diversity in terms of race and ethnicity. (See Appendix: Faculty ratio data)

Pursuant to the mission of academic excellence and achievement, College faculty are role models for academic advancement. All faculty are appropriately-credentialed in their respective areas of expertise, and the hiring process helps ensure the maintenance of high standards during faculty recruitment. In fact, “modernization” has been an additional benefit from increasing the size of the faculty, as many new hires are more current in their fields as well as in advanced pedagogy methods. The number of faculty with terminal degrees has grown and the attainment of such is noted as preferential in all faculty job postings. As of academic year 2011-2012, 10 faculty held a doctorate, 31 held a Master’s, and 2 held a Bachelor’s degree (Data First Form, Highest Degrees and teaching Assignments, Fall Term). Quincy College increased the number of doctoral faculty from twelve in 2013 to 23 currently. Quincy College

acknowledges adjunct faculty who hold a doctoral degree by providing additional financial compensation.

The compensation and benefits offered to full-time and adjunct faculty enhance Quincy College's status as an "employer of choice" for many qualified and talented academic personnel. The College is located in a region of the country with an abundance of talent. The compensation differential for Ph.D.-prepared faculty is reasonable based on their academic ability and contributions. Salary growth, health insurance benefits, and a retirement plan are attractive to new and current faculty, and these benefits provide a strong sense of job security.

Adjunct compensation increases have contributed to more stability and generally improved morale among adjunct faculty. At the same time, the prorating of stipends based on number of students enrolled in a course has been met with a mixed response. Anecdotally, some faculty concur with the decision to reduce compensation for lower enrollment, while others have voiced concern that the corresponding decrease in workload is not proportional to the decrease in compensation.

The College has been successful in launching and staffing new programs. New programs that are currently in place include Biotechnology and Compliance, Physical Therapist Assistant, and Engineering Technology. Full-time faculty were hired for all three. Moreover, the Biotechnology Chairperson created a curriculum that provides for employment opportunities and future academic progression in this expanding field of study.

Hiring new faculty has also helped to augment existing programs. In Human Services, the addition of one new faculty member helped to identify and secure new student opportunities for education and employment in that field. With the assistance of the member, new Human Services courses now facilitate transfer to three local baccalaureate institutions. The updated Human Services curriculum now allows students to sit for the Licensed Social Worker Assistant (LSWA) exam.

While the College administration has made steady progress in creating and staffing full-time faculty positions, as is common throughout academia, students at Quincy College are more likely to be instructed by adjunct faculty. Because adjunct faculty are often employed elsewhere, their ability to be significantly involved in daily departmental activity beyond classroom duties is generally hindered by scheduling issues.

Due to a relatively-flat departmental structure (many without chair positions), the administrative needs of departments are typically performed by full-time faculty – some of whom view the administrative work as encroaching upon their teaching responsibilities. The Curriculum Leadership Pilot determined that "...chairs can provide very strong leadership, superior curriculum coordination, and effective learning outcomes assessment" (p.53 of NEASC 2006 Report), representing one solution to reducing faculty administrative load.

The faculty evaluation process allows for a broad review of faculty performance measures, including classroom presentation, adherence to policy and procedures, maintenance of office hours, and non-teaching work duties. It also includes the above-mentioned performance of tasks more administrative in nature, such as conducting assessment and program review. These evaluations are conducted under strict adherence to guidelines established in the QEA Agreement, which was ratified in 2013 by the full-time faculty for a term lasting until 2017. Any discrepancies in the evaluation process are subject to the

grievance and arbitration provisions of the QEA Agreement. Application of the evaluation process resulted in three full-time contract faculty not being renewed in May, 2015.

While adjunct lecturers undergo a similar evaluation process, problems persist in its implementation. Multiple departments are headed by one Dean, who is expected to evaluate all the adjuncts each semester. The numbers of adjuncts in each of the academic divisions can be up to 60 or more. Whether there is sufficient time or a suitable approach for each Dean to adequately evaluate adjunct performance is questionable.

To better integrate adjunct faculty into our teaching community, the Institutional Issues committee has taken up the task of designing an adjunct training program, a pre-employment activity where new adjunct faculty would be introduced to both the administrative structure and pedagogical “best practices” of the College, peer support, technology structure and classroom management techniques. Recommendations state that the College develop a “training academy” for new adjuncts, likely following the recommendations of the Faculty Training Needs Assessment conducted by the Institutional Issues Committee in Fall 2014.

Courses are provided through a diverse array of schedules, including traditional 15-week as well as 10-week, 7-week, 5-week and 10-day formats. Many courses are offered online, and in the hybrid format, of which have risen three-fold since 2013. (See Appendix: Online and Hybrid Course Offerings) The instructional techniques employed throughout the College include broad use of library resources, the Internet and online LMS, multiple learning modalities, and importation of technology in lessons and assignments, all guided by the learning outcomes of the course or program of study. Examples of technology used in the classroom include robots for computer programming, drones in criminal justice, and simulation software in engineering, computer networking and other science disciplines. Because course outlines are provided to all faculty, course material and learning outcomes are generally consistent among sections of a course.

While all courses in every format are evaluated through the SmartEvals system the College recognizes the value in performing an in-depth assessment of student learning within the *Flex* course offerings (10-day or 5, 7, 10 weeks) as compared to the traditional 15-week courses. Similarly, parity assessments between traditional classroom, online, and hybrid courses are needed to assess consistency of learning among those modalities. Nonetheless, the challenge of teaching under multiple formats (schedules and modalities) encourages scholarship and creativity among faculty. Activities beyond contractual obligations are at the discretion of faculty but are supported by the College through contractual incentives for continued scholarship and financial support from the Professional Development fund.

Professional development is also an activity that occurs directly on campus. As mentioned, faculty non-instructional days cover topics such as teaching a diverse student population and using technology in the classroom. To increase internal developmental opportunities, the Senior Vice President of Human Resources has expressed intent to create a Center for Teaching and Learning at the College. The Center would allow faculty to obtain pedagogical training and/or support on a voluntary, ongoing basis. Some initial topics proposed include hybrid and online course development, pedagogy for accelerated courses, and educational tools such as learning apps, “clickers”, and mobile device compatibility in the classroom.

The College is committed to academic freedom for all faculty. Faculty are encouraged to draft personalized, unique syllabi, and given only general guidelines concerning course outcomes, the types of

assignments offered, and grading schemes. While academic freedom is generally agreed upon and practiced at the College, there is no substantive documentation guaranteeing such freedom.

Academic freedom leads to student growth and development, which necessitates a visible, reliable advising system. This was a challenge until Fall 2014 when the College hired a Director of Advising and expanded that office's staff shortly thereafter. The new director helped to streamline communications between faculty and the Advising Office and worked with the Technology Department to introduce improvements to the advising system. Faculty members receive training on the overall advising process via updates (e-mails and blog messages) from the Director's office. In addition, advising training sessions are established for all new hires each semester. Despite progress in advising procedures, the Office is currently led by an Interim Director of Advising, highlighting a lack of consistent leadership in that area.

A major addition to the advising process was the creation of academic "pathways," which are published in the catalog and online for each Associate degree. These are pre-determined course sequences that lead a student through the major in a predictable manner. They are meant to remove uncertainty on course sequencing or acceptability of electives, with the added advantage of improving the scheduling process.

The Advising department conducted an informal assessment of its processes and procedures, and is working toward developing a refined model that promotes student responsibility and interaction in the academic planning process. The advising model is stronger now in that students are empowered to take greater personal control of their academic career each subsequent semester they are enrolled. Students are being taught to how to better select courses and schedules, and to view their educational experience at the macro level rather than semester by semester.

Finally, to the question of academic research on campus. Since the College is a teaching and learning institution first, research is not a large part of the faculty agenda. While the research enterprise is a much-respected endeavor generally, faculty members choose to engage in such on an ad-hoc basis, around their assigned course loads. As a community college, our students have little preparation to assist in research activities, are often otherwise engaged in off-campus professional or personal pursuits, and are commuters who rely heavily on public transportation. Nevertheless, several faculty have published articles, chapters or books, and also presented at local, regional and national convenings.

Appraisal Summary.

The faculty is diverse, fully staffed, well prepared, and focused on academic effectiveness. Salaries and benefits are attractive and facilitate the recruitment of strong talent. Faculty are effective at carrying out the teaching and learning initiatives, and scholarly expectations are being advanced. Advising is much improved and more properly managed. Instructional techniques and delivery systems are improving in the near future. Faculty relationships with students are strong and healthy, promoting academic persistence and success. Students get a wide variety of instructional diversity and course choice within each program. There is a model to fit each need or demand. Support for creative, student activity has been significantly enhanced with new leadership.

Assessment mechanisms should be examined to check equity among all course formats. Faculty workload will need to be assessed to balance administrative duties with teaching duties. Continued advancement in Advising is needed. The College will likely encounter "growing pains" as departments grow and multiple course modalities are implemented. Faculty development will need more support as

the cadre grows. The implementation of the “adjunct academy” and faculty center of excellence should be advanced. Ability to manage/implement additional research endeavors in some departments may require expanded facilities and manpower.

PROJECTION

It has been and continues to be the President’s goal to increase the number of full-time faculty. Two newly created full-time (Instructors of Physics and Business) and one part-time faculty position (Director of First Year Seminar) will be filled during Spring 2017. The College will therefore recruit additional faculty to provide more human resources for professional and pedagogical development, to replace tenured faculty who retire in the near future, and to expand programs and courses. As part of recruitment, the College will rely on multiple recruiting avenues to seek candidates with various racial, ethnic and educational backgrounds to continue to diversify the faculty.

By Spring 2017, the College will identify a consultant to conduct a workflow study in 2017-18 that assesses time spent by faculty on administrative tasks vs. instruction.

Should the College’s Home Rule Petition to offer Baccalaureate degrees be adopted by the legislature, the College will reevaluate what it considers a full-time “faculty load,” which has previously been defined in terms of traditional classroom- and laboratory-based courses taught at the community-college level.

In 2018-19, the College will re-examine investing in training and certification for some faculty to take on the roles of academic coaches. This remains an uncompleted portion of the previous Strategic Plan.

In Summer 2018, The Office of Institutional Research will conduct an in-depth assessment of the overall effectiveness and benefits of the course offerings in all formats.

It has been noted that professional development is considered an important activity by the College. As the faculty and curricula expand, faculty will need additional support to stay abreast of advanced methods as well as training on pedagogical standards for courses offered in non-traditional formats to evaluate learning and parity. Supporting additional academic scholarship of faculty will especially be useful in disciplines offering a Baccalaureate degree. By Fall 2020 the College will therefore seek to expand professional development through (1) increased funds to better meet demands; (2) an adjunct training program (following the recommendations of the Faculty Training Needs Assessment conducted by the Institutional Issues Committee); and (3) the creation of a Center for Teaching and Learning (in development at the time of this report), where all faculty may obtain training on educational techniques and tools.



STANDARD 7

Institutional Resources

7
STANDARD

STANDARD SEVEN: INSTITUTIONAL RESOURCES

HUMAN RESOURCES

Description

Quincy College has a well-defined recruitment and selection process. In addition to internal announcements, positions are posted on popular job sites, such as Monster.com, HigherEdJobs, Inside Higher Ed, as well as the College's own web site. We also advertise jobs at sites specializing in specific professional careers (e.g., nursing, biotechnology, computer science). The College has become an employer of choice for many job seekers due to its locations in downtown Quincy and historic Plymouth, growth over the last several years, forward-looking strategically-focused administration, attractive salaries and benefits, and perhaps most importantly, its well-publicized mission focusing on teaching and learning.

All faculty, staff, and administration jobs are posted with a description that clearly denotes required qualifications, including education level. Deans and senior administrators, sometimes with the assistance of faculty/staff experienced in the hiring domain, are responsible for working with the Office of Human Resources to define job descriptions. All faculty members (both contract and adjunct) are required to hold a minimum of a Master's level of academic preparation except when necessary to fill a position that requires a specialized technical skill.

Candidates are chosen to interview for available positions through a Search Committee process (one search committee for each available position), whereby knowledgeable members of the administration, faculty, and staff work together to narrow the candidate pool. The search committee recommends a candidate to the President and/or the President's Cabinet, who makes the final selection for all regular positions (i.e., excluding most limited part-time positions). The recent purchase of online applicant tracking, provided by Interview Exchange, assists Search Committee members in screening candidates, to better ensure that only the best are hired.

Quincy College has collective bargaining agreements with 2 Quincy Education Association (QEA) units: one for contract faculty (Unit D) and one for professional staff (Unit E). These agreements spell out terms and conditions of employment, as well as factors that determine salary and academic rank. They also clearly delineate steps for reporting and resolution of grievances.

Other personnel policies are created and maintained under the direction of the Board of Governors, and are reviewed and approved by the Board. Policies undergo modifications as needed. For example, Quincy College Policy 9-04, "Travel Policy/Professional Development Policy (Non-Foundation)", was recently updated to reflect out-of-state travel reimbursement rates.

A Professional Development committee, consisting of members from the administration, faculty, and staff, is chaired by the Vice President for Human Resources. The committee is responsible for reviewing applications submitted by faculty/staff, and for distributing professional development funds timely and equitably.

Appraisal

Since President Tsaffaras was inducted in January 2011, Quincy College has continued to add faculty and staff to the College's ranks. The number of faculty has increased 42.6% since Fall 2010. This number

jumps to 52.4% when only considering “primarily instructors” (i.e., excluding librarians and program chairs/coordinators). Similarly, staff has grown 20.4% from Fall 2011 to Fall 2015, with emphasis on positions directly supporting the College’s student population. To enhance both the learning experience and customer service, the President remains committed to hiring additional highly-qualified contract faculty members where feasible, and augmenting student support and administrative staff as needed.

The College pays its employees equitably and competitively, ensuring that we continue to attract and retain the best individuals. Salaries for professional staff have increased an average of 3% from July 1, 2012 to June 30, 2015. Non-unit administration and staff salaries increased similarly during this time. According to the College and University Professional Association for Human Resources (CUPA-HR) 2014-2015 Professionals in Higher Education Salary Survey, our salary increases exceed the average median increase of 2.3% for public institutions. Salaries for our contract faculty are on average the highest for 2-year community colleges in Massachusetts (Source: NEA Salary Tables). (See Standard Six for comparative information on contract faculty salaries.) For our adjunct faculty, 3-credit course stipends increased a minimum of 57.5% since 2010, making current rates competitive with other Massachusetts 2-year community colleges.

The College established a committee in Fall 2015 to review and revamp all Quincy College policies where necessary, which includes human resources policies. Once that process is complete, updated policies will undergo review by the Senior Staff and President’s Cabinet for submission to the Board of Governors for their review/approval.

The College continues its professional development initiative. For each of the last 2 years, professional development funds were budgeted at \$50,000 per year. We have a formal application process that is open to all active employees. Funds may be approved for programs, projects, and activities related to scholarly activity, research, and professional development/continuing education.

FINANCIAL RESOURCES

Description

The Quincy College mission statement is the underlying foundation that drives the direction of the institution, including the use of financial resources. The President’s Cabinet is responsible for setting the strategic direction of the College and has overall responsibility, under the auspices of the Board of Governors, for ensuring that the College’s financial resources are allocated to reflect the College’s program-specific and overall priorities. Quincy College is an enterprise department of the City of Quincy government; as such, it is subject to municipal laws/rules relating to investments. As a result, we utilize low-risk investment vehicles such as simple money market accounts, short-term Certificate of Deposits, and municipal bonds. Annual planning and budgeting must also work within the parameters of anticipated revenue.

Quincy College receives the majority of its revenue through student tuition and fees (paid directly by students and/or financial aid) as well as from a small but growing number of state and federal grants. The College also receives some additional funding through the Quincy College Trust, Inc., and Colleges Courses, Inc., 501(c) 3 non-profit entities. The Quincy College Trust was established 2006 (under the terms of Chapter 392 of the 1996 Second Annual Session of the Massachusetts Legislature) to receive endowment funds, charitable gifts and donations, and raise funds to benefit Quincy College. The Trust distributes funds for annual scholarships to students at the annual Convivium each May. College Courses,

Inc. was instrumental in helping establish what was Quincy Junior College in 1958. They have overall responsibility for the college bookstore and contribute scholarships and funds for students.

Quincy College's budgeting process is effective, well-defined, and well-understood by all constituents. Budgets are completed timely and in accordance with City of Quincy and Massachusetts laws and regulations.

The budget process commences in February for the fiscal year beginning that July. It starts with a review of the college mission and strategic objectives. The current and prior year revenue and expense histories/projections are analyzed, followed by creation of a list of budget assumptions for the new fiscal year. Annual goals and budgets to support them emerge as a result of the process.

Department meetings are then held and each department manager (for both academic and non-academic departments) submits initial budget requests for the upcoming fiscal year to his/her respective Vice President and to the Director of Finance. Academic deans also provide their estimates of anticipated enrollments and adjunct faculty expenses.

The Director of Finance, in conjunction with the Senior Vice President for Administration and Finance, prepares an initial budget document. The President's Cabinet and Director of Finance then review the document and establish priorities and recommendations. This information is shared with department managers to determine if further discussion or adjustments are warranted. They then compile the final budget in mid-March and submit it to the Board of Governors' Finance and Facilities subcommittee for further refinement. In formulating strategic and operational plans, priorities funded via the base budget are distinguished from those funded only if a surplus exists.

The budget is submitted to the full Board of Governors in April and considered at a public meeting. Upon Board approval, the budget is submitted to the City of Quincy at the end of April for inclusion in its city-wide budget. The College builds contingency reserves into the budget, which are only used if revenue projections are not met or additional expenses are incurred.

As the fiscal year evolves, any variances occurring are addressed as soon as they are known, either through budget redirections, reallocation, or the use of reserve funds. The President, together with the Senior Vice President for Administration and Finance and the Director of Finance, may petition the Board of Governors through its Finance and Facilities subcommittee. To do so, a report must be provided to the subcommittee prior to a regularly-scheduled meeting. Upon approval by the Finance and Facilities subcommittee, recommendations are made to the full Board concerning each transfer or cash reserve withdrawal request. The Board is the final approval body for reallocation of funds across budget lines.

The College maintains a staff of 6 professionals in its **Finance** and Student Accounts Department. Senior support professionals have 6-18 years of experience in finance. Each brings a different perspective to the department concerning day-to-day operations, planning, and long-term goals. They are managed by the Director of Finance who reports to the Senior Vice President for Administration and Finance.

The Senior Vice President for Administration and Finance spent nearly 4 decades in positions of increasing responsibility at Boston University (BU), from Associate Budget Director to Executive Vice President. As BU's Executive Vice President for 15 years, he directed all non-academic programs, services, and support activities, as well as a wide range of business functions and commercial activities, managing a budget of \$2.3 billion. The Director of Finance has over 20 years of experience in higher education finance, with

positions ranging from Senior Accountant to Controller and CFO. He's managed all aspects of budgeting and finances for institutions, ranging from \$10-50 million annually. The Chairman of the Board of Governors is the owner of a financial services company and has over 20 years of experience in finance from insurance to taxes and wealth management. His professional designations include Chartered Property Casualty Underwriter, Enrolled Agent, Registered Financial Consultant, and Accredited Tax Advisor. The Board is comprised of a number of other individuals with financial management experience and expertise (see [Biographies for Board Members](#)).

The College is audited annually, typically in October, with findings subsequently incorporated into the City of Quincy's overall financial audit. The **site** audit is conducted by the Certified Public Accountant (CPA) firm of Powers and Sullivan and consists of a full review of controls, procedures, and finances in accordance with generally accepted accounting principles as promulgated by the Governmental Accounting Standards Board (GASB). The external auditing firm produces a separate and independent (distinct from the City) financial statement and management letter to the College outlining its findings. The firm presents these documents along with its recommendations to the Board of Governors on or about its scheduled January Board meeting. Any action items resulting from Board discussion and audit recommendations are documented, and resolution due dates are assigned.

The annual audit and subsequent reports give a complete and accurate picture of the institution's financial position, referencing all assets, liabilities, retained earnings, and unrestricted funds available for investment. This allows senior administrators and the Board of Governors to make informed decisions during strategic planning.

Financial Aid at Quincy College is governed by its Financial Aid Principles and Practices Policy (Policy 8.01) and sub-policies contained therein. All Quincy College policies are created and maintained under the auspices of the Board of Governors. The President is responsible for ensuring that financial aid policies are followed and for reporting financial aid information to the Board of Governors.

Appraisal

The College has continued to be financially stable. Its average cash balance for the 3-year period from FY11 through FY14 (\$13,208,468) increased 2.5% over the 3-year period from FY08 through FY11 (\$12,892,686). During the same time frame, the average current ratio (ability of the institution to cover its immediate liabilities) strengthened from 4.73 to 4.88. Similarly, institutional capital investment in infrastructure increased from an average of \$545,000 per year for FY08 through FY11 to \$965,000 per year for FY11 through FY14. This increase was achieved without depleting cash reserves and with no debt on the balance sheet.

Without the Government Accounting Standards Board's (GASB) required "Other Post-Employment Benefits" (OPEB) entry, the unrestricted fund balance has averaged \$22,359,383 since FY09. In FY14, before OPEB, the unrestricted fund balance was \$11,415,098. Furthermore, from FY09 through FY11, the unrestricted fund balance before OPEB averaged \$10,837,575. From FY11 through FY14, this average increased to \$12,158,752 (+12.2%).

Capital investments continue in support of the academic environment. \$3.858 million was spent on capital improvements from FY11 through FY14, with an additional \$971K planned for FY15. Primarily to support the student experience, capital improvements include major investments in the Quincy (Saville and Presidents Place) and Plymouth campuses, including building upgrades, space expansions, IT

infrastructure and software upgrades, Science and Nursing labs/equipment, libraries, and a focus on upgrading the security environment.

The College has also invested charitable donations in its facilities and students. The Plymouth campus library was largely funded through the Quincy College Trust via a substantial bequest from Robert and Bella Krovitz. In FY15, College Courses, Inc. contributed \$10,000 to an emergency fund to assist homeless students, \$20,000 to support college internships, and \$30,000 in scholarships. In FY16, Quincy College budgeted \$30,000 in contributions received from the Quincy College Trust, Inc. and College Courses, Inc. The recent hiring of a Director of Institutional Advancement and a Director of Workforce Development and Community Engagement has already resulted in new sources of revenue for the College, including funding from Mountain One bank to help pay student interns. Donations from alumni and additional grant opportunities will augment existing fundraising initiatives, with the goal of decreasing the College's dependence on student tuition and fees.

At the College, academic programs take precedence in the allocation of financial resources. Individual budget lines help track revenue and expenses by program and department initiatives. Revenue is primarily allotted to support academic programs and administrative entities, with about 1% targeted for the reserve fund. FY14 Integrated Postsecondary Education Data System (IPEDS) data shows that Quincy College spent 67% of its resources that year on instruction. This was the highest percentage of any 2-year public college in Massachusetts, with all 2-year public colleges averaging 46% on instruction.

The College maintains a substantial cash balance that can be accessed if major unanticipated or emergency needs arise. As an example of our conservative budgeting strategy, \$300,000 in contingency funds was built into the FY16 budget in the event that revenues fell short of projections.

The last material audit issue identified by the auditing firm retained by the City of Quincy was resolved in FY11. No additional major financial issues have been identified nor cited in annual audits since then, attesting to the competency of the entire finance department, from first-level staff to the Senior Vice President.

The College has begun addressing its GASB OPEB accounting requirement of funding other post-retirement obligations for health insurance, mentioned in the auditor's June 30, 2013 management letter. That letter advised the College of the upcoming OPEB reporting changes under new GASB rules and recommended that the institution begin meeting with appropriate individuals to incorporate the required changes. The College subsequently engaged an actuary, established a plan, and began to fund for this liability. In FY15, the College established membership in the Plymouth County OPEB Trust Fund with an initial contribution of \$1,000,000. An additional \$300,000 was contributed in FY16 and \$327,405 is budgeted for FY17. Quincy College funds will be combined with other public entity OPEB-related funds for investment in secure growth vehicles. While funding this OPEB-related entry decreases unrestricted available funds in the short term, it will improve the balance sheet as invested funds grow and the institution's OPEB-related liability decreases.

As mentioned, Quincy College receives no state support and relies largely on tuition and fees to accomplish its mission as a community college. Currently, our tuition ranks 3rd highest among Massachusetts community colleges, but only 14th in overall increases from FY08 through FY15. We also rank 14th in tuition cost for international students, 4.5% lower than our nearest peer among two-year public institutions and 28% lower than the highest cost institution in that group.

While our tuition makes the College a viable affordable option for local students, many could not attend without financial aid. In FY14, approximately 60% of our student population received some type of financial assistance, an increase from 54% in FY11 (see IPEDS data). With a large percentage of students dependent upon financial aid for at least a portion of their educational costs, the availability of aid (especially federal Pell Grants) is a linchpin in our ability to offer high-quality affordable education. The College may benefit from recent proposals to make 2-year community colleges “free” for students who meet certain standards, should that vision become a reality.

INFORMATION, PHYSICAL, AND TECHNOLOGY RESOURCES

Description

The Quincy College Library provides information resources and services that allow students to enhance their research and critical thinking skills. The library is both a physical and intellectual environment where the information needs of the college community are identified and fulfilled as innovatively and flexibly as possible. The 2 campus libraries provide a space for quiet study, research, and collaboration. Each library has seating, computer workstations, and a room for students to work on group projects. Summer 2013, the library joined the Old Colony Library Network (OCLN) to provide the QC community access to the collections of an additional 29 libraries, including 2 other academic institutions.

The Quincy library is staffed by 3 full-time faculty librarians and 1 full-time library assistant as well as 1 part-time librarian who covers evenings and weekends. The Plymouth library is staffed by 1 faculty librarian. Library staff report to the full-time Director of Libraries (a position created in Spring 2012) who in turn reports to the Senior Vice President of Academic Affairs. All professional librarians possess a Master's degree in Library Science. Additional professional librarians are hired to provide full services during summer sessions on both campuses. Librarians direct students to resources through in-person and in-class sessions, by phone, e-mail, and added recently, by text and live chat.

The library provides handouts, a monthly newsletter, and service announcements that appear on monitors on both campuses. The library delivers instruction in person via group sessions and online through the library's website (redesigned Spring 2015), Libguides (online guides), videos and other interactive tutorials. Each academic division has a Library Liaison who updates faculty on library services and resources, creates library guides for courses, collaborates with faculty on collection development, and teaches specialized instruction sessions.

The library's collections have evolved to include a variety of formats. Electronic resources currently consists of 54 research databases, 3 electronic book databases, e-journals, and a citation resource. Electronic materials are available 24/7 and accessible by students, faculty, and staff on and off campus. Films on Demand, a streaming video database, supplements the onsite DVD collection. Students may request a book or article through the OCLN network by filling out an InterLibrary Loan request on the library website.

The Reserve Collection, consisting of all required textbooks each semester, is maintained at both the Quincy and Plymouth libraries. While a significant expense, these collections are heavily used by students as many are unable to afford copies of their own. Free access to textbooks in the library supports the College's mission goal of providing economic opportunity.

Quincy College is a commuter school and, as such, neither campus offers housing facilities. We are, however, conveniently reachable by public transit: the Massachusetts Bay Transit Authority Red Line in Quincy (at the Quincy Center "T" stop), bus routes to Plymouth, or the commuter rail to either location.

When the Fifth-Year Report was published, the College had just moved into a leased space at Newport Avenue in North Quincy. Summer 2012, the Newport campus closed and all its classrooms, labs, and offices relocated to the Quincy Center Presidents Place location, steps away from our existing Saville building. As a result of the move, all academic and administrative services on the Quincy campus are now in proximity to one another. Further, total space at the Quincy campus increased from approximately 77,000 square feet in FY12 to 114,000 square feet in FY15 (a 48% increase). The Plymouth campus more

than doubled its space in the same period, growing from approximately 18,717 square feet in FY12 to over 50,000 square feet in FY16. Moreover, the College has made significant investments in its classroom, laboratory, library, bookstore, and network infrastructures over the last several years.

Since the passage of the Home Rule Petition, the College is legally permitted to operate its own auxiliary enterprises and for the first time has been able to structure a contractual relationship with a bookstore purveyor of its own choosing. As a result, in Summer 2014 the Quincy campus bookstore moved to Presidents Place from a few blocks away, making it more accessible, while expanding its size to approximately 3000 square feet. The bookstore is open to the public and provides visibility for the College to passing pedestrians and drivers. Mid-2013 at the Plymouth campus, a new 1,900 square foot bookstore replaced the make-shift space set up during a short window at the beginning of each semester. Plymouth students can now purchase textbooks, learning materials, and school-spirited clothing/accessories throughout the year without traveling to the Quincy campus. Both the Quincy and Plymouth bookstores are currently managed by Barnes & Noble under the brand name "Barnes & Noble @Quincy College".

Fall 2015, the Plymouth campus opened new labs for the LPN, CNA, and PTA programs. Two additional classrooms were leased, bringing the total in Plymouth to 16 lecture rooms, 6 labs, and 1 media arts lab. New space was also acquired Fall 2015 to create 2 suites for faculty offices and a conference room.

A new 2,524 square foot library opened at Plymouth in 2014, replacing a 462 square foot facility, and increasing seats from 16 to 44 and computer workstations from 6 to 14. A new library on the Quincy campus at Presidents Place replaced the one at Newport in 2012, expanding capacity slightly from approximately 4,000 square feet to 4,500 square feet and from 128 to 134 seats.

Saville Hall at the Quincy campus is now dedicated to science and engineering. Work on 3 new state-of-the-art laboratories was completed in 2013, culminating in the implementation of a Biotechnology and Compliance classroom and laboratory environment. This was made possible by a \$2.97 million grant from the Department of Labor targeted at training individuals for the many jobs available in the burgeoning biotechnology field. Spring 2016, an Engineering and Robotics laboratory was also finished. It houses courses and equipment for the new Engineering Technology degree as well as existing robotics courses that are part of the Computer Science program.

Fall 2015, we acquired additional space on the 2nd floor of Presidents Place and moved certain student services (the Registrar, Financial Aid, Advising, and Student Accounts) to a common area where students could easily navigate through offices during enrollment periods.

Adequate parking facilities are available on the Plymouth campus and a greatly-expanded number of parking passes are available for students at the Quincy campus (an increase from 40 student spaces at Newport to 150 spaces at Presidents Place). Being in the downtown area, not all Quincy students who desire parking passes receive them (supply is limited). There is, however, adequate public parking for purchase. Public transit via the Quincy Center "T" train station is also convenient. Elevators exist at both campuses to transport student, faculty, and staff between offices and classroom.

The College takes the security of its premises seriously. It employs full-time and part-time Resource Officers to patrol buildings and grounds, maintain a visible presence, and oversee events. The College began working with the security firm Advanced Data Risk Management (ADRM) in 2012. ADRM provided a 3-phase multi-year Security Plan and projected security budget. As an example of work completed, the College implemented a new picture ID key card system in FY13. Faculty, staff, and students utilize this system while on campus to enter the library and other restricted areas.

An internal Behavioral Threat Assessment Team (BTAM) was formally established in March 2013 to deal with threatening or dangerous behavior exhibited by anyone on campus. The team meets regularly. The Board of Governors in FY15 approved a new Student Code of Conduct (pg. 53 of the College Catalog) outlining unacceptable student behaviors and remedies. New incident reporting software was purchased in November 2013. The software alerts designated individuals about incidents.

The College has a campus safety and security plan, including an Emergency Response Plan. ADRM conducts regular training sessions for Emergency Response Teams. Safety training is also provided for faculty and staff. Fall 2015, the College conducted active shooter training involving local law enforcement agencies. Dan O'Neil, President and CEO of ADRM, is the College's consultant and assists with periodic evaluation of campus readiness concerning safety and security.

The Mission Support and Technology (IT) department helps constituents utilize technology to enhance teaching and learning, and maximum student success rate. To this end, IT provides enterprise applications and network infrastructure as well as support and service for desktop/laptop computers, audio visual, and telecommunications equipment. IT maintains a centralized helpdesk staffed by 8.5 specialists and the Associate Director of Technology, all of whom report to the Vice President for Mission Support and Technology.

IT ensures that the college community has access to the network and use of supported applications. Enterprise information systems used include SharePoint, Concerto, Incident Reporting, Helpdesk, AccuTrack, and Lync. IT centers are located on both campuses. Assistance is available via walk-in, telephone, e-mail, and through the online Track-it system. IT services include general troubleshooting and help with installation, configuration, data loss recovery, virus removal, password reset, and printing.

IT maintains over 400 computers across both campuses, including in labs available to students, as well as wired/wireless network access in all campus buildings. Each faculty member is issued a laptop maintained by IT. IT also supplies basic networked telephone services for faculty and staff. An Intranet portal named the Quintranet provides messaging, document archives, and scheduling of meetings for faculty, staff, and administrators. For students, IT provides e-mail and wireless network access. The online Jenzabar system (MyQC Portal) allows students to add/drop classes, make payments, check financial aid, communicate with faculty/coursemates, and view class schedules/grades. A print management system on our computers gives students access to printers located in classrooms, libraries, and kiosks on campus. Currently, wireless printing is not available. IT supports a digital billboard system that uses large monitors mounted in high traffic areas. Students may view class cancellations, weather updates, upcoming academic calendar deadlines, and college-wide events on these monitors.

Formerly, the College used eRacer (from Jenzabar) as its learning management system (LMS). Fall 2016, our new LMS (Canvas) will be in full use. IT's Associate Director is the technology liaison for the new LMS while the Dean of Online Learning helps train faculty to use its various features. The College is currently seeking a Distance Learning Project Manager to train and assist deans, faculty, and administration in the creation and maintenance of online course content.

IT is responsible for prevention, detection, investigation, analysis, and remediation of college-wide network-based threats and breaches. To that end, IT has established best practices for firewalls, intrusion detection, log analysis, vulnerability scanning, incident response, and security training. To increase campus safety and security, camera systems were installed for real-time video monitoring and recording of key campus areas. IT has installed 40 integrated 911 phones within classrooms along with a 911 crisis

alert system. IT also instituted the student and faculty identification system and developed a key card door access system that permits faculty keyless access to certain rooms.

The College maintains clear policies, such as “Acceptable Use,” which outline rules for utilizing technology resources. Faculty, staff, and students use unique logins to access personal information and program resources. Institutional data resides in protected databases accessible only by authorized users through two-factor authentication. A user must obtain both a network login and a database login to access the campus information system. All campus locations host reliable, high-speed internet for students to access resources outside the College. This network is protected by intrusion-prevention security and web-content filtering systems that provide secure access to legitimate resources while denying access to inappropriate sites and services. The College maintains spam filtering, antivirus software, and firewalls to protect electronic communications. All on-campus printing by students requires authentication. A third-party payment gateway allows students to securely purchase print credits without retaining any personally-identifiable information locally.

IT is responsible for selecting, installing, and maintaining the College’s servers. Centralized applications include e-mail, web, and a large storage area net (SAN) with over 20 terabytes of online storage scalable to accommodate future growth. Two servers provide network load balancing for traffic distribution using TCP/IP and IIS 7.0. The mail server has been upgraded to MS Exchange 2010.

Technology tools used for teaching and learning include web-based software, projectors, the online campus portal, classroom SmartBoards, the learning management system (Canvas), and student management system (Jenzabar EX). Two faculty module managers, available to answer questions and help other faculty learn how to use different features of the system, support the LMS. IT provides continuous training and professional development for the faculty through workshops and training sessions.

IT also has access to data that assists in the planning and evaluation of current and future programs and services. Therefore, IT works with Institutional Research and Assessment, who must gather, analyze, interpret, and distribute data to all facets of the College.

Appraisal

Spring 2015, library staff developed a Library Strategic Plan (see Appendix) to guide future planning and address issues with facilities and services. An important component of planning is a systematic approach to collection development that ensures resources—increasingly in electronic format—align with curriculum and faculty expectations. To provide copies of all required texts to students, the library has diverted more financial resources to the reserve collection. These books must be periodically replaced by a new edition or different resource, but are heavily used by students. While the library solicits requests for materials from faculty, only a handful of responses are received. The Director of Libraries, who serves on the Curriculum Committee, therefore helped institute a revised “New Course Application” form that requires faculty to list needed resources.

Easy electronic access to the library is paramount. To use space more efficiently, the libraries are aggressively pursuing reductions in print collections while adding new electronic resources (e-journals, e-books, and research databases). More attention is devoted to developing online learning modules, creating research guides, and training students how to use an ever-expanding array of resources. Providing engaging presentations of information, such as online “libguides,” assists students in finding

resources for their studies. Faculty participation in creating guides has proven an effective means of delivering library instruction. The Sociology 101 Annotated Bibliography Assignment *libguide* is one example of faculty/librarian collaboration.

To further connect with the local community, in 2012 the library co-hosted a Meet the Author night with the Thomas Crane Public Library. Author talks provide a forum for interaction between members of the college community and the general public. This event now occurs once per semester and is well attended. Fall 2015, the Plymouth library also hosted a Meet the Author event.

Despite additional square footage acquired on both campuses, space remains an issue. Classrooms are adequate to support the average class size of 18 students; nonetheless, there are times when more courses run than there are rooms. At the Quincy campus, the College will take non-classroom spaces such as conference rooms out of service to house enrolled classes. Classrooms on the Plymouth campus are likewise constrained. If classrooms become available due to class cancellations, then non-traditional Flex courses may be scheduled to utilize the space and accommodate student demand.

At Quincy, conference, tutoring, and non-classroom meeting locations are constrained by space limitations. At Plymouth, administrative and adjunct faculty office space is similarly constrained. Historically, student lounge spaces were also too small; however, in Summer 2016, the Quincy student lounge was expanded and a small lounge space was created in Plymouth.

The Quincy campus library configuration is challenged to support student learning needs. Individual study seating is often unavailable during peak hours each day. There are no windows and therefore no natural light. Only one collaboration room is provided and its popularity rose 40% from FY14 to FY15 (see Appendix: Collaboration Room Statistics). The number of computer workstations remained the same when we moved to Presidents Place, with 11 in the open area and 31 in the library computer lab. The computer lab is critical to holding information literacy sessions as well as providing ad hoc assistance to students on assignments. A theme expressed in student focus groups held Spring 2015 was the importance of the library as a study space. Many focus group participants indicated that they had no other place to do coursework. They were dissatisfied with the quantity and quality of study seating (especially in Quincy), the limited access to computers during busy times of the day, and the small size and acoustic inadequacies of the collaboration room.

The Plymouth library grew approximately 440% with the move in Summer 2014. The number of study seats and computers more than doubled, providing much-needed space and equipment for students. However, library computers are not isolated from the rest of the space; thus, conducting classes while other students study is not feasible. The space does function well as a meeting center at Plymouth as it is an attractive open space with large windows.

It should be noted that no ergonomic assessments have been performed for any of the college spaces.

IT staff respond to an array of technology requests from offices on both campuses. To streamline that process, IT has instituted a ticket-tracking system (Track-it) by which faculty and staff may request services. In a recent 12-month period, 2,166 support tickets were submitted by staff and full-time faculty. Due to the many requests for help with equipment, a direct line to IT is now available via every classroom telephone should an instructor need assistance. In 2011, select members of the faculty were hired to act as Module Managers and support faculty in the use of the College's LMS. These Module Managers have

freed IT staff to focus on other priorities. According to the Fall 2014 Faculty and IT Survey, 44% of faculty respondents indicated that they had contacted their Module Manager.

IT plays an important and often unseen role at the College, including contributions to recruitment and retention. IT created an online application form available to prospective students directly on our website. The form automates the process and makes it easier for Admissions to engage prospective students. This seemingly small enhancement has directly impacted recruitment of new students and Fall 2014, the College saw its highest total enrolled credit hours. IT also helped Advising identify at-risk students by creating an automated online Notice of Concern form, which faculty can use via the MyQC Portal. Automating the notice form is expected to help increase retention rates.

IT retains a strong role in supporting teaching and learning. Currently, IT offers training workshops to faculty throughout the academic year that focus on using the MyQC Portal. No official workshops are regularly offered to students or staff as of yet. In 2013, IT piloted the Netop Vision application in computer-equipped classrooms. This application allows the instructor to monitor every computer screen in the classroom from the instructor workstation. Instructors found this application to be useful in deterring cheating during in-class tests. Every four to five years IT also distributes new laptops to full-time faculty on a cyclical basis.

Various college constituents contribute to the planning and evaluation of technology. The Fall 2014 Faculty and IT Survey identified deficiencies with Jenzabar's eRacer: it was not conducive to online discussions and the software made grading and feedback burdensome. An LMS Evaluation Taskforce was created Spring 2015 to evaluate multiple online learning systems. The existing LMS (eRacer) was deemed inadequate to support an expanding online education program. As a result, the College acquired the Canvas LMS Fall 2015, piloted it Spring 2016, and began college-wide usage Fall 2016. Students also contribute to evaluation of technology. Focus groups held Spring 2015 expressed dissatisfaction with availability of computers on campus as well as persistent printing problems (see Library Student Focus Group Summary Report).

To keep up with ever-changing technology needs, IT regularly updates equipment. To meet demand, the College recently upgraded the network with increased internet bandwidth: from 40Mbps to 300 Mbps (a 650% bandwidth increase) in Quincy and from 100Mbps to 500Mbps (a 400% bandwidth increased) in Plymouth. The College's servers are housed in a data center located on the 5th floor of Presidents Place. During Fall 2016 the College began to store all data in the cloud so that recovery of information will be preserved should these servers fail.

PROJECTION

The recent Home Rule Petition (*House Bill 3814/An Act Relative to Quincy College* enacted June 2014 by the Massachusetts Legislature) affords the College significantly greater autonomy in conducting its operations. As the College begins to implement changes inherent in the Home Rule Petition, it may be necessary to purchase additional software, hire additional personnel, and provide training to enhance the skills of finance personnel in support of a modified operations environment, which will no longer be depend on City of Quincy systems and procedures. For example, the VPHR has identified a new payroll processing system for which she will oversee implementation in 2017.

The library will invest in the technological tools most appropriate to support the curriculum. This may require more integration with the college purchase of teaching sets from publishers (e.g. Pearson, McGraw-Hill, etc.) to ensure that the library can provide the appropriate level of access and support. The library will explore new and better avenues to disseminate information about new resources and provide instruction in-person and remotely, both synchronously and asynchronously for students and faculty. The library will work closely with the Dean of Online Programs and Inter-Institutional Affairs to ensure library resources and services are integrated into a fully launched online education program. The library professional staff will acquire and enhance skills with various technologies, building online tutorials and assessing electronic resources. The library will utilize additional funding from the College's professional development line to support professional training in emerging technologies during Spring 2017.

The College will engage with the City of Quincy as it firms up its downtown revitalization efforts. The College will likely have an opportunity to acquire a large parcel of additional space by the end of the current decade through this initiative. The College will also increase office space for adjuncts in Plymouth.

The library staff have proposed a buildout of the Quincy campus library facility that would better support student learning needs and provide several collaboration rooms to support group project work as well as small group learning sessions conducted by both librarians and faculty. The College SVPA&F and Director of Libraries have reviewed needs with the College's architect and will implement the library expansion in Summer 2017.

The College will work with its safety and security consultant, Advanced Data Risk management, and with the Quincy and Plymouth building management companies to assess the need for new enhancements to ensure safe and healthy environments.

IT will create online "how-to" videos to train the college community in enterprise-level applications and newer releases of operating systems. IT will provide workshops to train faculty, staff, and students.

Planned for FY16 is a performance upgrade from the older wireless 802.11 environment originally implemented in 2010 to the newest 802.11ac technology. New computers equipped with the new Microsoft Windows 10 operating system will begin to be implemented in FY17. The College will introduce portable digital "Smart Boards" at both campuses. The library plans to launch a tablet lending program in Fall 2016.

Enhanced security services will be deployed starting in FY16 that will authenticate active faculty, staff, and student users to access wireless services. A web application firewall will be installed to protect the College portal and online servers from security threats and vulnerabilities. The College will implement potential employee self-service software capabilities in FY16, allowing employees to print their payroll advices, change their deductions, and manage some of their other human resource-related functions.



STANDARD 8

Educational Effectiveness

STANDARD
8

STANDARD EIGHT: EDUCATIONAL EFFECTIVENESS

Description

Quincy College students are increasingly people of color, and non-traditional in age and educational experience, with about seven percent of our students being international. Students are taking more advantage of our Plymouth campus and our online courses. Headcount for courses at Plymouth was over 900 in Fall 2015, approaching our future goal of 20 - 25% of the total student body enrolled in the College’s fastest growing campus. A total of 38 course sections were offered online Fall 2015, for a total seat count of about 875 students.

We are the only community college in Massachusetts to have increased enrollment in Fall 2015. Headcount for 2013-2015 is provided by gender, student status, and race/ethnicity below:

	Fall 2013	Fall 2014	Fall 2015
Headcount	4,576	4,705	4,732
FTE (12-month)	3,184	3,011	3,292
Female %	67.8%	66.4%	67.2%
Male %	32.2%	33.6%	32.8%
Non-Resident Alien %	8.2%	7.2%	7.0%
Black Non-Hispanic %	21.1%	23.6%	24.3%
American Indian or Alaskan Native %	0.3%	0.2%	0.3%
Asian or Pacific Islander %	7.4%	6.9%	6.4%
Hispanic %	4.8%	5.7%	6.5%
White Non-Hispanic %	50.5%	47.7%	44.5%
Race/Ethnicity Unknown %	7.7%	8.7%	9.6%
Two or More Races %	N/A	N/A	1.4%
Full-Time Students %	37.5%	38.6%	39.0%
Part-Time Students %	62.5%	61.4%	61.0%
Students Receiving Financial Aid %	53%	60%	Not Avail.

Our three-year, first-time full-time student graduation rates are below:

	2013	2014	2015
Female	19.7%	18.9%	22.6%
Male	12.9%	16.6%	14.5%
Resident	15.5%	13.8%	15.9%
Nonresident Alien	21.6%	27.7%	28.8%
Overall	17.2%	17.9%	19.4%

First-time full-time students, however, only form a small portion of our student body. Our three-year graduation rate for all degree-seeking students was higher (36%) for 2012.

Quincy College Retention Rates:

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Full-Time	62.6%	63.7%	63.0%	58.0%	55.1%
Part-Time	51.9%	48.1%	53.0%	46.0%	47.2%

Retention rates have been relatively steady for part-time (mean: 50%) and full-time (mean: 62%) students. Percentages of first-year students taking developmental courses also remain fairly consistent: about 2% taking English as a Second Language (ESL), 8% English, and 14% Math.

In recognition of our mission toward diversity, economic opportunity, and community involvement, the College has increased recruitment at high schools in economically-disadvantaged areas of Boston and the South Shore. In particular, we are working with the Boston Public School system to give its students an additional option for higher education. The College also actively recruits veterans, and as a certified Military-Friendly School, we serve more than 250 military and veteran students each year.

Diversity is a focus of activities for faculty, staff, and students. In Fall 2015, faculty and staff received training on practices that promote success in a diverse classroom. Diversity in terms of age, gender, ability, and race/ethnicity were addressed. For students requiring accommodations, and their instructors, the Disability Services Office and Student Success Coaches offer a quiet space for completing assignments and proctored testing center where students are allowed extra time. Student clubs, including the Gay/Straight Alliance, provide a forum for confidential discussions as well as a way to build lasting friendships and learning relationships.

Among the degrees and certificates offered by the College new and cutting-edge programs have been developed to meet the demands of the 21st-century workplace. These include Engineering Technology, Biotechnology & Compliance, and Physical Therapist Assistant. For each, significant funds were expended to design laboratories to support students. Existing programs, such as Natural Science and Mathematics, have also been updated to enhance the prospect of transfer to 4-year institutions. To gain salient work experience, students may apply for an off-campus internship. Several programs require internships as part of students' education to prepare them for workplace demands. These include Nursing, Medical Laboratory Technician, Phlebotomy, Surgical Technology, and Physical Therapist Assistant. As students approach graduation, the Career Services Office is available to assist with resume writing and interview skills. The new Director of Workforce Development and Community Engagement may also assist students with internship placement.

To ensure student success, expectations are published and validated using several avenues. The Student Handbook is a one-stop source that includes our mission statement, campus locations/services, Student Code of Conduct, and other policies. The College Catalog (pg. 80) and Academic Programs web page list outcomes and expectations for the Core Curriculum and each program respectively. All syllabi list specific course outcomes that support both the core and program outcomes. In support of our motto, "Teaching and Learning, One Student at a Time," the Advising Office works individually with students to transmit college expectations. Further, students may assess progress in their program using an electronic degree audit accessible through the campus Portal. For students who fall short of expectations, instructors send Notices of Concern to communicate problems. These facilitate further discussion between the student, instructor, and Advising to help guide a student toward success. After examining data trends for students on Academic Probation, Advising developed a new Academic

Probation Policy. (See Appendix) The policy requires communication between the student, an advisor, student success staff, and/or faculty mentor to evaluate student progress and encourage success.

Academic excellence, community involvement, and student success are promoted through a variety of co-curricular activities and student services. Co-curricular activities are described on the [Student Life Page](#). As an example, the Gamma Beta Phi Honor Society recognizes academic excellence and requires members to complete community service. Events include “Author Talks” and guest speakers on topics such as social justice and community issues. Numerous services are provided by our [Student Success Coaching Office](#) to enhance student success, including workshops on time management, suicide awareness, bystander awareness, sexual misconduct, drug abuse awareness, and writing. Additional activities are published in monthly Student Life calendars (See Appendix: Student Activity Calendars).

The College acknowledges and provides venues for students to practice and display learning throughout the year on both campuses. Displays include academic work, presentations, posters, hands-on practice, and creative work (e.g., artwork, poetry, and musical performances). Nursing and Exercise Science students give poster presentations at various local health fairs as part of courses. Students may also write for the QC Voice, our campus newspaper.

Numerous programs and policies help ensure the College fulfills its promise of a quality academic product that maximizes student success. The Nicastro Learning Center in Quincy and the Tutoring Center in Plymouth provide free individual and group tutoring services for students in various subject areas via professional and peer tutors. Nursing, Medical Laboratory Technician, Surgical Technology and Physical Therapist Assistant programs must also meet professional accreditation requirements to ensure quality and currency. Success of these programs is measured by external professional licensure and certification. To ensure the quality of individual courses, full-time faculty are required to review one course per semester, updating course outcomes, textbooks, and learning activities, and verifying that they support the College mission and core outcomes. These are vetted by the Curriculum and Review Committee.

The College uses multiple communication methods to promote student awareness of policies and programs that enhance the student experience, retention, and success rates. A mandatory First-Year Seminar course was recently revised to promote campus services and guide new students in navigating the College. The President communicates to faculty and students through his [Welcome Letter](#) and online [President's Message](#). Additionally, he talks at community meetings, Board meetings, President Unplugged events, open houses, pinning ceremonies, and graduation. Moreover, the College takes advantage of social media sites, such as [Facebook](#), [Twitter](#), and [LinkedIn](#), to communicate with the community. [The QC Voice](#) provides articles that enhance visibility of the College's programs, policies, and philosophy. We also recently launched a “[Driven by Data](#)” campaign to facilitate a culture of data collection, evaluation, and assessment. To better support community outreach, the College's Communications and Marketing Department now has content experts and graphic designers. A testament to their efforts is evident in the recent video production: [The Quincy College Experience](#).

The Office of Institutional Research and Assessment (IR) is responsible for gathering, analyzing, and reporting many integral measures of success at the College. IR presents results monthly at committee meetings, the Dean's Council, Senior Staff Meetings, and to the Board of Governors as well as each semester as part of faculty professional development days. All faculty and staff are encouraged to use data sources and may make data requests. Major sources of student success data are outlined below.

All new matriculating students are assessed with the Accuplacer or LOEP test prior to enrollment. Results are used to advise students to take either college-level or developmental coursework as well as ESL courses when necessary. (See Appendix: Policy 4.08-Academic Placement Policy).

The Graduate Survey is a 6-month follow up for each graduate. The survey asks students to detail their continuing education and employment, and to reflect on their experience at the College. Graduates rate their ability to complete tasks corresponding to general education and program outcomes. The survey also asks employers who hire our graduates to assess their skill level and competencies. Results are broken out by degree level, academic program, and campus location (Plymouth or Quincy). Final reports are presented to the President, the SVPAA, Board of Governors, and the appropriate deans. (See Appendix: Sample 2015 Graduate Survey).

A survey of Human Services graduates led to several changes. Two new certificate programs were added: Gerontology and Substance Abuse. Instructors also updated textbooks and are more closely aligning outcomes with schools with which we have new articulation agreements. This increased enrollment in Human Services as well as the number of graduates transferring to 4-year schools.

The Student Satisfaction Survey is completed each spring by a representative sample of about 20-25% of the student body. This survey asks students why they chose Quincy College, potential factors that may cause them to withdraw, and overall satisfaction with more than 20 elements of the college experience. Results offer areas of opportunity and growth for the College and can be broken down by academic program, degree- vs non-degree-seeking, campus location, race, veteran vs. non-veteran, and full-time status. (See Appendix: 2015 Student Satisfaction Survey).

The College complies with the mandatory reporting of IPEDS data to the Department of Education. IPEDS tracks enrollment trends with regard to race, gender, and student status (full-time vs. part-time). After IPEDS data is collected in October and reported to the Department of Education, a *Fast Facts* bulletin giving a glimpse of the last 3 years is disseminated online via the [IR website](#). The Associate Vice President (AVP) of IR reviews the data with the President, Board of Governors, and Senior Staff. The AVP also discusses this data with faculty during professional development days.

Every semester, students are asked to complete an evaluation for each course they take. Evaluations provide feedback on content, instructors' grasp of subject matter, and instructional methods. In Spring 2015, the College implemented a new online course evaluation system via a third-party platform, SmartEvals. The new system is especially effective in turnaround time for analysis—faculty are e-mailed their student feedback approximately 48 hours after the course ends. Additionally, faculty have access to all current and past course evaluation reports online. Features on SmartEvals allow faculty to easily see their strongest and weakest areas, and give/get advice from other Quincy College instructors. The new system also enables faculty, deans, and the SVPAA to log in and review results for faculty they supervise. College-wide analyses are completed for the Spring and Fall semesters, and results are broken down by faculty status (contract and adjunct), academic division, and campus location. (See Appendix: Course Evaluation Questions for both lecture and clinical courses).

Each academic year, the Program Review Committee reviews scheduled programs through a vigorous process, with cycles ranging from 2 to 9 years. The committee includes representation from faculty, staff, Senior Staff, and students (See Appendix: Program Review Schedule). Program Review responds to criteria established by advisory boards, licensure demands, professional organizations, and articulation agreements. Using data from various sources (see Template for Data for Program Review), the committee assesses program vitality and compatibility with student needs, the community workforce, and our mission. Results are shared with the Board of Governors and resources are allocated to address recommendations made.

At the College, each office routinely collects data to ensure effectiveness of policies and procedures. Advising, Financial Aid, Admissions, International Services, Career Services, and the Business Office have instituted student satisfaction surveys to ensure that their processes work. Students who interacted with these offices answered questions on what went well and what could be improved, and also provided suggestions. Offices that do not work directly with students have been involved in similar evaluations. Namely, Communication and Marketing and Institutional Research implemented surveys to ensure that they are effective in outreach and interaction with faculty and staff.

Offices also gather data relating directly to student success. For example, Student Development surveys students and tracks usage each semester to determine subjects and times offered for the Learning Center. Students may also use the 24/7 online tutoring system SmartThinking, which assesses their performance and guides them in specific content areas. Moreover, Advising asks students on Academic Probation why they've struggled, what supports they utilized, and their future plans.

Academic departments work to ensure their measures of student success align with best practices in academia and industry. Medical Lab Technician, Biotechnology and Compliance, Surgical Technology, Exercise Science, and Computer Science hold annual advisory board meetings with industry professionals. Outcomes in popular introductory (100-level) courses, including those in Anatomy and Physiology as well as Biology, have been assessed as a result of these advisory boards. In the Natural Science program, final examination questions must relate to course outcomes, which helps ensure consistency between sections as well as clear expectations throughout the semester. Students in Arts and Business programs are assessed by faculty through portfolios, which may include paintings, photographs, sculptures, case studies, business plans, or contracts. Some academic programs include clinical coursework, practicums, or internships that test skill achievement. For example, the Nursing, Surgical Technology, Medical Laboratory Technician, and Early Childhood Education programs assess students in professional settings and work to bridge theoretical knowledge with practical skills.

The Community College Survey of Student Engagement (CCSSE) is a national survey that allows the College to benchmark our students' success against other 2-year colleges, Massachusetts state colleges, and similar-sized institutions. CCSSE assesses institutional practices and student behaviors indicative of engagement, learning, and retention. The College participated in CCSSE in 2010 and 2014, improving in each of the five benchmarked areas.

In Spring 2015, the College participated in a pilot assessment for the Educational Testing Service (ETS) using their new HEIghten Assessment Suite. About 100 students volunteered to take 3 tests from the Assessment Suite: Written Communication, Quantitative Literacy, and Critical Thinking. ETS Assessments allow us to benchmark our students on a national, state, and regional level as well as with other two-year and four-year colleges.

Quincy College will use the HEighten Assessment Suite to assess its core outcomes in Spring 2016, focusing on areas of Written Communication and Quantitative Literacy, which map directly to 2 of our General Education Outcomes:

1. Articulate thoughts in English in a coherent, unified, well-structured manner.
2. Draw logical conclusions from qualitative and quantitative data presented in both graphic and narrative form.

About 800 students (over 15% of our study body) will participate in this assessment: 400 from First-Year Seminar and 400 who completed the core requirements in Math or English. Results will help to assess what students learn after completing those core requirements.

Each month during the academic year the President holds an open forum for students, alternating between the Plymouth and Quincy campuses. Students can come and speak with the President or other Senior Staff members in an informal setting. If students raise concerns, the President may work with IR to institute a student survey or review applicable data. For example, the President discussed moving toward offering four-year degrees at one Unplugged forum. In a follow-up survey implemented to understand student support behind the initiative, 94% of students indicated interest in completing a Bachelor's degree at the College (See Appendix: Four-Year Degree Survey Report).

IR holds at least two student focus groups per academic year to address issues that arise. In 2014, IR held two focus groups to discuss course evaluations with students—their thoughts on the purpose of course evaluations, the process, and potential changes. IR also facilitated four focus groups for the Library to learn how students viewed it as a campus resource. As a result, a library action plan for the coming academic year was created that focused on how the Library can better support students and engage them with learning resources such as e-books and online videos.

Appraisal

Data indicates that Quincy College has an ethnically-diverse student body. The Student Satisfaction Survey highlights that students of color at the College are significantly less satisfied with their experiences than white peers in terms of classroom instruction, access to faculty, and student services such as the Library and tutoring. Results from Student Life surveys also indicate that students would like to establish clubs highlighting their racial and ethnic cultures (e.g., African-American, Hispanic, Asian).

The College develops and maintains programs that meet the demands of the workforce and/or facilitate transfer to higher institutions. Standards set by the Curriculum and Review Committee ensure programs have a coherent design with courses of appropriate depth, breadth, and sequential progression. New programs such as Physical Therapy Assistant, Engineering Technology, and Biotechnology & Compliance offer students the opportunity to work with the same state-of-the-art equipment used in the workplace. A community partnership with the City of Quincy and local businesses now offers a funding source for student internships. This partnership began in Spring 2016 and will continue to encourage community engagement and experiential learning. Several majors were modified to afford increased transfer opportunities, e.g., Exercise Science, Natural Science, and Mathematics. The expanding number of articulation agreements attest to the competency and compatibility of our programs. (See Appendix: Articulation Agreements)

Surveys have highlighted concerns regarding our academic programs. Students indicated a need for more help in finding internships. Results from an Advising Survey found that some students were uncertain which courses met degree requirements.

The College continues to grow critical staff to better analyze data and serve and inform students. Institutional Research and Assessment added one full-time and one half-time employee to aid in regular data collection and analysis, which helps improve decision making. Commutations and Marketing is now at full strength and expanding communication with students and the community. Their recent development of concise, well-designed academic program flyers provides an improved understanding of program flow and requirements. A new filled position in Workforce Development and Community Engagement will assist in the procurement of additional grant money for programs as well as career opportunities for students. The Director of Student Life, who coordinates all student activities, has expanded clubs, organizations, and athletics that enhance the college experience.

Accuplacer and LOEP results are important in placing our students in the core curriculum. Results from these tests, however, are not reliably transferred into the student information system (SIS), which makes tracking student progress more difficult. Placement test results are also not consistently checked for validity and any results based on that data could be called into question. Currently, the College has no formal, written, and readily-available guidelines for data entry.

We have made increasing efforts to ensure that IPEDS reporting is reliable from year-to-year and have looked into graduation/retention rates more carefully. When identifying first-time, full-time students, we now integrate data from the National Student Clearinghouse. This improved data demonstrates that our 3-year first-time, full-time graduation rates are lower than previously thought. The traditional IPEDS definition of graduation rate, however, only captures a small portion of our student body.

The Graduate Survey is an important instrument for acquiring alumni data; nonetheless, contacting graduates is a challenge. The response rate, even after 4 attempts, is only about 28-35%. Also, a significant portion of graduates are lost due to incorrect contact information. Only certain programs, such as Surgical Technology, consistently keep in touch with their graduates. Further, students are more reluctant to speak with members of the administration with whom they are unfamiliar. The involvement of faculty, department chairs, and/or deans may help increase response rates.

To better address these issues, the College formed a Data Quality Committee with representation from Advising, the Registrar, Admissions, Financial Aid, International Services, IR, and Information Technology. This committee works on current and historical data issues with regard to the SIS (e.g., ensuring that students' program entry/exit dates are correct). The committee is currently formulating written guidelines for the entry and update of information in the SIS. These guidelines will also be helpful in indexing what information is included in various databases.

With the implementation of online course evaluations, faculty have a much shorter turnaround time for results, allowing changes to be implemented more quickly. Further, deans can initiate early conversations with their faculty and track their progress over time.

For proposed courses and course updates, many data sources are utilized. These include results of advisory board meetings, the program review process, or specific program accreditations. Some academic programs map course assignments to course outcomes, and course outcomes to program outcomes. However, this practice is not implemented college wide. Doing so will ensure consistent and effective assessment of student learning.

Quincy College program reviews are comprehensive and informative. The program review process has worked well in identifying areas of improvement and allocation of resources. Hiring faculty and staff, increasing and improving lab spaces, dividing programs and differentiating, and adding programs, clinical sites, internships, appropriate technology, and student clubs are a few examples of how program review integrates with planning and resource allocation.

Program reviews cover the following main areas:

- Program Goals: Identifies target population, fit with college mission, and community need.
- Environmental Scan: Occupational and discipline trends, trends in sister institutions, national trends, education trends, and implications of those trends for QC.
- Community Need: Occupational outlook, employment requirements, and transfer outlook.
- Quality Factors: Faculty, instructional methodology, resources, currency of the program, student access, student outcomes, partnerships and student satisfaction, employer satisfaction, and external accreditation.
- Advisory Committee: Makeup, effectiveness, and evaluation of advisory boards and committees.
- Enrollment Patterns and Productivity: Graduation rates, retention rates, benchmarking with sister institutions, and demographic analysis.
- Program Cost and Availability of Resources: Resources within the program, shared resources, staffing, and specific discipline lab currency/efficiency.

Program review includes a report with major findings and recommendations. These recommendations set the basis for planning and resource allocation used to support claims we make to students. Reviews call attention to retention and graduation rates, and ask how we can better guide students. For example, Natural Sciences recognized through faculty, student, and transfer institution feedback that students needed a stronger math curriculum, more depth, and a clearer course sequence. As a result, the program revamped its curriculum in Fall 2015. A new guided pathway clarifies what courses are required and when they should be taken. It also provides more flexibility through additional electives. These changes should increase program completion and transferability. Such “pathways” are now available for all degree programs. Each contains a suggested semester-by-semester schedule by which to take courses (available in QC Catalog).

Changes have been made as a result of student surveys implemented by our offices. The Advising Office, for example, learned that students were confused as to what courses they take should and when. Therefore, Advising implemented a Degree Audit feature on the My QC Portal. Students also now have direct access to individual degree program requirements on the College website. For each degree program, a pathway document includes the program description and outcomes as well as required and elective courses (See Appendix: Program Pathway for the [AS in Nursing degree](#)).

Feedback is used to support the development of new programs and to review existing courses, programs, and facilities. Based on student surveys, the Program Review Committee recommended that work areas in MLT labs be expanded. As a result, those labs were reorganized to give more space to each student. Further, while our Biotechnology & Compliance program focuses on *single-use* bio-manufacturing, industry feedback pointed out that learning CPASP (a cleaning place and sterilizing place) techniques would help our students in the job market. The head of Biogen’s Manufacturing Department later helped establish such a setup for our Biotechnology program.

The U.S. Department of Education recognized Quincy College as the [leader in 2-year degree-granting public schools](#) in Massachusetts in terms of salaries after graduation. Our Biotechnology students

typically find jobs before graduating and make about \$40,000 per year on average. One alumnus of the program stated: “There’s so many possibilities with this field. It’s endless, really.”

A community partnership with the City of Quincy and MountainOne Bank currently provides \$10,000 to pay student interns. Shire has also committed \$25,000 to help students in the Biotechnology & Compliance program. This support is especially beneficial to students who may not have otherwise been able to gain valuable experience in the industry associated with their major because they needed to work help support themselves or their families while in school.

Our students successfully transfer to a wide range of local, regional, and national schools. In recent years, these have included Becker College, Boston University, Brandeis, Carnegie Mellon, Columbia University, Curry College, Duke University, Howard University, Labouré College, Northeastern University, and each of the UMass campuses. Articulation agreements exist with many of these schools to ensure a clear pathway to a 4-year degree. Agreements are based on the assessment of competency and compatibility of our programs. When appropriate, we make adjustments to better align with sister and 4-year transfer institutions. The Dean of Online Learning and Inter-Institutional Affairs continues to expand agreements. Currently, the College uses data from the National Student Clearinghouse to track where students transfer; however, this data can be cumbersome and time consuming to analyze.

Some of our healthcare programs have definitions and measures of student success. For example, Surgical Technology and MLT track the success of students, licensure passage, and job placement. Other programs do not track students as diligently or at all. Nursing must evaluate both clinical agencies and instructors. Therefore, the Nursing Division created an Assistant Dean for Clinical Experiences position to better track and evaluate students’ clinical experiences. Clinical course evaluations are also now incorporated into the new online system. Students and instructors often switch clinical assignments, however, which is not communicated effectively within the Division or to IR to support accurate course evaluation tracking.

Results from the College’s participation in both the CCSSE and ETS HEIghten pilot indicate that our students perform below the national average/our peer institutions on multiple measures of success and skill levels. The CCSSE does, however, indicate that the College improved from 2010 to 2014 in all five benchmark areas: active/collaborative learning, student effort, academic challenge, student-faculty interaction, and support for learners. Of note, in 2014 the College scored in the 70th percentile for *academic challenge*, above both the national average and our peers. Analysis of our Spring 2016 assessment will help further benchmark students’ learning at the national and regional level.

Quincy College provides students with many opportunities to be active at the College and in our community. Multiple lines of communication exist between students and administrators, many of which are face to face. President’s Unplugged, membership on College committees, student focus groups, and ad-hoc surveys allow students to discuss an array of issues. Incentives from pizza to gift cards for the bookstore are utilized to increase student involvement. In several ways, clubs and organization connect students to our internal and external communities. For example, the Gamma Beta Phi honor society requires and tracks civic participation. The Drama Club puts on a play each semester that is open to the public. Students in Computer Club give demonstrations at open houses, and recently during a visit by a local STEM girls camp. Students who take part in an annual Code-A-Thon receive tickets to attend and network at Boston’s premier videogame festival. The Gay/Straight Alliance (GSA) educates through guest speakers and informational tables staffed by students. The GSA coordinates with local agencies to provide print material on LGBTQ+ issues. Beyond these examples, others ways to support and

encourage student participation are needed. Further, the College must do a better job tracking participation hours and outcomes.

Although the College frequently measures success with respect to its mission, some aspects of the process have been informal. The Driven by Data campaign seeks to formalize such measures and demonstrate to the wider community how they are incorporated into decision making.

PROJECTION

In 2017-18, the Director of Institutional Advancement will develop an enhanced alumni database. This will afford valuable information with regards to learning/employment outcomes and enhance community outreach programs.

In Fall 2018, the Director of Student Life will work with the Office of Institutional Research and Assessment (IR) to conduct assessments of and report on opportunities for co-curricular learning and campus involvement. This report will include survey results of students on how they view co-curricular activities with regard to their overall learning experience.

With respect to measures of success, the Data Quality Committee will vet written guidelines for data governance to ensure validity and reliability in Student Information System (SIS) data by the end of 2016. These guidelines will be readily available to all staff and faculty on the Quintranet. The committee will work with administrative department heads to ensure that procedures are updated to meet these guidelines.

IR will work with academic divisions and the Registrar's Office to ensure that student contact information is updated each semester. Department chairs and/or division deans will aid IR in contacting students for the Graduate Survey to increase response rates. This will go into effect in Fall 2016.

By Spring 2018, IR will research alternate definitions for graduation rates, such as the Voluntary Framework of Accountability. This will provide a more valid measure of graduation rates, as IPEDS definitions only account for a small percentage of our students.

Effective Fall 2018, IR will report results of formal measures of success on an annual basis (as reports are completed) to the Senior Staff as well as faculty during non-instructional days. Reports from each of these formal measures will be de-identified and available to all faculty and staff on the Quintranet. IR will meet with relevant department chairs, deans, or the Senior Staff to review changes that have been made during the previous year, prior to each iteration of these assessments.

Administrative departmental surveys will continue on at least an annual basis. During Summer 2017, IR will work with individual department heads to finalize survey questions and analyze results. Department heads will be responsible for integrating feedback into daily practice.

Effective Spring 2017, IR will survey graduates when they apply for graduation as to their plans after Quincy College. This will include information on institutions to which they plan to transfer. Coupled with

National Student Clearinghouse data, this survey should give a more accurate picture of what percentage of our students transfer to other schools as well as their outcomes at these schools.

In Summer 2017, Academic departments will work to more accurately track their students' outcomes, especially with regard to those programs that include licensure or certification. Deans will work with IR and Advising to track student progress accordingly.

The Assistant Dean for Clinical Experiences in Nursing will work with the SVPAA and IR to create a plan to reliably evaluate student clinical experiences. All evaluations will occur online with the new course evaluation system. A formal plan will be in place for the 2017-2018 academic year.

Program and Curriculum review processes will ensure consistent mapping of course assignments and outcomes to larger program and core outcomes. Every major course assignment should be mapped directly back to a course/program outcome. During their scheduled review processes, full-time faculty who review courses and Program Review Committee members will seek to assure that this mapping has taken place. During Spring 2017, IR will collaborate with the Program Review Committee to update the data template for program review

During Summer 2017, IR, working together with the academic departments and Student Life, will create a data collection plan to track student involvement in their communities. This will include student participation in clubs and activities at the College as well as community service outside of the school.

Effective Fall 2016, under the leadership of IR, the Driven by Data campaign will work with various data sources on campus to evaluate how the College is fulfilling its mission. These results will be made readily available to students, faculty, and staff.



STANDARD 9

**Integrity, Transparency,
and Public Disclosure**

STANDARD
9

STANDARD NINE: INTEGRITY, TRANSPARENCY, AND PUBLIC DISCLOSURE

INTEGRITY

Description

The College has numerous policies that help it promote integrity, fairness, equality and diversity concerning employees, students and the community. These policies appear in a variety of publications including, the college website, and the Quincy College Catalog.

The College Catalog contains academic policies, student rights and responsibilities, an equal opportunity/non-discrimination policy, and information on fairness when dealing with students, faculty, and staff. The College is committed to meeting and exceeding all federal, state, and local statutes governing equal opportunity and inclusion. The College “encourages diversity....” (part of our mission) through openness, tolerance, respect, and a policy of non-discrimination.

The College’s non-discrimination policies and practices receive prominent attention on the Board’s website, and in faculty, employee and student handbooks. Further, diversity is celebrated through space provided for student clubs and organization, prayer groups, cultural fairs, and special events. Attention is also paid to the depiction of diversity among faculty, staff and students in College photos, videos, website and print publications.

Quincy College’s website provides students with information on the pursuit of learning goals. It answers general questions on degree programs, the admissions process, financial aid resources, and support services. Contacts and important links to other sites are included for current and prospective students. For health career majors special requirements are outlined and students are directed to the respective program information. Information regarding upcoming events and dates of interest to students are communicated through the website, monthly calendars displayed throughout our campuses, bulletin boards, social media and the QC Voice newspaper.

The College’s policies on acceptance of transfer credit, as well as its Transfer, Articulation, and Mobility Agreements which allow graduates of certain Associate Degree programs to transfer with advanced standing to particular baccalaureate programs are also published. Via these agreements, courses taken at Quincy College count towards the Bachelor’s degree as if taken at the four-year institution. Elsewhere, our students’ credits are accepted on a course by course basis.

All college employees, whether engaged in academic or administrative endeavors, are subject to the policies specified in the Quincy College Handbook and other pertinent documents. The Employee Handbook addresses areas such as: Personnel Policies and Procedures, Workplace Safety, Employment Salary Administration and Pay Practices, Employee Benefits Program, Leave of Absence, and the College Community, Facilities and Services.

The College conducts research primarily in the area of Exercise Science, using only human study participants. The Institutional Review Board (IRB), which falls under the Department of Institutional Research and Assessment, provides precise policies for human research participants in complete accordance with federal guidelines. The IRB assumes responsibility for safeguarding the rights and welfare of all human research subjects involved in studies conducted by Quincy College faculty.

Quincy College provides community service through student organizations, such as the Gamma Beta Phi and Phi Beta Kappa honor societies. Moreover, area residents may access the College Health and Fitness Center whose director authors health and fitness columns weekly in the Patriot Ledger and monthly in the South Shore Senior newspaper. Fitness Center instructors offer free periodic health and fitness lectures at local senior centers, retirement communities, hospitals, businesses and service clubs. In addition, they produce periodic radio and television segments on health and fitness. College faculty offer presentations and workshops on a variety of topics ranging from mindfulness to substance abuse. Each semester the College hosts an author series in conjunction with the Thomas Crane Library. We also support multiple fund raising projects that impact multiple segments of surrounding communities, including Quincy Interfaith Social Services, the National Brain Tumor Walk, and various cancer societies, and other avenues and actions that impact various segments of the surrounding communities.

A list of approved student activities is located on the College website and on page 75 in the Quincy College Catalog. A monthly calendar of events collated by the Student Life Office is posted throughout all campuses and in the QC Voice newspaper. Additional opportunities for student engagement and involvement are sought on an ongoing basis. Faculty may include students in off-site learning through attendance at seminars, museum tours, and plays. Faculty who wish to include such an excursion in their curricula must obtain approval from their division dean or department chair prior to the event.

The College also publishes in the Catalog a Student Code of Conduct that stipulates appropriate student conduct while on campus or attending College activities. In addition, steps associated with discipline are outlined. (See Appendix: Student Code of Conduct)

The resolution of grievances is governed by a) union contracts for faculty and staff and b) institutional policies for students. Faculty grievance policies and procedures are found in the Quincy Education Association Unit D Contract as well as the Faculty Handbook. Staff grievance policies and procedures are found in the Quincy Education Association Unit E Contract. Student grievance policies and procedures concerning academic and conduct issues are found in the College Catalog and the QC Student Handbook. For students in external placements required as part of their academic program, information on how to pursue a grievance that stems from a clinical or internship placement is provided in the appropriate Program Handbook. Students may also appeal suspensions or dismissals as described in the College Catalog and Student Handbook.

The College regularly assesses its policies and procedures to ensure currency and accuracy. Comprehensive review took place during the strategic planning process that occurred in 2009 and a new review is currently underway. Negotiations for collective bargaining agreements also lend to a thorough review of policies and procedures related to integrity and as described in this standard. Furthermore, the College's internal Policies and Procedures Committee reviews and assesses policies on an as-needed basis.

In its relationship with the Commission on Institutions of Higher Education, the College seeks to comply with all applicable Commission standards, policies, Requirements of Affiliations, and requests. The College takes great measure to ensure all information is current and easily accessible. In Summer 2016, a new updated version of our website was launched. In addition to listing current tuition and fees, the website now contains the last 8 editions of the College Catalog as well as the most current version. While the online catalog clearly states curriculum and learning outcomes, the old website's content had become outdated or irrelevant and required a thorough review. The new website corrects these issues. Appropriate use of our online portal for students and faculty also helps to declutter our main website.

Appraisal

To better respond to incidents, in Fall 2014, the College designed and implemented a technology enhanced incident reporting system intended to allow any member of the college community to report an academic or other incident in which they felt warranted an alert to the college and/or follow-up by the College. (See Appendix: Incident Report Form) The incident reports filed since Fall 2014, fall into the following categories: violations of academic integrity, violations of code of conduct violation, health, facility or other emergency incidents, and grade appeals.

The academic grade appeal process guides student grievances concerning grades. The grade appeal process focuses on whether there was fairness in the implementation of a faculty member's grading policy. If the Committee determines, after making written findings, that the grade as originally determined by the faculty member is not justified, then it may change the final grade to the grade that the majority of the Committee present determines to be appropriate. The final grade appeal policy was carefully vetted through College governance, including the College Senate, and was adopted by the Quincy College Board of Governors in October 2004.

In approximately 90 percent of appeals, the original faculty grade calculation is typically upheld. For example, based on the number of class sections and actual enrollment in those sections, there was a mathematical possibility of 15,300 student grade appeals for the Fall 2014 semester. In fact, there were 44 student grade appeals heard for the entire college, 28 of which involved only three faculty from a single division. The three faculty comprised less than one percent of the total faculty, but accounted for 63.6% of student grade appeals. As a result of the grade appeal process the Academic Review Committee uncovered practices of concern in that division. The Committee made recommendations to the College which resulted in the re-evaluation of that division's grading practices and institution of policies that were clear, reflective of the entirety of the student's education, and equitably implemented.

When a full-time college employee files a grievance, the employee also is entitled to representation by QEA bargaining unit personnel. There have been few employee grievances filed during the last two academic years. At the time of the self-study there are no faculty and one staff outstanding grievances.

After going through college governance, the policy for student appeals of suspension from the College due to academic probation status was updated in May 2015 for implementation in Fall 2015. (See Appendix: Academic Probation Policy)

Although the College conducts a formal revision of catalog content every year, some discrepancies remain. For example, the self-study process revealed examples of courses listed in the catalog which had not been taught in the previous two consecutive years. According to Standard 9.2, those should be removed

TRANSPARENCY

Description

The College maintains a public presence through the College website (www.quincvcollege.edu). In particular the "About Us" page details specific information regarding every department and offering at

the College. Archival versions of the College catalog are available online, in the offices of advising, admissions and registrar, and through the Quincy College libraries. The website also provides a "forms" page where links for downloadable copies of the catalogs and schedules can be found. Annually, the Institutional Research Office – together with the Marketing department, prepares materials, including a "Fast Facts" brochure, containing summative statistics on program enrollment, performance outcomes, success in placement, and achievement of graduates or faculty.

Appraisal

Quincy College noticed that a significant proportion of visitors to the College website are accessing the site from a mobile device or tablet. In order to provide a premium public presentation of our information the College is in the process of a total re-coding of the site so that it that it will be responsive. A responsive website can identify the visitor's screen size and orientation and change the layout so as to present the information in the most optimized way for that screen. The goal is to provide an optimal viewing and interaction experience—easy reading and navigation with a minimum of resizing, panning, and scrolling—across a wide range of devices (from desktop computer monitors to mobile phones and tablets).

The website includes describes a range of college policies and processes – including those for admission, employment, grading, assessment, student discipline and the consideration of complaints and appeals. These descriptions are listed online in the Catalog, on dedicated webpages, and in the student handbook. The admission process is available in the student catalog and on the Quincy College website. Quincy College is accredited by the New England Association of Schools and Colleges, Inc.

The accreditation status of programs subject to professional accreditation (surgical technology, medical laboratory technician, nursing and physical therapist assistant) is also listed on the College website, Catalog, and program brochures.

Contact information for all regular members of the College is listed in the online directory. In addition there is a "Contact Us" link that provides users our online feedback page which also contains links to the Quincy College Support Portal.

The College's external marketing materials contains contact information including website address, mailing addresses, an 800 number, and campus specific phone numbers.

The College's fiscal policies and procedures, as well as copies of the annual budget are also contained online. Further information pertaining to the Budget policies and procedures can be located at the College Business link.

The Department of Institutional Research and Assessment collects data regarding programs, including the documentation provided by the Program Review Committee. This department also collects data from course evaluations, post-graduation employment rates, and student success information. The data depict strengths and areas for improvement which are communicated on a regular basis to individual faculty, program directors and deans. Our progress in improving the level of service is carefully monitored and regularly discussed in faculty, division, and college-wide meetings.

The Program Review Committee has a schedule in place until the year 2030 which shows when each Program is going to be reviewed. On average each Program is reviewed every four years, with a few exceptions of Programs that are reviewed every 3, 5 or 6 years. The Program Review Committee uses data and other type of verifiable information to determine how well the program is functioning and the

degree to which it is meeting its objectives. Each review cycle produces a report that shows the strengths of the program, acknowledge its weaknesses, and provides a plan for the future. The Committee also provides recommendations for improving the quality and/or sustaining the excellence of a program.

PUBLIC DISCLOSURE

Description

To ensure currency and consistency the marketing department works collaboratively with institutional areas and departments to review and update all electronic publications.

Information about admissions and the cost of attendance is in brochures, flyers, and other printed materials that are mailed to prospective applicants. These information packets refer candidates to the website, where supplemental data can be obtained and where the College Catalog and other printable forms concerning academic programs and support services can be downloaded. Links to the Cost of Education, Financial Aid, Fast Facts, and Tuition & Fees are accessible from our main webpage. Page 3 of the College Catalog provides information on the expected amount of student debt upon graduation and is also provided in the Quincy College Course Catalog. A description of the size and characteristics of the student body can be located on the website section "Who our Students Are." Information regarding the campus settings can be found on the website section "College Profile."

The Quincy College Bulletin contains information on courses and programs offered for the current semester, with campus locations. The Bulletin can be found on the current semester page. Additionally, information regarding courses, programs, and locations for Flex Semesters are on the website. Information on institutional learning and physical resources for students is located in website sections for Academic Divisions. The availability of academic and other support services is described on the website via a page on "Student Development." Co-curricular and non-academic opportunities available to students can be found under the "Departments, Clubs and Organizations" section of the website.

Quincy College is a not-for-profit institution without any religious affiliation. Our institution publishes its mission online and in printed materials. A list of all current contract faculty members and long time (ten years or more) adjunct faculty who have attained Adjunct Professor status, along with their ranks, department affiliation, and credentials, is published in the College catalog. All current administrative staff is listed in the catalog, along with their titles and degrees held.

The Quincy College website houses biographies (including employment history) of all current members of the Board of Governors. The Table of Organization is updated monthly to show any changes among personnel titles, function and individuals, along with any open positions.

The only third party contractual agreements involving the third party interacting with students on behalf of the College are 1) the College's contract with Barnes & Noble Education Division to provide College Bookstore Services; 2) clinical affiliation agreements with multiple providers of health and allied health services to provide clinical placement for students in the College's health careers programs; 3) dual enrollment agreements with some nearby high schools; and 4) internship agreements;

The College has signed articulation agreements with other four-year colleges and universities. However, These institutions do not represent Quincy College in their interaction with students or other parties.

Located on the Quincy College's home page is the 2015 - 2016 Quincy College Catalog. Page 5 of the catalog has the current information on the Quincy College's accreditation. A direct web link to the 2015 - 2016 Quincy College's catalog is: http://quincycollege.edu/images/uploads/Quincy_College_Catalog.pdf.

Appraisal

Information regarding the College, programs, courses and services available is updated periodically in the print materials as well as the website. Quincy College publishes the locations and programs available at both the Quincy and Plymouth campuses on the college website (www.quincycollege.edu) and in the college catalog. The location of the Plymouth campus is accompanied by a map and directions to reach the campus from the North, South, and West, as well as by public transportation (commuter railroad) on page 8 of the Quincy College 2014-2016 Catalog.

The Quincy College Catalog is updated and published online annually. Changes in programs, courses, services and personnel that occur during the current catalog period are posted for the next catalog edition. Courses that have not been taught for two consecutive years and are not scheduled to be taught during the third calendar year should not be listed in the current college catalog.

The College is constantly updating its website to improve its accessibility and usability.

Quincy College publishes information on student success including rates of retention, graduation rates, and other measures of student success within the Course Catalogue (pages 2-3). The College's approach is to continually monitor student success measures through the resources of our Department of Institutional Research. Our goal is to see a constant improvement in the metrics we use to measure a number of areas year over year. As part of our appraisal process, the Department of Institutional Research is also tracking our statistics as measured against other similar colleges.

The Financial Aid Office offers students counseling and support in creating a financial aid program that is customized to the needs of each student. Further, the Admissions Department assists with directing students to the necessary financial aid forms upon acceptance into the College. The typical length of study is based on the individual students' goals. For example, if a student is enrolled in an associate degree program, the desired time to achieve completion is two years. The actual time in the program can also be changed if a student does not stay in full-time status. For certificate programs, the normal time is one year or less, but once again this time can be flexible and dependent on other factors in the students' life. Other student classifications include non-matriculating, part time, and non-degree seeking.

Prospective contracts involving possible representation on behalf of the College are reviewed by the College's executive team with revisions and refinements made to clarify the roles of the contracting parties. The College benefits from the extensive experience in higher education contractual agreements possessed by each of its executives. See Appendix: Resumes

The College's change in Fall, 2014 to Barnes & Noble as its provider of bookstore services was accompanied by a) better access via expanded hours, more convenient locations for both campuses, and a broader array of items available online; b) availability of educational tools (including laptops and Ipads loaded with instructional materials) and supplies enabling students to have these items paid for through their accounts and covered by financial aid. Barnes and Noble has also made available online instructional resources for faculty.

Barnes & Noble Education Division, Inc. is a private corporation entirely separate from Quincy College. The relationship between the College and Barnes and Noble as separate entities is clearly highlighted in the bookstore name: Barnes & Noble @ Quincy College as typified on the Quincy College bookstore link.

Similarly, the materials prepared on behalf of the College by consulting firm Advanced Data Risk Management were clearly marked as such. (See Appendix: cover page of Quincy College Emergency Response Guide) Further when ADRM staff have provided training, assisted with the development of the College's safety and security planning, and guided full-scale exercises, the ADRM employees have always identified themselves by providing their name, title and the company name. For much of 2015, for example, ADRM worked with the Quincy Police Department and college leadership to plan a full scale exercise of an active shooter scenario. The exercise was successfully implemented in December, 2015 with participation by 40+ officers, 30+ students, and 20+ college personnel. The ADRM President/CEO – who led the scenario - identified himself to all participants and described ADRM's role. The scenario packets were clearly marked as having been prepared by Advanced Data Risk Management. (See Appendix: Operation Granite Shield cover)

Roles and responsibilities of clinical affiliate partners and course internship providers are also defined in signed agreements. Students also sign documents affirming their understanding of the purpose and policies which guide their participation in clinical placements and internships.

The Office of Inter-Institutional Affairs was established in 2014-15 to oversee agreements with other educational institutions, including high schools and colleges. During that academic year, the Office created a master dual enrollment agreement to be signed by partner high school and a procedural manual to be provided to dual enrollment partners. In addition, an internal high school summit was held for campus staff engaged with high schools during Spring 2015.

The Dean of Online and Inter-Institutional Affairs has attended NEASC workshops, become familiar with new NEASC guidelines on dual enrollment arrangements, and sought to ensure that the College's dual enrollment programs are in compliance with NEASC standards. The College elected to structure its dual enrollment programs such that the College retains oversight of the curriculum, appointment and monitoring of high school faculty teaching dual enrollment courses on location at the high school. (See Appendix: dual enrollment master agreement, guide, and agenda and materials for campus high school summit)

The College leadership is aware of most engagement by college personnel with high schools. However, there may still be outstanding arrangements which pre-existed the establishment of the Office of Inter-institutional Affairs.

PROJECTION

The LMS pilot concluded at the end of the spring 2016 semester and the rollout of the Canvas system occurred in Fall 2016. Training for all faculty, administration, and students is ongoing. The Dean of Online Programs and Inter-institutional affairs also created a Canvas Communique to provide tips and helpful information about the Canvas LMS. The Dean will offer additional training throughout the Fall 2016 and Spring 2017 terms.

The College has established a policies and procedures task force to update the QC Policies and Procedures Manual. The Task Force has identified a review schedule for all policies and procedures, as well as help determine which college entities should have primary responsibility to undertake the review. The manual will reside in a relational data base on the College's website to which any reference

in college materials will link. The purpose of this latter step is to ensure consistency and accuracy in the publication of all college policies and procedures, wherever they are printed or shown.

In Fall 2018 The IR office will review current surveys to determine which should include questions regarding the clarity and consistency of the College's materials across multiple media. Also, an employee survey should be implemented in conjunction with HR to obtain direct feedback from employees regarding policies, procedures and institutional effectiveness in this area.

Search button capability was added to the new website which launched in Summer 2016. However the search tool does not yet operate properly and the Marketing office will work with the website consultant to improve the functionality of the search tool by July 2017.

Other upgrades were to include the ability to allow users to sort areas of study by type (degree or certificate) and campus (Quincy or Plymouth). By September 2017 users should be able to select a specific area of study and then be able to view the names and descriptions of the courses included under that area of study.

On the new website all semesters (Flex, Fall, Winter, Spring & Summer) will have their own tabs under one page. This will allow users to easily access the most up-to-date information for each semester.

In Fall 2016, uniforms will be added to the list of course supplies/materials to be sold through the bookstore. This action will be most helpful for students on financial aid because students can apply aid to their bookstore account and have that aid cover the uniforms directly.

In Summer 2017, A high school summit will be scheduled for partner high school faculty and staff with representation mandatory from dual enrollment partner schools. The purpose of the summit will be to collectively update current and prospective partners on opportunities for collaboration, as well as on NEASC standards for dual enrollment.

"DATA FIRST" FORMS
GENERAL INFORMATION

Institution Name: Quincy College

OPE ID: 220500

		Annual Audit	
		Certified: Yes/No	Qualified Unqualified
Financial Results for Year Ending:	06/30		
Most Recent Year	2015	Yes	Unqualified
1 Year Prior	2014	Yes	Unqualified
2 Years Prior	2013	Yes	Unqualified

Fiscal Year Ends on: 06/30 (month/day)

Budget / Plans

Current Year	2016
Next Year	2017

Contact Person: Kimberly Puhala, Ph.D.

Title: Assoc. VP, Inst. Research & Assessment

Telephone No: 617-984-1727

E-mail address: kpuhala@quincycollege.edu

Most recent year financial results per Martin Ahern 4/7/16
 1 Year prior (per Joe Mercurio email 10/29/15)
 2 Years prior (per Martin Ahern updated 1/15/16)

Standard 1: Mission and Purposes

Attach a copy of the current mission statement.

Document	URL	Date Approved by the Governing Board
Institutional Mission Statement	http://www.quincycollege.edu/a	7/28/2011

Mission Statement published	URL	Print Publication
1 Quincy College Catalog 2015-2016	http://quincycollege.edu/images/uploads/Quincy_College_Catalog.pdf	Quincy College Catalog 2015-2016, p.6; Posted on television screens throughout campus, both in Quincy and Plymouth; on Quincy College business cards, posted on walls throughout campus. Also listed in several documents, including the Employee Handbook, Faculty Handbook, Practical Nurse Handbook, Associate Degree in Nursing Handbook, Phlebotomy Handbook, Quincy College Policy Manual, Quincy College website, and Quincy College Bulletin
2		
3		
4		

Related statements	URL	Print Publication
1 Civility Statement	http://quincycollege.edu/images/uploads/Quincy_College_Catalog.pdf	Quincy College Catalog 2015-2016, p.3
2 Values	http://quincycollege.edu/images/uploads/Quincy_College_Catalog.pdf	Quincy College Catalog 2015-2016, p.6
3 Non-discrimination	http://quincycollege.edu/images/uploads/Quincy_College_Catalog.pdf	Quincy College Catalog 2015-2016, p.3

Standard 2: Planning and Evaluation

PLANS

Strategic Plans

Immediately prior Strategic Plan

Current Strategic Plan

Next Strategic Plan

Year of Completion	Effective Dates	URL or Folder Number
?	2006	?
?	2006-2011	?
?	2009	QC Strategic Financial Plan Final 091609 v3
?	2009-2014	

Other institution-wide plans

Master plan

Academic plan

Financial plan

Technology plan

Enrollment plan

Capital Plan

Development plan

Full Time Faculty plan

(Add rows for additional institution-wide plans, as needed.)

?	N/A	?	N/A	?	N/A
?	N/A	?	N/A	?	N/A
?	2009	?	2009-2014	?	QC Strategic Financial Plan Final 091609 v3
?	Updated Annually	?	2007-2012	?	
?	2009	?	2009-2014	?	Part of Strategic Financial Plan (p.6)
?	2009	?	2009-2014	?	Part of Strategic Financial Plan (p.9)
?	N/A	?	N/A	?	N/A
?	2009	?	2009-2014	?	Part of Strategic Financial Plan (p.10)

Plans for major units (e.g., departments, library)

?	1	?	?	?	?
?	2	?	?	?	?
?	3	?	?	?	?
?	4	?	?	?	?

(Add rows for additional plans, as needed.)

EVALUATION

Academic program review

Program review system (colleges and departments). System last updated:

Program review schedule (e.g., every 5 years)

Sample program review reports (name of unit or program)

1 Biotechnology and Compliance
2 Liberal Arts
3 Accounting (Associates and Certificate)
4 Healthcare Administration and Medical Billing and Coding
5 Medical Laboratory Technician
6 Surgical Technology
7 Business & Management & Business Transfer
8 Human Services
9 Computer Science
10 Phlebotomy
11 Criminal Justice & Law Enforcement
12 Exercise Science

URL or Folder Number

?	5/17/2013
?	Depends upon program (varies from every 2 to 3 years to every 9 years)

?	Spring 2016
?	Fall 2015
?	Spring 2015
?	Fall 2014; To be re-reviewed Fall 2016 because Fall 2014 review was faulty
?	Spring 2014
?	Spring 2014
?	Fall 2013
?	Spring 2013
?	Fall 2012
?	Fall 2012
?	Spring 2012
?	Fall 2011

(Insert additional rows, as appropriate.)

System to review other functions and units

Program review schedule (every X years or URL of schedule)

Ongoing surveys of students for each department (approximately 2 cycles/department/year)

Sample program review reports (name of unit or program)

1 Quincy College Plymouth Campus Student Survey
2 Plymouth Round 2 Report
3 Admissions Survey Report, October 2013
4 Anselmo Library Survey Results Round 1
5 Business Office
6 Financial Aid Walk-in Survey Report
7 Financial Aid Emailed Survey Report
8 Financial Aid Round 2 Survey
9 Copy Center Survey Report 022613
10 Career Services
11 International Office
12 Advising Survey (ongoing)
13 Library First Year Seminar Survey
14 Institutional Research Staff Survey
15 Marketing Survey

file date: 12/5/2013
file date: 1/21/2014
file date: 10/2/2013
file date: 8/21/2013
file date: 12/30/2013
file date: 6/18/2013
file date: 6/20/2013
file date: 1/15/2014
file date: 2/26/2013
file date: 1/7/2014
file date: 1/23/2014
file date: 4/13/2015
file date: 12/22/2014
file date: 10/28/2014
file date: 2/27/2015

(Insert additional rows, as appropriate.)

Other significant evaluation reports (Name and URL or Location)

<i>Example: Advising: www.notrealcollege.edu/advising</i>
1 2014 Graduate Survey Report (ongoing) - \\file01\SharedDrive\IR\Surveys\Graduate_Survey\2014_Grad_Survey
2 2015 Student Satisfaction Report - \\file01\SharedDrive\IR\Surveys\Student_Satisfaction\2015_St_Sat
3 Community College Survey of Student Engagement - \\file01\SharedDrive\IR\Surveys\CCSSE\CCSSE 2014
4 Faculty Evaluation forms and summary graphs distributed to Deans
5 Adjunct Faculty online evaluations
6 Chronicle's Great Colleges to Work For
7 Campus Safety Survey Report
8 Campus Sexual Assault Climate Survey
9 Student Focus Groups

Date
1995
Spring, 2015; 2015 Graduate Survey data collection ongoing
July, 2015; 2016 Student Satisfaction Survey data collection ongoing Spring 2016
Administered in March-April 2010 and in March-April 2014; planned administration Spring 2017
At the end of every Fall and Spring semester; all faculty have access to results of course evaluations each semester through the online SmartEvals system
At the end of every Fall and Spring semester; all faculty and Deans have access to results of course evaluations through the online SmartEvals system
2012 and 2014; data collection ongoing Spring 2016
2012
Administered in November 2015
file date: 9/8/2015

10 Educational Testing Service (ETS) Pilot Study Report
11 ETS Assessment #1

file date: 11/04/2015
Data Collection ongoing in Spring 2016

Standard 3: Organization and Governance (Locations and Modalities)

Campuses, Branches, Locations, and Modalities Currently in Operation (See definitions, below)

(Insert additional rows as appropriate.)

	City	State or Country	Date Initiated	Enrollment*
<input checked="" type="checkbox"/> Main campus	Quincy	MA	1958	3,919
<input checked="" type="checkbox"/> Other principal campuses	Plymouth	MA	1991	910
<input checked="" type="checkbox"/> Branch campuses	N/A	N/A	N/A	N/A
<input checked="" type="checkbox"/> Other instructional locations	N/A	N/A	N/A	N/A
Distance Learning, e-learning				Enrollment*
		Date Initiated	N/A	
	First on-line course	Fall, 2006		
	First program 50% or more on-line	N/A		
	First program 100% on-line	N/A		
<input checked="" type="checkbox"/> Distance Learning, other Modality	N/A		Date Initiated	Enrollment*
<input checked="" type="checkbox"/> Correspondence Education	N/A		Date Initiated	Enrollment*
<input type="checkbox"/> Low-Residency Programs Program Name	N/A		Date Initiated	Enrollment*

Definitions

Main campus: primary campus, including the principal office of the chief executive officer.

Other principal campus: a campus away from the main campus that either houses a portion or portions of the institution's academic program (e.g., the medical school) or a permanent location offering 100% of the degree requirements of one or more of the academic programs offered on the main campus and otherwise meets the definition of the branch campus (below).

Branch campus (federal definition): a location of an institution that is geographically apart and independent of the main campus which meets all of the following criteria: a) offers 50% or more of an academic program leading to a degree, certificate, or other recognized credential, or at which a degree may be completed; b) is permanent in nature; c) has its own faculty and administrative or supervisory organization; d) has its own budgetary and hiring authority.

Instructional location: a location away from the main campus where 50% or more of a degree or Title-IV eligible certificate can be completed.

Distance Learning, e-learning: A degree or Title-IV eligible certificate for which 50% or more of the courses can be completed entirely on-line.

Distance Learning, other: A degree or Title IV certificate in which 50% or more of the courses can be completed entirely through a distance learning modality other than e-learning.

Correspondence Education (federal definition): Education provided through one or more courses by an institution under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor. Interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student. Correspondence courses are typically self-paced. Correspondence education is not distance education.

* Report here the annual unduplicated headcount for the most recently completed year.

Standard 3: Organization and Governance

Please attach to this form:

- 1) A copy of the institution's organization chart(s).
- 2) A copy of the by-laws, enabling legislation, and/or other appropriate documentation to establish the legal authority of the institution to award degrees in accordance with applicable requirements.

If there is a "related entity," such as a church or religious congregation, a state system, or a corporation, describe and document the relationship with the accredited institution.

Name of the related entity	City of Quincy
URL of documentation of relationship	

Governing Board

URL

By-laws	
Board members' names and affiliations	http://quincycollege.edu/board-of-governors

Board committees

URL or document name for meeting minutes

<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>a. Finance and Facilities Committee</td></tr> <tr><td>b. Personnel and Programs Committee</td></tr> <tr><td>c. By-Laws Review Committee</td></tr> <tr><td>d. Labor Relations Committee</td></tr> </table>	a. Finance and Facilities Committee	b. Personnel and Programs Committee	c. By-Laws Review Committee	d. Labor Relations Committee	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>http://www.quincycollege.edu/minutes</td></tr> <tr><td>Meeting minutes and subcommittee meeting minutes are posted</td></tr> <tr><td> </td></tr> </table>	http://www.quincycollege.edu/minutes	Meeting minutes and subcommittee meeting minutes are posted	
a. Finance and Facilities Committee								
b. Personnel and Programs Committee								
c. By-Laws Review Committee								
d. Labor Relations Committee								
http://www.quincycollege.edu/minutes								
Meeting minutes and subcommittee meeting minutes are posted								

(Insert additional rows as appropriate.)

Major institutional committees or governance groups*

URL or document name for meeting minutes

<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>a. Senate</td></tr> <tr><td>-Curriculum Development and Review Committee</td></tr> <tr><td>-Policies and Procedures Committee</td></tr> <tr><td>-Student Life Committee</td></tr> <tr><td>-Institutional Issues Committee</td></tr> <tr><td>-Program Review</td></tr> <tr><td>b. Student Government</td></tr> </table>	a. Senate	-Curriculum Development and Review Committee	-Policies and Procedures Committee	-Student Life Committee	-Institutional Issues Committee	-Program Review	b. Student Government	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>http://sharepoint01/senate/Document</td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> </table>	http://sharepoint01/senate/Document					
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-Policies and Procedures Committee														
-Student Life Committee														
-Institutional Issues Committee														
-Program Review														
b. Student Government														
http://sharepoint01/senate/Document														

(Insert additional rows as appropriate.)

*Include faculty, staff, and student groups.

**Standard 4: The Academic Program
(Summary - Enrollment and Degrees)**

Fall Enrollment* by location and modality, as of Census Date

Degree Level/ Location & Modality	Associate's (Fall 2015)	Bachelor's	Master's	Clinical doctorates (e.g., Pharm.D., DPT, DNP)	Professional doctorates (e.g., Ed.D., Psy.D., D.B.A.)	M.D., J.D., DDS	Ph.D.	Total Degree- Seeking FTE
Main Campus FTE	1,922	N/A	N/A	N/A	N/A	N/A	N/A	1,922
Other Campus FTE	453	N/A	N/A	N/A	N/A	N/A	N/A	453
Branches FTE	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Other Locations FTE	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Overseas Locations FTE	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
On-Line FTE	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Correspondence FTE	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Low-Residency Programs FTE	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Total FTE	2,375	0	0	0	0	0	0	2,375
Unduplicated Headcount Total	3,794	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Degrees Awarded, Most Recent Year	560	N/A	N/A	N/A	N/A	N/A	N/A	N/A

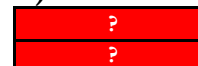
Student Type/ Location & Modality	Non- Matriculated Students	Visiting Students	Title IV-Eligible Certificates: Students Seeking Certificates
Main Campus FTE	179	N/A	150
Other Campus FTE	45	N/A	31
Branches FTE	N/A	N/A	N/A
Other Locations FTE	N/A	N/A	N/A
Overseas Locations FTE	N/A	N/A	N/A
On-Line FTE	N/A	N/A	
Correspondence FTE	N/A	N/A	N/A
Low-Residency Programs FTE	N/A	N/A	N/A
Total FTE	224	N/A	181
Unduplicated Headcount Total	597	N/A	341
Certificates Awarded, Most Recent Year	n.a.	n.a.	133

Notes:

- 1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.
- 2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category "low-residency programs."
- 3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.

* For programs not taught in the fall, report an analogous term's enrollment as of its Census Date.

Standard 4: The Academic Program
(Credit Hours Generated By Department or Comparable Academic Unit)



3 Years Prior	2 Years Prior	1 Year Prior	Current Year*	Next Year Forward (goal)
Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016

Undergraduate

P ACC	951	912	894	936	
ARA	30	33	21	21	
ART	669	420	471	405	
BIO	4,583	4,545	4,463	4,727	
BTC	128	140	224	310	
BUS	999	1,137	1,161	1,248	
CHE	1,263	1,291	1,142	1,304	
CHN	27	24	27	-	
CJS	1,188	1,218	1,170	1,290	
CSA	477	519	267	342	
CSI	2,466	2,937	2,712	2,916	
ECO	747	738	771	621	
EDU	429	513	573	582	
EGR	N/A	N/A	N/A	21	
ENG	5,490	5,751	5,700	5,694	
ENV	60	28	63	128	
ESL	486	393	549	537	
EXS	315	279	318	501	
FIN	18	15	87	135	
FRN	99	78	81	87	
GOV	897	876	1,131	1,170	
HCA	0	-	12	-	
HIS	1,791	1,776	1,425	1,632	
HSC	822	794	864	777	
HSV	222	228	582	471	
IDS	1,563	1,653	2,031	1,806	
ITA	0	36	66	33	
LAW	357	357	237	369	
MAT	4,916	5,106	4,996	4,717	
MBC	114	111	186	102	
MGT	324	204	234	204	
MKT	150	204	222	327	
MLT	162	255	493	496	
MUS	105	21	102	51	
PHB	75	120	129	105	
PHL	438	417	438	435	
PHY	194	188	206	212	
PNU	1,107	1,119	1,207	1,287	
PSY	2,652	2,649	2,994	3,117	
PTA	N/A	N/A	N/A	123	
RNU	2,684	2,630	2,626	2,939	
SOC	1,641	1,587	1,788	1,557	
SPN	204	183	225	222	
SUR	145	147	159	157	

file after 10/15/16

Standard 5: Faculty
(Appointments, Tenure, Departures, and Retirements, Full Academic Year)

	3 Years Prior		2 Years Prior		1 Year Prior		Current Year*		Next Year Forward (goal)	
	AY 2012-13		AY 2013-14		AY 2014-15		AY 2015-16		AY 2016-17	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
# of Faculty Appointed ?										
Professor	0	0	-	-	-	-	-	-		
Associate	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Assistant	N/A	N/A	N/A	N/A	4	N/A	4	N/A		
Instructor	8	0	8	-	8	1	8	N/A		
Other	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Total	8	-	8	-	12	1	12	-	-	-
# of Faculty in Tenured Positions ?										
Professor					15	-	15	-		
Associate	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Assistant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Instructor	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Other	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Total	-	-	-	-	15	-	15	-	-	-
# of Faculty Departing ?										
Professor	0	0	-	-	1	-	1	-		
Associate	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Assistant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Instructor	5	0	3	-	4	-	-	-		
Other	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Total	5	-	3	-	5	-	1	-	-	-
# of Faculty Retiring ?										
Professor	0	0	-	-	-	-	1	-		
Associate	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Assistant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Instructor	0	0	-	-	-	-	-	-		
Other	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Total	-	-	-	-	-	-	1	-	-	-

*"Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

**Standard 5: Faculty
(Highest Degrees and Teaching Assignments, Fall Term)**

	3 Years Prior		2 Years Prior		1 Year Prior		Current Year*		Next Year Forward (goal)	
	Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT

Highest Degree Earned: Doctorate

Professor	2	N/A	3	N/A	4	N/A	7	N/A		
Associate										
Assistant					2	-	4	N/A		
Instructor	7	1	9	-	12	-	12	N/A		
Other										
Total	9	1	12	-	18	-	23	-	-	-

Highest Degree Earned: Master's

Professor	10	N/A	12	N/A	11		11	N/A		
Associate										
Assistant					1		4			
Instructor	21	3	22	2	24	2	27	2		
Other										
Total	31	3	34	2	36	2	42	2	-	-

Highest Degree Earned: Bachelor's

Professor	0	N/A	-	N/A						
Associate										
Assistant										
Instructor	2	0	2	-	1		1			
Other										
Total	2	-	2	-	1	-	1	-	-	-

Highest Degree Earned: Professional License

Professor										
Associate										
Assistant										
Instructor										
Other										
Total	-	-	-	-	-	-	-	-	-	-

Fall Teaching Load, in credit hours

Professor	Maximum	30		30		30		30		30	
	Median	30		30		30		30		30	
Associate	Maximum										
	Median										
Assistant	Maximum				30		30		30		
	Median				30		30		30		
Instructor	Maximum	30		30		30		30		30	
	Median	30		30		30		30		30	
Other	Maximum										
	Median										

Explanation of Teaching Load (if not measured in credit hours):

*"Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

Standard 5: Faculty
(Number of Faculty by Department or Comparable Unit, Fall Term)

3 Years Prior		2 Years Prior		1 Year Prior		Current Year*		Next Year Forward (goal)	
Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016	
FT	PT	FT	PT	FT	PT	FT	PT	FT	PT

Number of Faculty by Department (or comparable academic unit)

Contract (Unit D) Primarily Instruction Faculty	43	4	49	2			69	2		
Professional Programs (formerly Business & Public Service)	9	2	12	-						
Liberal Arts	12	2	10	1						
Natural & Health Sciences	8	-	11	1						
Nursing	14	-	16	-						
Adjunct & Clinical Faculty		282		279		273		284		
Professional Programs (formerly Business & Public Service)		52		49		44		54		
Liberal Arts		103		72		66		57		
Natural & Health Sciences		40		51		58		55		
Nursing		24		64		60		69		
Plymouth		63		43		42		44		
						2		3		
Chairs/Coordinators/Clinical	4	2	6	-	6	1	5	2		
Professional Programs (formerly Business & Public Service)	-	-	-	-	-	-	-			
Liberal Arts	-	-	-	-	-	-	-			
Natural & Health Sciences	4	2	7	1	3	-	4	1		
Nursing	-	-	-	-	-					
Plymouth					3	1	1	1		
Librarians	4	1	4	1	4	-	4	-		
Unit D	4	1	4	1	4	-	4	-		
Total	102	578	119	565	20	547	87	572	-	-

*"Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

**Standard 5: Faculty
(Rank, Gender, and Salary, Fall Term)**



		3 Years Prior		2 Years Prior		1 Year Prior		Current Year*		Next Year Forward (goal)	
		Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016	
		FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Number of Faculty											
Professor	Male	2		3		4		9			
	Female	10		12		11		9			
Associate	Male										
	Female										
Assistant	Male					1		2			
	Female					2		6			
Instructor	Male	14	3	19	1	18	2	16	2		
	Female	16	1	14	1	19	1	24			
Other	Male		122								
	Female		146								
Total	Male	16	125	22	1	23	2	27	2	-	-
	Female	26	147	26	1	32	1	39	-	-	-

Total Faculty

Professor	12	-	15	-	15	-	18	-	-	-
Associate	-	-	-	-	-	-	-	-	-	-
Assistant	-	-	-	-	3	-	8	-	-	-
Instructor	30	4	33	2	37	3	40	2	-	-
Other	-	268	-	-	-	-	-	-	-	-
Total	42	272	48	2	55	3	66	2	-	-

Salary for Academic Year

		FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Professor	Minimum	\$72,142	N/A	\$74,142	N/A	76,280	N/A	71,254	N/A		
	Mean	\$75,862	N/A	\$77,849	N/A	80,016	N/A	81,353	N/A		
Associate	Minimum										
	Mean										
Assistant	Minimum					58,000	N/A	59,000	N/A		
	Mean					63,433	N/A	63,427	N/A		
Instructor	Minimum	\$47,249	\$22,483	\$49,749	\$32,677	48,500	25,000	50,800	26,150		
	Mean	\$63,567	\$29,027	\$64,168	\$34,698	62,700	29,514	65,947	30,889		
Other	Minimum										
	Mean										

*"Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

Standard 6: Students (Enrollment, Fall Census Date)

?

Credit-Seeking Students Only - Including Continuing Education

		3 Years Prior	2 Years Prior	1 Year Prior	Current Year*	Next Year Forward (goal)
		Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
UNDERGRADUATE		See attached enr				
First Year	Full-Time Headcount	1,312	1,234	1,294	1,324	
	Part-Time Headcount	1,756	1,839	1,856	1,839	
	Total Headcount	3,068	3,073	3,150	3,163	-
	Total FTE	1,772	1,815	1,884	1,842	
Second Year	Full-Time Headcount	518	484	524	520	
	Part-Time Headcount	909	1,019	1,031	1,049	
	Total Headcount	1,427	1,503	1,555	1,569	-
	Total FTE	873	909	956	939	
Third Year	Full-Time Headcount					
	Part-Time Headcount					
	Total Headcount	-	-	-	-	-
	Total FTE					
Fourth Year	Full-Time Headcount					
	Part-Time Headcount					
	Total Headcount	-	-	-	-	-
	Total FTE					
Unclassified	Full-Time Headcount					
	Part-Time Headcount					
	Total Headcount	-	-	-	-	-
	Total FTE					
Total Undergraduate Students						
	Full-Time Headcount	1,830	1,718	1,818	1,844	-
	Part-Time Headcount	2,665	2,858	2,887	2,888	-
	Total Headcount	4,495	4,576	4,705	4,732	-
	Total FTE	2,645	2,724	2,840	2,781.0	-
	% Change FTE Undergraduate	na	3.0%	4.3%	-2.1%	-100.0%
GRADUATE						
	Full-Time Headcount					
	Part-Time Headcount					
	Total Headcount	-	-	-	-	-
	Total FTE					
	% Change FTE Graduate	na	-	-	-	-
GRAND TOTAL						
	Grand Total Headcount	4,495	4,576	4,705	4,732	-
	Grand Total FTE	2645	2724	2840	2781	-
	% Change Grand Total FTE	na	3.0%	4.3%	-2.1%	-100.0%

*"Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

ollment indicator

Standard 6: Students (Financial Aid, Debt, and Developmental Courses)

? Where does the institution describe the students it seeks to serve?

--

3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Budget***	Next Year Forward (goal)
AY 2012-13	AY 2013-14	AY 2014-15	AY 2015-16	AY 2016-17

From IPEDS d From IPEDS data files by loan type

? **Student Financial Aid**

Total Federal Aid	\$14,396,883	\$15,315,074	\$15,868,405	\$18,099,823	
Grants	\$6,802,757	\$7,260,497	\$7,810,952	\$8,603,933	
Loans	\$7,428,823	\$7,871,112	\$7,880,694	\$9,323,168	
Work Study	\$165,303	\$183,465	\$176,759	\$172,722	
Total State Aid	\$237,900	\$210,000	\$241,300	\$204,266	
Total Institutional Aid	\$19,141	\$9,337	\$5,100	\$12,835	
Grants	\$19,141	\$9,337	\$5,100	\$12,835	
Loans	\$0	\$0	\$0	\$0	
Total Private Aid	\$362,860	\$560,458	\$483,797	\$501,861	
Grants	\$29,860	\$18,253	\$20,000	\$28,900	
Loans	\$333,000	\$542,205	\$463,797	\$472,961	

Student Debt

Percent of students graduating with debt*

Undergraduates					
Graduates	N/A	N/A	N/A	N/A	N/A

For students with debt:

Average amount of debt for students leaving the institution with a degree

Undergraduates					
Graduates	N/A	N/A	N/A	N/A	N/A

Average amount of debt for students leaving the institution without a degree

Undergraduates					
Graduate Students	N/A	N/A	N/A	N/A	N/A

FY13 FY14 FY15

Cohort Default Rate

Draft - 14.9%	not avail	not avail		
---------------	-----------	-----------	--	--

Percent of First-year students in Developmental Courses**

English as a Second/Other Language	2.3%	1.8%	2.5%	2.4%	
English (reading, writing, communication skills)	7.5%	7.2%	9.4%	8.2%	
Math	6.7%	15.5%	18.1%	14.4%	
Other	N/A	N/A	N/A	N/A	N/A

* All students who graduated should be included in this calculation.

**Courses for which no credit toward a degree is granted.

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|

**Standard 7: Library and Other Information Resources
(Information Technology)**

?

3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year* (actual or projection)	Next Year Forward (goal)
FY 2013	FY 2014	FY 2015	FY 2016	FY 2017

Number (percent) of students with own computers	Unknown	Unknown	Unknown	Unknown	Unknown
--	---------	---------	---------	---------	---------

Course management system Jenzebar E-racer and JICS

Number of classes using the system					
Classes on the main campus (Quincy)	1389	1450	1580	avail 7/2016	avail. 7/2017
Classes offered off-campus (Plymouth)	358	384	412		
Distance education courses (Online courses)	101	65	88		

Bandwidth

On-campus network	100 Mbps	1 Gbps	1 Gbps	1 Gbps	1 Gbps
Off-campus access					
commodity internet (Mbps)	40 Mbps	40 Mbps	40 Mbps	300 Mbps	300 Mbps
high-performance networks (Mbps)	NA	NA	NA	NA	NA
Wireless protocol(s)	802.11g	802.11g	802.11n	802.11n	802.11n

Network

Percent of residence halls connected to network					
wired	N/A	N/A	N/A	N/A	N/A
wireless	N/A	N/A	N/A	N/A	N/A
Percent of classrooms connected to network					
wired	100%	100%	100%	100%	100%
wireless	100%	100%	100%	100%	100%
Public wireless ports	14	22	34	34	40

Multimedia classrooms (percent)

Main campus	100%	100%	100%	100%	100%
Branches and locations	100%	100%	100%	100%	100%

IT Personnel (FTE)

Main campus	4.0	5.0	6.0	6.0	7.0
Branch campuses	0.0	0.0	1.0	1.0	1.0
Dedicated to distance learning	0.0	0.0	0.0	0.0	0.0

Software systems and versions

Students	Jenzebar EX 4.6.6, most recent upgrade on 9/24/16 (To version 6)
Finances	Jenzebar EX 4.6.6, Four J's Munis (City System)
Human Resources	Four J's Munis (City System), Information Exchange
Advancement	Jenzebar EX 4.6.6
Library	Sirsi Dynax
Website Management	Microsoft Information Internet Services (IIS), Shoutgun Flat (Public website)
Portfolio Management	NA
Interactive Video Conferencing	NA
Digital Object Management	NA

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Standard 7: Library and Other Information Resources

(Library)

					?
	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year* (actual or projection)	Next Year Forward (goal)
	AY 2012-13	AY 2013-14	AY 2014-15	AY 2015-16	AY 2016-17
Expenditures/FTE student					
Materials	\$ 35	\$ 42	\$ 41	\$ 145,006	
Salaries & Wages	\$ 101				
Other operating	\$ 2	\$ 2	\$0.34	\$ 20,894	
Collections					
Total print volumes	13,893	10,171	10,543	12,472	
Electronic books	37,917	32,190	240,593	202,509	
Print/microform serial subscriptions	113	84	12	6	
Full text electronic journals	13	7	1,922	1,778	
Microforms	0	0	0	0	
Total media materials	1,173		17,168	18,030	
Personnel (FTE)					
Librarians -- main campus	5.0	5.0	4.0	4.25	
Librarians -- branch campuses	0.5	0.5	1.0	1.0	
Other library personnel -- main campus	0.5	0.5	1.0	1.0	
Other library personnel -- branch campus	0.0	0.0	0.0	0.0	
Library Instruction					
Total sessions -- main campus	109	112	118	132	
Total attendance - main campus	1,874	2,062	2,114	2,338	
Total sessions -- branch campuses	40	24	47	44	
Total attendance -- branch campuses	553	349	649	639	
Reference and Reserves					
In-person reference questions	16,899.00	19,658.00	18,064.00	14,732.00	
Virtual reference questions	51.00	28.00	38.00	Not Available	
Traditional Reserves:					
courses supported	All	All	All	All	
items on reserve	230.00	372.00	396.00	713.00	
E-Reserves:					
courses supported	n/a	n/a	n/a	n/a	
items on e-reserve	n/a	n/a	n/a	n/a	
Circulation (do not include reserves)					
Total/FTE student	2	4	4	3	
Total full-text article requests	n/a	n/a	n/a	n/a	
Number of pageviews to library website	101,839.00	128,153.00	119,746.00	124,189.00	
Student borrowing through consortia or contracts	n/a	n/a	n/a	n/a	
Availability/attendance					
Hours of operation/week main campus	62.5	62.5	62.5	62.5	
Hours of operation/week branch campuses	38	38	38	38	
Gate counts/year -- main campus	98,912	92,059	97,869	91,583	
Gate counts/year -- average branch campuses	2,534	1,911	4,510	5,024	
URL of most recent library annual report:	Available but not on website yet				
URL of Information Literacy Reports:	Available but not on website yet				

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 Revised July 2011

Standard 8: Physical and Technological Resources

Campus location	Serviceable Buildings	Assignable Square Feet (000)	Emailed to Martin and Bill 1/15/14 Bill provided information 2/2014
Main campus	140,731	91,775	
Other U.S. locations			
International locations	0	0	

	8 Years Prior	7 Years Prior	6 Years Prior	5 Years Prior	4 Years Prior	3 Years Prior	2 Years Prior	1 Year Prior	Current Year*	Next Year Forward (goal)
	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017
Revenue (\$000)										
Capital appropriations (public institutions)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating budget	\$14,574,490	\$16,334,393	\$14,898,485	\$14,080,109	\$13,944,504	\$14,424,273	\$14,808,141	\$18,042,602	Data Avail.	Estimate
Gifts and grants	\$173,743	\$91,890	\$95,913	\$100,808	\$129,925	\$418,187	\$2,026,690	\$1,070,355	Data Avail.	Estimate
Debt										
TOTAL	\$14,748,233	\$16,426,283	\$14,994,398	\$14,180,917	\$14,074,429	\$14,842,460	\$16,834,831	\$19,112,957	\$0	\$0
Expenditures (\$000)										
New Construction	\$1,653,788	\$664,026	\$0	\$0	\$0	\$0	\$0	\$0	Data Avail.	Estimate
Renovations, maintenance and equipment										
Technology										
TOTAL	\$1,653,788	\$664,026	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Assignable square feet (000)	Main campus	Off-campus	Total
Classroom	27,778	0	27,778
Laboratory	15,291	0	15,291
Office	48,686	0	48,686
Study			0
Special			0
General			0
Support			0
Residential			0
Other			0

Major new buildings, past 10 years (add rows as needed)

Building name	Purpose(s)	Assignable Square Feet (000)	Cost (000)	Year
Newport Hall	Classes/lab/offices	49,500		2006-2012
President's F	Classes/lab/offices	87,156		2012-2020

New buildings, planned for next 5 years (add rows as needed)

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year

Major Renovations, past 10 years (add rows as needed)

The list below includes renovations costing \$_____ or more

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year
Seville 2011	Science/bio labs	6,224	8.1	2012

Renovations planned for next 5 years (add rows as needed)

The list below includes renovations costing \$_____ or more

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year

*"Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

**Standard 9: Financial Resources
(Statement of Debt)**

FISCAL YEAR ENDS month & day (6 / 30)		8 Years Prior (FY2008)	7 Years Prior (FY2009)	6 Years Prior (FY2010)	5 Years Prior (FY2011)	4 Years Prior (FY2012)	3 Years Prior (FY2013)	2 Years Prior (FY2014)	Most Recently Completed Year (FY 2015)	Current Budget* (FY 2016)	Next Year Forward (FY 2017)
	DEBT										
	BEGINNING BALANCE	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	ADDITIONS	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	REDUCTIONS	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	ENDING BALANCE	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	INTEREST PAID DURING FISCAL YEAR	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CURRENT PORTION	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	BOND RATING										

DEBT COVENANTS: (1) DESCRIBE INTEREST RATE, SCHEDULE, AND STRUCTURE OF PAYMENTS; and (2) INDICATE WHETHER THE DEBT COVENANTS ARE BEING MET.

LINE(S) OF CREDIT: LIST THE INSTITUTION'S LINE(S) OF CREDIT AND THEIR USES.

FUTURE BORROWING PLANS (PLEASE DESCRIBE)

*"Current Budget" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

Standard 9: Financial Resources
(Statement of Revenues and Expenses)

FISCAL YEAR ENDS month & day: (06 / 30)		8 Years Prior (FY 2008)	7 Years Prior (FY 2009)	6 Years Prior (FY 2010)	5 Years Prior (FY 2011)	4 Years Prior (FY 2012)	3 Years Prior (FY2013)	2 Years Prior (FY2014)	Most Recently Completed Year (FY 2015)	Current Budget* (FY 2016)	Next Year Forward (FY 2017)
OPERATING REVENUES											
P	TUITION & FEES	\$14,574,490	\$16,334,393	\$14,898,485	\$14,080,109	\$13,944,504	\$14,424,273	\$14,808,141	\$18,042,602	\$31,096,315*	\$32,750,348*
P	ROOM AND BOARD	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	not available until 4	\$0
P	LESS: FINANCIAL AID										
	NET STUDENT FEES	\$14,574,490	\$16,334,393	\$14,898,485	\$14,080,109	\$13,944,504	\$14,424,273	\$14,808,141	\$18,042,602	\$0	\$0
P	GOVERNMENT GRANTS & CONTRACTS	\$173,743	\$91,890	\$95,913	\$100,808	\$129,925	\$418,187	\$2,026,690	\$1,070,335	not available until 4	
P	PRIVATE GIFTS, GRANTS & CONTRACTS										
P	OTHER AUXILIARY ENTERPRISES										
	ENDOWMENT INCOME USED IN OPERATIONS										
P	OTHER REVENUE (specify): Investment Income										
	OTHER REVENUE (specify): Other Core Revenues										
	NET ASSETS RELEASED FROM RESTRICTIONS	\$0	\$0	\$0	\$0	\$0	\$0	\$0			
	TOTAL OPERATING REVENUES	\$14,748,233	\$16,426,283	\$14,994,398	\$14,180,917	\$14,074,429	\$14,842,460	\$16,834,831	\$19,112,937	\$31,096,315	\$32,750,348
										* NOTE: IPEDS for FY16 will not be submitted until April, 2017 - total revenues and expenses from unaudited financial statement (attached) are included, but breakdown is not available	
OPERATING EXPENSES											
P	INSTRUCTION	\$7,337,896	\$8,400,577	\$11,621,806	\$12,175,648	\$12,877,477	\$15,216,838	\$18,162,625	\$19,747,741	\$28,321,170*	\$32,025,325*
P	RESEARCH					\$0	\$0	\$0	\$0		
P	PUBLIC SERVICE					\$0	\$0	\$0	\$0		
P	ACADEMIC SUPPORT	\$605,438	\$629,795	\$725,071	\$802,879	\$772,213	\$1,190,404	\$1,187,430	\$1,270,942		
P	STUDENT SERVICES	\$1,057,242	\$2,655,316	\$2,864,189	\$3,138,893	\$2,711,324	\$2,938,811	\$2,763,696	\$3,183,990		
P	INSTITUTIONAL SUPPORT	\$4,091,949	\$3,267,252	\$3,555,594	\$2,595,838	\$2,917,543	\$3,370,699	\$3,920,428	\$4,158,104		
	FUNDRAISING AND ALUMNI RELATIONS										
P	OPERATION, MAINTENANCE OF PLANT (if not allocated)	\$2,495,929	\$3,460,545	\$0	\$0	\$0	\$0	\$0	\$0		
P	SCHOLARSHIPS & FELLOWSHIPS (Cash refunded by public institutions)	\$775,864	\$796,865	\$1,217,918	\$1,590,850	\$2,518,604	\$1,294,158	\$1,255,477	\$1,075,058		
P	AUXILIARY ENTERPRISES										
P	DEPRECIATION (if not allocated)	\$236,849	\$524,463	\$0	\$0	\$0	\$0	\$0	\$0		
P	OTHER EXPENSES (specify): Other Expenses and Deductions			(\$1,217,918)	\$0	\$0	\$0	\$0	\$0		
	OTHER EXPENSES (specify):										
	TOTAL OPERATING EXPENDITURES	\$16,601,167	\$19,734,813	\$18,766,660	\$20,304,108	\$21,797,161	\$24,010,910	\$27,289,656	\$29,435,835	\$28,321,170	\$32,025,325

	CHANGE IN NET ASSETS FROM OPERATIONS	(\$1,852,934)	(\$3,308,530)	(\$3,772,262)	(\$6,123,191)	(\$7,722,732)	(\$9,168,450)	(\$10,454,825)	(\$10,322,898)	\$2,775,145	\$725,023
	NON OPERATING REVENUES										
?	STATE APPROPRIATIONS (NET)										
?	INVESTMENT RETURN	\$403,888	\$141,969	\$35,344	\$22,800	\$21,656	\$17,165	\$11,890	\$12,340		
?	INTEREST EXPENSE (public institutions)										
	GIFTS, BEQUESTS & CONTRIBUTIONS NOT USED IN OPERATIONS	\$79,218	\$51,500	\$30,162	\$0	\$67,691	\$35,500	\$37,150	\$35,750		
?	OTHER (specify): Federal Nonoperating grants	\$2,027,219	\$2,454,776	\$4,666,764	\$5,955,870	\$7,090,138	\$7,473,667	\$8,075,454	\$8,857,203		
	OTHER (specify): State Nonoperating grants	\$150,475	\$156,200	\$182,300	\$218,390	\$238,300	\$188,500	\$202,300	\$165,366		
	OTHER (specify):			\$98,152	\$43,160	\$59,064	\$80,873	\$0	\$0		
	NET NON OPERATING REVENUES	\$2,660,800	\$2,804,445	\$5,012,722	\$6,240,220	\$7,476,849	\$7,795,705	\$8,326,794	\$9,070,659	\$0	\$0
	INCOME BEFORE OTHER REVENUES EXPENSES, GAINS, OR LOSSES	\$807,866	(\$504,085)	\$1,240,460	\$117,029	(\$245,883)	(\$1,372,745)	(\$2,128,031)	(\$1,252,239)	\$2,775,145	\$725,023
?	CAPITAL APPROPRIATIONS (public institutions)										
?	OTHER										
	TOTAL INCREASE/DECREASE IN NET ASSETS	\$807,866	(\$504,085)	\$1,240,460	\$117,029	(\$245,883)	(\$1,372,745)	(\$2,128,031)	(\$1,252,239)	\$2,775,145	\$725,023

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Standard 9: Financial Resources
(Statement of Financial Position/Statement of Net Assets)

FISCAL YEAR ENDS month & day: (06 / 30)		6 Years Prior (FY 2009)	5 Years Prior (FY 2010)	4 Years Prior (FY 2011)	3 Years Prior (FY 2012)	2 Years Prior (FY 2013)	1 Year Prior (FY 2014)	Most Recent Year (FY 2015)	Percent Change 2 yrs-1 yr prior 1 yr-most recent	
ASSETS										
P	CASH AND SHORT TERM INVESTMENTS	\$12,068,395	\$13,756,870	\$13,526,727	\$13,803,289	\$13,091,782	\$0	\$0	-100.0%	-
P	CASH HELD BY STATE TREASURER								-	-
P	DEPOSITS HELD BY STATE TREASURER								-	-
P	ACCOUNTS RECEIVABLE, NET	\$859,607	\$945,007	\$1,557,211	\$1,648,924	\$2,587,141	\$14,890,523	\$14,044,994	475.6%	-5.7%
P	CONTRIBUTIONS RECEIVABLE, NET								-	-
P	INVENTORY AND PREPAID EXPENSES								-	-
P	LONG-TERM INVESTMENTS								-	-
P	LOANS TO STUDENTS								-	-
P	FUNDS HELD UNDER BOND AGREEMENT								-	-
P	PROPERTY, PLANT AND EQUIPMENT, NET	\$1,722,644	\$1,691,266	\$1,874,911	\$2,116,244	\$2,714,737	\$2,789,334	\$2,568,958	2.7%	-7.9%
P	OTHER ASSETS	\$1,133,000	\$1,133,000	\$1,133,000	\$1,133,000	\$1,133,000	\$1,133,000	\$1,133,000	0.0%	0.0%
	TOTAL ASSETS	\$15,783,646	\$17,526,143	\$18,091,849	\$18,701,457	\$19,526,660	\$18,812,857	\$17,746,952	-3.7%	-5.7%
LIABILITIES										
P	ACCOUNTS PAYABLE AND ACCRUED LIABILITIES	\$1,595,068	\$1,393,106	pending finance review	pending finance review	pending finance review	pending finance	pending finance review	#VALUE!	#####
P	DEFERRED REVENUE & REFUNDABLE ADVANCES	\$1,429,500	\$1,344,525	pending finance review	pending finance review	pending finance review	pending finance	pending finance review	#VALUE!	#####
P	DUE TO STATE								-	-
P	DUE TO AFFILIATES								-	-
P	ANNUITY AND LIFE INCOME OBLIGATIONS								-	-
P	AMOUNTS HELD ON BEHALF OF OTHERS								-	-
P	LONG TERM DEBT					\$0			-	-
P	REFUNDABLE GOVERNMENT ADVANCES								-	-
P	OTHER LONG-TERM LIABILITIES	\$1,709,040	\$2,498,014	\$3,147,899	\$4,095,129	\$5,649,082	\$7,002,932	\$28,605,574	24.0%	308.5%
	TOTAL LIABILITIES	\$4,733,608	\$5,235,645	\$5,684,322	\$6,539,813	\$9,060,760	\$7,002,932	\$28,605,574	-22.7%	308.5%
NET ASSETS										
	UNRESTRICTED NET ASSETS									
	INSTITUTIONAL	\$8,194,394	\$9,466,232	\$9,399,616	\$8,912,400	\$6,618,163	\$4,415,535	(\$16,686,153)	-33.3%	-477.9%
P	FOUNDATION								-	-
	TOTAL	\$8,194,394	\$9,466,232	\$9,399,616	\$8,912,400	\$6,618,163	\$4,415,535	(\$16,686,153)	-33.3%	-477.9%
	TEMPORARILY RESTRICTED NET ASSETS									

	INSTITUTIONAL	\$1,722,644	\$1,691,266	\$1,874,911	\$2,116,244	\$2,714,737	\$2,789,334	\$2,568,958	2.7%	-7.9%
P	FOUNDATION								-	-
	TOTAL	\$1,722,644	\$1,691,266	\$1,874,911	\$2,116,244	\$2,714,737	\$2,789,334	\$2,568,958	2.7%	-7.9%
	PERMANENTLY RESTRICTED NET ASSETS									
	INSTITUTIONAL	\$1,133,000	\$1,133,000	\$1,133,000	\$1,133,000	\$1,133,000	\$1,133,000	\$1,133,000	0.0%	0.0%
P	FOUNDATION								-	-
	TOTAL	\$1,133,000	\$1,133,000	\$1,133,000	\$1,133,000	\$1,133,000	\$1,133,000	\$1,133,000	0.0%	0.0%
	TOTAL NET ASSETS	\$11,050,038	\$12,290,498	\$12,407,527	\$12,161,644	\$10,465,900	\$8,337,869	(\$12,984,195)	-20.3%	-255.7%
	TOTAL LIABILITIES AND NET ASSETS	\$15,783,646	\$17,526,143	\$18,091,849	\$18,701,457	\$19,526,660	\$15,340,801	\$15,621,379	-21.4%	1.8%

**Standard 9: Financial Resources
(Supplemental Data)**

FISCAL YEAR ENDS month & day (6 / 30)		8 Years Prior (FY 2008)	7 Years Prior (FY 2009)	6 Years Prior (FY 2010)	5 Years Prior (FY 2011)	4 Years Prior (FY 2012)	3 Years Prior (FY 2013)	2 Years Prior (FY 2014)	Most Recently Completed Year (FY 2015)	Current Budget* (FY 2016)	Next Year Forward (FY 2017)
NET ASSETS											
	NET ASSETS BEGINNING OF YEAR	\$11,372,257	\$11,554,123	\$11,050,038	\$12,290,498	\$12,407,527	\$11,838,645	\$10,465,900	\$8,337,869	See Martin Ahern	
	TOTAL INCREASE/DECREASE IN NET ASSETS	\$807,866	(\$504,085)	\$1,240,460	\$117,029	(\$245,883)	(\$1,372,745)	(\$2,128,031)	(\$21,322,064)		
	NET ASSETS END OF YEAR	\$12,180,123	\$11,050,038	\$12,290,498	\$12,407,527	\$12,161,644	\$10,465,900	\$8,337,869	(\$12,984,195)	\$0	\$0
FINANCIAL AID											
SOURCE OF FUNDS											
UNRESTRICTED INSTITUTIONAL											
	FEDERAL, STATE & PRIVATE GRANTS	Not available - Reported to IPEDS only Fall amounts, not total fiscal year	Not available - Reported to IPEDS only Fall amounts, not total fiscal year	\$4,211,376	\$5,233,219	\$6,070,253	\$6,339,903	\$6,904,740	\$7,610,465		
	RESTRICTED FUNDS										
	TOTAL	\$0	\$0	\$4,211,376	\$5,233,219	\$6,070,253	\$6,339,903	\$6,904,740	\$7,610,465	\$0	\$0
	% DISCOUNT OF TUITION & FEES										
?	% UNRESTRICTED DISCOUNT										
PLEASE INDICATE YOUR INSTITUTION'S ENDOWMENT SPENDING POLICY:											
N/A - Quincy College does not have an endowment											

*"Current Budget" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

Standard 10: Public Disclosure

Information	Web Addresses	Print Publications
How can inquiries be made about the institution? Where can questions be addressed?	http://quincycollege.edu/images/uploads/Quincy_College_Catalog.pdf ; http://quincycollege.edu/index.php/faq/	Quincy College Catalog, 2012-2013; check with Daniela Huynh in Marketing for updated versions
Notice of availability of publications and of audited financial statement or fair summary	http://quincycollege.edu/images/uploads/Financial_Statement.pdf	From Maritn Ahern in Business Office
Institutional catalog	http://quincycollege.edu/images/uploads/Quincy_College_Catalog.pdf	Quincy College Catalog, 2012-2013; check with Daniela Huynh in Marketing for updated versions
Obligations and responsibilities of students and the institution	http://quincycollege.edu/images/uploads/Quincy_College_Catalog.pdf	Quincy College Catalog, 2012-2013 (pp. 37-66); check with Daniela Huynh in Marketing for updated versions
Information on admission and attendance	http://quincycollege.edu/images/uploads/Quincy_College_Catalog.pdf ; http://quincycollege.edu/departments/admissions	Quincy College Catalog, 2012-2013 (pp. 10-23); check with Daniela Huynh in Marketing for updated versions
Institutional mission and objectives	http://quincycollege.edu/images/uploads/Quincy_College_Catalog.pdf ; http://quincycollege.edu/about ; http://quincycollege.edu/images/uploads/Quincy_College_Bulletin.pdf	Quincy College Catalog, 2012-2013 (p.7); check with Daniela Huynh in Marketing for updated versions; Quincy College Bulletins, Statements posted on TV screens throughout campus; placards hung in academic buildings
Expected educational outcomes	http://quincycollege.edu/images/uploads/Quincy_College_Catalog.pdf ; http://quincycollege.edu/index.php/academic-divisions/programs/ and click on program of interest	Quincy College Catalog, 2012-2013 (pp.80-150); check with Daniela Huynh in Marketing for updated versions; also see Course Outlines and Course Syllabus held in each Division's administrative office
Status as public or independent institution; status as not-for-profit or for-profit; religious affiliation	http://quincycollege.edu/index.php/about/	10); check with Daniela Huynh in Marketing for updated versions
Requirements, procedures and policies re: admissions	http://quincycollege.edu/images/uploads/Quincy_College_Catalog.pdf ; http://quincycollege.edu/departments/admissions ; http://quincycollege.edu/departments/enrollment-services	Quincy College Catalog, 2012-2013 (pp. 10-23); check with Daniela Huynh in Marketing for updated versions
Requirements, procedures and policies re: transfer credit	http://quincycollege.edu/images/uploads/Quincy_College_Catalog.pdf ; http://quincycollege.edu/images/uploads/Quincy_College_Bulletin.pdf	Quincy College Catalog, 2012-2013 (pp. 20-21); Quincy College Bulletin, Fall 2014; check with Daniela Huynh in Marketing for updated versions
A list of institutions with which the institution has an articulation agreement	http://quincycollege.edu/transfer	(pp. 23); check with Daniela Huynh in Marketing for updated versions

Student fees, charges and refund policies	http://quincycollege.edu/images/uploads/Quincy_College_Catalog.pdf ; http://quincycollege.edu/departments/tuition-fees	Quincy College Catalog, 2012-2013 (pp. 32-33); Quincy College Bulletin, Fall 2014; check with Daniela Huynh in Marketing for updated versions
Rules and regulations for student conduct		
Procedures for student appeals and complaints	http://quincycollege.edu/images/uploads/Quincy_College_Catalog.pdf ; http://quincycollege.edu/images/uploads/Grade_Appeal_Hearings.pdf	Quincy College Catalog, 2012-2013 (pp.52-53; pp.60-61; check with Daniela Huynh in Marketing for updated versions
Other information re: attending or withdrawing from the institution	http://quincycollege.edu/academic-divisions/nursing-	withdrawal deadlines are posted on televisions screens throughout campus
Academic programs	http://quincycollege.edu/index.php/academic-divisions/programs/	Quincy College Catalog, 2012-2013 (pp.75-183); check with Daniela Huynh in Marketing for updated versions
Courses currently offered	http://quincycollege.edu/images/uploads/Quincy_College_Bulletin.pdf	Quincy College Bulletin, Fall 2014; check with Daniela Huynh in Marketing for updated versions
Other available educational opportunities	http://quincycollege.edu/images/uploads	Quincy College Catalog, 2012-2013; check with Daniela Huynh in Marketing for updated versions
Other academic policies and procedures	http://quincycollege.edu/images/uploads	Quincy College Catalog, 2012-2013; check with Daniela Huynh in Marketing for updated versions
Requirements for degrees and other forms of academic recognition	http://quincycollege.edu/images/uploads/Quincy_College_Catalog.pdf ; http://quincycollege.edu/qc-graduation/	Quincy College Catalog, 2012-2013; check with Daniela Huynh in Marketing for updated versions
List of current faculty, indicating department or program affiliation, distinguishing between full- and part-time, showing degrees held and institutions granting them	http://quincycollege.edu/images/uploads/Quincy_College_Catalog.pdf ; http://quincycollege.edu/images/uploads/Table_of_Organization.pdf	Quincy College Catalog, 2012-2013 (pp.188-194); check with Daniela Huynh in Marketing for updated versions
Names and positions of administrative officers	http://quincycollege.edu/images/uploads/Quincy_College_Catalog.pdf ; http://quincycollege.edu/images/uploads/Table_of_Organization.pdf	Quincy College Catalog, 2012-2013 (pp.188-194); check with Daniela Huynh in Marketing for updated versions
Names, principal affiliations of governing board members	http://quincycollege.edu/board-of-governors ; http://quincycollege.edu/images/uploads/Quincy_College_Catalog.pdf ; http://quincycollege.edu/images/uploads/Table_of_Organization.pdf	Quincy College Catalog, 2012-2013 (p.184 and p. 186); Quincy College Bulletin, Spring 2014 (p.84); check with Daniela Huynh in Marketing for updated versions
Locations and programs available at branch campuses, other instructional locations, and overseas operations at which students can enroll for a degree, along with a description of programs and services available at each location	http://quincycollege.edu/images/uploads/Quincy_College_Catalog.pdf ; http://quincycollege.edu/images/uploads/Quincy_College_Bulletin.pdf	Quincy College Catalog, 2012-2013; Quincy College Bulletin, Fall 2014; check with Daniela Huynh in Marketing for updated versions

Programs, courses, services, and personnel not available in any given academic year.	N/A	N/A
Size and characteristics of the student body	http://quincycollege.edu/departments/institutional-research-assessment ; http://quincycollege.edu/images/uploads/Who_Are_Our_Students.pdf	Quincy College Fast Facts Fall 2014 (Updated 6/27/2014); QC-Who are our students? Fall 2013; See Kim Puhala in Institutional Research for updated versions
Description of the campus setting		
Availability of academic and other support services	http://quincycollege.edu/images/uploads/Quincy_College_Catalog.pdf ; http://quincycollege.edu/images/uploads/Quincy_College_Bulletin.pdf ; http://quincycollege.edu/departments/student-development ; http://services.smarthinking.com/login/login.php? ; http://quincycollege.edu/departments/disability-services ; http://quincycollege.edu/departments/student-success-center ;	Quincy College Catalog, 2012-2013 (pp.34-36); Quincy College Bulletin, Fall 2014; check with Daniela Huynh in Marketing for updated versions; Students can also inquire at the Nicastro Learning Center, located on the 5th floor of Presidents Place
Range of co-curricular and non-academic opportunities available to students	http://quincycollege.edu/images/uploads/Quincy_College_Catalog.pdf ; http://quincycollege.edu/departments/clubs-organizations	Quincy College Catalog, 2012-2013 (p.184 and p. 186); Quincy College Bulletin, Fall 2014 (p.84); check with Daniela Huynh in Marketing for updated versions; Events are also posted on television screens throughout campus buildings
Institutional learning and physical resources from which a student can reasonably be expected to benefit	http://quincycollege.edu/images/uploads/Quincy_College_Catalog.pdf ;	(pp. 34-36, p.69); Quincy College Bulletin, Fall 2014; check with Daniela
Institutional goals for students' education	http://quincycollege.edu/images/uploads/Quincy_College_Catalog.pdf	Each academic program listed in the Quincy College Catalog, 2012-2013 lists the relevant program outcomes
Success of students in achieving institutional goals including rates of retention and graduation and other measure of student success appropriate to institutional mission. Passage rates for licensure exams, as appropriate	http://quincycollege.edu/departments/institutional-research-assessment ; http://quincycollege.edu/images/uploads/Quincy_College_Catalog.pdf ; http://quincycollege.edu/images/uploads/Who_Are_Our_Students.pdf	Quincy College Catalog, 2012-2013 (pp.2-3); Quincy College Fast Facts Fall 2013 (Updated 8/15/2013); QC-Who are our students? Fall 2011; IPEDS data reporting; See Kim Puhala in Institutional Research for updated versions
Total cost of education, including availability of financial aid and typical length of study	http://quincycollege.edu/images/uploads/Quincy_College_Catalog.pdf	Quincy College Catalog, 2012-2013 (pp.25-33); Quincy College Bulletin, Spring 2014 (p.83); check with Daniela Huynh in Marketing for updated versions

Expected amount of student debt upon graduation	http://quincycollege.edu/images/uploads/Quincy_College_Catalog.pdf ; Each Academic Certificate program has a link to Gainful Employment data	Quincy College Catalog, 2012-2013 (pp.2-3); check with Daniela Huynh in Marketing for updated versions; weblink to Gainful Employment data appears on all printed materials advertising our Certificate programs
Statement about accreditation	http://quincycollege.edu/images/uploads/Quincy_College_Catalog.pdf ; http://quincycollege.edu/about ; http://quincycollege.edu/images/uploads/Quincy_College_Bulletin.pdf	Quincy College Catalog, 2012-2013 (p. 6); Quincy College Bulletin, Fall 2014; check with Daniela Huynh in Marketing for updated versions

Standard 11: Integrity

Last Updated	URL Where Policy is Posted	Responsible Office or Committee
October 2009	http://quincycollege.edu/images/	Deans; Vice President
October 2009		Human Resources
October 2009		Human Resources
October 2009		Academ. Rev. Committee
October 2009		President & Colle Barg Agree
October 2009		President & Colle Barg Agree
Other _____		
Other _____		

Non-discrimination policies

Recruitment and admissions	October 2009	http://quincycollege.edu/images/	Admissions Office
Employment	October 2009	http://quincycollege.edu/images/	Human Resources
Evaluation	October 2009		Human Resources
Disciplinary action	October 2009	http://quincycollege.edu/images/	Human Resources
Advancement	October 2009		Human Resources
Other _____			

Resolution of grievances

Students	October 2009	http://quincycollege.edu/images/	Academ. Rev. Committee
Faculty	October 2009		President & Coll Barg Agree
Staff	October 2009		President & Coll Barg Agree
Other _____			

Last Updated	Relevant URL or Publication	Responsible Office or Committee
1		
2		
3		
4		
5		

APPENDIX



COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES

3 Burlington Woods, Suite 100, Burlington, MA 01803-4514

Voice: (781) 425 7785 Fax: (781) 425 1001 Web: <https://cihe.neasc.org>

AFFIRMATION OF COMPLIANCE WITH FEDERAL REGULATIONS RELATING TO TITLE IV

Periodically, member institutions are asked to affirm their compliance with federal requirements relating to Title IV program participation, including relevant requirements of the Higher Education Opportunity Act.

- 1. Credit Hour:** Federal regulation defines a credit hour as an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutional established equivalence that reasonably approximates not less than: (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours. (CIHE Policy 111. See also *Standards for Accreditation* 4.34.)

URL	http://quincycollege.edu/catalog
Print Publications	Quincy College Catalog Page 146
Self-study/Interim Report Page Reference	p. 35

- 2. Credit Transfer Policies.** The institution’s policy on transfer of credit is publicly disclosed through its website and other relevant publications. The institution includes a statement of its criteria for transfer of credit earned at another institution of higher education along with a list of institutions with which it has articulation agreements. (CIHE Policy 95. See also *Standards for Accreditation* 4.38, 4.39 and 9.19.)

URL	http://quincycollege.edu/catalog
Print Publications	Quincy College Catalog Page 19
Self-study/Interim Report Page Reference	p. 35

- 3. Student Complaints.** “Policies on student rights and responsibilities, including grievance procedures, are clearly stated, well publicized and readily available, and fairly and consistently administered.” (*Standards for Accreditation* 5.18, 9.8, and 9.19.)

URL	http://quincycollege.edu/catalog ; http://quincycollege.edu/student-services/student-life/#student-handbook
Print Publications	Quincy College Catalog Page 66; Student Handbook p. 40
Self-study/Interim Report Page Reference	p. 91-92

- 4. Distance and Correspondence Education: Verification of Student Identity:** If the institution offers distance education or correspondence education, it has processes in place to establish that the student who registers in a distance education or correspondence education course or program is the same student who participates in and completes the program and receives the academic credit. . . .The institution protects student privacy and notifies students at the time of registration or enrollment of any projected additional student charges associated with the verification of student identity. (CIHE Policy 95. See also *Standards for Accreditation* 4.48.)

Method(s) used for verification	2-Step Secure Log-in Quincy College Catalog Page 42
Self-study/Interim Report Page Reference	p. 37

- 5. FOR COMPREHENSIVE EVALUATIONS ONLY: Public Notification of an Evaluation Visit and Opportunity for Public Comment:** The institution has made an appropriate and timely effort to notify the public of an upcoming comprehensive evaluation and to solicit comments. (CIHE Policy 77.)

URL	http://quincycollege.edu/neasc/
Print Publications	18 south shore newspapers including the Patriot Ledger
Self-study Page Reference	p. 2

The undersigned affirms that **Quincy College** (institution name) meets the above federal requirements relating to Title IV program participation, including those enumerated above.

Chief Executive Officer: _____

Date: _____

PART I: MAKING ASSESSMENT MORE EXPLICIT (THE E SERIES)

Here institutions are asked to declare their approach to providing “systematic and broad-based assessment of what and how students are learning” (4.48), and summarize how the information is used for improvement. Four possible alternatives are listed below; if institutions wish to propose another alternative, they are invited to contact Commission staff. In all cases, the Commission expects that the alternative selected will provide the institution with the ability to present its assessment at the program and institutional level. The four alternatives are:

- **E1: Inventory:** In this alternative, the institution completes: Part A, an inventory of how programs assess student learning and use the results, and, as appropriate, Part B, an inventory of specialized accreditation. This alternative is based on a system used by the Western Association of Schools and Colleges (WASC).
- **E2: VSA:** Here, the institution commits to the Voluntary System of Accountability (VSA) plus program review. This alternative builds on the system developed by APLU and AASCU; because the VSA uses institutional level data, it is augmented for Commission purposes by information on program review. While the system was developed by and for public institutions, for the Commission’s purposes, it may be selected by any institution.
- **E3: Institutional Claims:** Some institutions may elect a framework in which they state claims for the success or achievement of their students and provide evidence to validate the claim. This audit approach provides the institution great flexibility in stating the claims it makes to the public about student learning and student achievement, and developing credible evidence to support the claims.
- **E4: Peer Comparison:** Many institutions already have complex systems to compare themselves with peer institutions, most often on matters of resources and processes; this alternative provides the opportunity to extend those comparisons to outcomes for student learning and success. Here the institution identifies key measures of student success (e.g., transfer or acceptance to graduate school) and compares its level of performance with that of its peers.

Selecting the method: In the periodic reviews, institutions are asked to declare which of the above four methods they wish to use. Alternatively, institutions may propose a fifth system or combination of the above. Such proposals should be forwarded to the Director of the Commission early in the report-preparation process. The Commission staff will review the proposal and confer with the institution.

Using the information in the forms and integrating information into the self-study: Institutions are encouraged to select their approach and complete the forms early in the report-preparation process so that they can use the information. The Appraisal section of the report provides a useful opportunity for institutions to reflect both on the success and achievement of their students and on their own progress in understanding what and how students are learning. Similarly, the Projection section affords institutions an opportunity to state their commitment for improvement in the area of assessment.

OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
At the institutional level:	Yes	Non-academic departments are assessed via student satisfaction surveys. The assessment plan is to survey each department twice a year on a rolling basis. To date, assessments have been initiated for the Financial Aid, Business, Plymouth Campus, International Student, Library, Career Services, and Admissions Offices	Students are asked a series of questions about staff professionalism, whether their questions were answered appropriately, and their perception of the departments' strengths and weaknesses	Institutional Research analyzes the data and produces a report. The report is shared with Department heads and senior administration.		
For general education if an undergraduate institution:	Yes	Quincy College Catalog	Graduate Survey, Employer Survey,	Program Review Committee; The Core	Revised General Education Outcomes; Move the First Year	Spring 2011

The Core Curriculum			Program Review Self-Study	Curriculum is reviewed every 5 years	Seminar from a program requirement to a CORE requirement for all programs excluding ALH; Move Science CORE requirements with lab component to 4 credits; Keep English Composition I (ENG 101) and English Composition II (ENG 102) as CORE requirements but rewrite the outcomes to include an oral communications component; Require all students to take ENG 101 in their first semester, unless advised to take preparatory classes; Include HIS 111 History of Western Civilization I and HIS 112 History of	
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					<p>Western Civilization II as courses that meet the Hist/Gov CORE; In order to insure that students learn the skills, make the Introduction to Computer Science course (CSI 101) the only course able to fulfill the Computer Science CORE; Increase the number of full-time Librarians in Quincy from three to four and create a .5 position in Plymouth to be filled by September 2011. Said position to increase to 1.0 as the Plymouth enrollment increases. NOTE: These positions should not be at the expense of eliminating other new faculty positions identified in the College's</p>	
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					“Plan to Increase Faculty.”	
List each degree program: 1. Accounting (Associate’s and Certificate)	Yes	Quincy College Catalog	Graduate Survey, Employer Survey, Program Review Self-Study	Program Review Committee; The Accounting program is reviewed every 8 years	By 2017, it is projected to have four colleges with articulation agreements. Develop a three (3) credit account course for Bookkeeping. Develop a lab for Accounting 2 for Quick Books Software. This would be a two (2) additional credit course. Students would get a total five (5) credits for this program. Work with Dean of Inter-Institutional Affairs and Online Programs Dr. Michael Marrapodi to develop better partnerships/pathway to four programs. Develop a Quincy College	Fall 2014; Next review scheduled for Fall 2022

					<p>Accounting group to meet twice a year. Stress the importance of the Quincy College Accounting program.</p> <p>Develop a network of Quincy College graduates for an Annual Meeting to further their careers and obtain ongoing input to further develop the Accounting Program.</p> <p>Monitor the attrition rate in Accounting and improve 15% per year.</p> <p>Increase the number of Internships from one to ten by 2017.</p> <p>Work with the Quincy College Library to add additional Accounting periodicals and on-line accessibility including access to</p>	
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					<p>On-Line Cengage for all Accounting Courses.</p> <p>Explore a 2 + 2 Bachelor of Science Program with a major in Accounting.</p> <p>Design and implement Hybrid courses for Managerial Accounting, Accounting 111, and Accounting 1V.</p> <p>Develop Quick Books Software non-credit classes.</p> <p>Develop non-credit Microsoft Excel Software Classes.</p> <p>Integrate Quick Books Software into Accounting 2 and expand into a four credit course.</p> <p>Develop web page for Accounting Majors. They can share their experiences and help in obtaining survey information</p>	
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					for future students and the growth of the college. Develop a basic Forensic Accounting course and a Forensic Accounting Certificate. Develop a Excel class as a requirement for all Business majors.	
2. Aquaculture (Certificate)	Yes	Quincy College Webpage: http://quincycollege.edu/program/aquaculture/	Graduate Survey, Employer Survey, Program Review Self-Study	Program Review Committee; schedule to be determined	Will be reviewed by college-wide Senate. Changes and recommendations are reviewed by the Vice President of Academic Affairs and implemented as appropriate	Program begins Fall, 2016 and needs to be added to program review schedule

3. Biotechnology and Compliance (Associate's and Certificate)	Yes	Quincy College Catalog	Graduate Survey, Employer Survey, Program Review Self-Study	Program Review Committee; The Biotechnology and Compliance program is reviewed every 4 years	Will be reviewed by college-wide Senate. Changes and recommendations are reviewed by the Vice President of Academic Affairs and implemented as appropriate	First review Spring 2016
4. Business and Management	Yes	Quincy College Catalog	Graduate Survey, Employer Survey, Program Review Self-Study	Program Review Committee; The Business and Management program is reviewed every 7 years	Additional certificate programs should be developed (such as: Hospitality, Entrepreneurial Management, Organizational Leadership) as a way of meeting the needs of students wanting to go directly into the workforce, or returning students interested in enhancing their marketable	Fall 2013; next review planned for Fall 2020

					<p>skills. Certificate programs should also be closely monitored to attract those students who might want to continue on to complete an Associate's degree. Explore the possibility of offering a similar Insurance certificate as Quinsigamond Community College. Work will begin with the upcoming Spring 2014 semester and carry through the attached implementation plan over the next six years.</p> <p>2. Revise some of the current face-to-face and online business courses to fit the hybrid format</p>	
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					<p>(in-class and online combined) for inclusion in the Fall 2014 semester. Hybrid courses will address the flexibility needs of the student population while adhering to the guidelines of NEASC whereby no student can take more than 50% of their course work online.</p> <p>3. Develop an internal assessment methodology of program outcomes to enhance the quality and quantity of institutional and external data. For example: through a more robust internship program and through the</p>	
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					<p>advisory board, better documentation of student skills and outcomes could be determined. Creating and implementing a comprehensive final project such as an ePortfolio or Business Plan would provide a more in-depth assessment of student learning. Development would necessitate the collaboration between all business faculty (contract and adjunct) to ensure consistency.</p> <p>4. Create a Business Advisory Board including members from the Quincy and South Shore Chambers and the Quincy</p>	
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					<p>Center for Innovation during the Spring 2014 Semester. This advisory board will serve the program in a variety of ways including providing possible internship and career opportunities. The advisory board would also provide advice in the implementation of the program assessment (ePortfolio and/or business plan) as well as, provide suggestions for courses and outcomes needed for students graduating and/or transferring under the business program</p>	
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					<p>providing for a greater success rate.</p> <p>5.Request another full-time faculty member to join the business department Fall of 2014. This additional faculty member will enhance the ability of the business programs to develop and monitor certificate programs, internship opportunities, relationships with high schools, and increase student engagement</p> <p>6.Redesign the internship to allow approximately 10% of the student</p>	
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					<p>population the opportunity to experience an internship. Call for a committee to explore the feasibility of paid internships. Increased internships would allow the Internship course to be delivered through a cohort format of 10-15 students. The cohort would meet as a group with the internship advisor to discuss and share internship experiences and help develop a more enhanced skill set necessary for the business world.</p> <p>7. Recommend to the college that an experienced in-house grant writer be added to identify and</p>	
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					<p>apply for grant opportunities for the expansion of certificate programs.</p> <p>8.Suggest to the Director of Non-Credit Education that soft-skill related non-credit courses be developed and offered. Such courses could include, but are not limited to:</p> <ul style="list-style-type: none"> a.Real Estate Exam Prep b.Insurance Course c.Public Speaking and Professional Presentations d.Management and Leadership e.Time Management f.Stress Management g.GED Test Prep h.Web-Design <p>9.Create a Business Club to</p>	
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					<p>encourage student engagement. The club would offer students the opportunity to hear guest speakers from various industries, review and discuss in detail concepts learned in their classes, and engage in workshops to enhance their interviewing, networking, and resume writing.</p> <p>10. Recommend that the college explore additional faculty development opportunities. Through continuous training and seminar offerings and/or the inclusion in related organizational</p>	
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					<p>memberships faculty will keep their skills current and be afforded the opportunity to apply what is learned into the classroom.</p> <p>11.Develop a close working r elationship with the Institutional Liaison to increase the number of articulation agreements between Quincy College and four- year institutions as well as, to create additional feeder greements with local high- schools. Articulation agreements would provide transfer and/or graduates with more choices and ease the transfer process.</p>	
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					Agreements with local high-schools would create a feeder into the freshman year of Quincy College making it easier on graduating high-school seniors to begin their college career	
5. Business Transfer	Yes	Quincy College Catalog	Graduate Survey, Employer Survey, Program Review Self-Study	Program Review Committee; The Business Transfer program is reviewed every 7 years	See above – reviewed with Business Management program	Fall 2013; next review scheduled for Fall 2020
6. Computer Science (Associate's and Certificate); includes Game Development Certificate	Yes	Quincy College Catalog	Graduate Survey, Employer Survey, Program Review Self-Study	Program Review Committee; The Computer Science program is reviewed every 4 to 5 years	That two concentrations be renamed to better represent focus and content as well as to remove the Transfer and Career designations: Computer Science-Networking/Transfer	Fall 2012; Next Review Spring 2017

					<p>to be renamed Computer Science- Programming and Computer Science- Networking/ Career to be renamed Computer Science- Networking. 2.That the College funds The additional full-time Computer Science faculty position currently budgeted for January 2013 as an unfunded position; That two full-time positions (the current interim position and the position budgeted for January 2013) be designated for specific specialties, one in Programming</p>	
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					<p>and one in Networking.</p> <p>3. That the College establish a stipend for one of the contract faculty to be Chair of Computer Science to oversee the multiple Computer Science programs.</p> <p>4. That the Department create a Certificate program in Web Development and other short-term certificates consistent with emerging industry and market demands.</p> <p>5. Locate and define additional cross-discipline courses (such as Photography, Art, Journalism, Music, Math,</p>	
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					<p>Forensics, and Management) within Quincy College to expand student skill sets developed in the Media Arts concentration.</p> <p>6. Involve faculty in developing program-specific marketing with a plan to identify target niche markets.</p> <p>7. Collaborate with the advising office to resolve issues related to students currently enrolled in obsolete majors.</p> <p>8. Recognize hard-to-fill faculty positions, particularly with regard to adjunct faculty, and maintain adjunct pay without reductions based on</p>	
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					<p>enrollment.</p> <p>9. That the Program create graphical flowcharts clarifying course sequences in each Computer Science concentration in order to aid students in understanding degree requirements and to assist faculty and staff in advising students.</p> <p>10. That the College a) provide adequate professional development funds for faculty to maintain pace with industry and b) anticipate software upgrade costs and maintain a capital budget line item</p>	
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					earmarked for software and hardware upgrade	
7. Criminal Justice (includes Associate and Certificate programs – Criminal Justice, Criminal Justice Transfer, Criminal Justice-Law Enforcement, Criminal Justice Security Management, Criminal Justice Security Administration, and Corrections Administration)	Yes	Quincy College Catalog	Graduate Survey, Employer Survey, Program Review Self-Study	Program Review Committee; The Criminal Justice program is reviewed every 5.5 years	See full report at: http://sharepoint01/senate/Program%20Review/Criminal%20Justice%20Reviews/Criminal%20Justice-Spring%202012.pdf	Spring 2012; next review scheduled for Fall 2017

8. Customer Service (Certificate)	Yes	Quincy College Catalog	Graduate Survey, Employer Survey, Program Review Self-Study	Program Review Committee; Schedule to be determined	Will be reviewed by college-wide Senate. Changes and recommendations are reviewed by the Vice President of Academic Affairs and implemented as appropriate	Program begins Fall, 2016 and needs to be added to program review schedule
9. Early Childhood Education (Associate's and Certificate)	Yes	Quincy College Catalog	Graduate Survey, Employer Survey, Program Review Self-Study	Program Review Committee; The Early Childhood Education program is reviewed every 9 years	Reviewed by college-wide Senate. Changes and recommendations are reviewed by the Vice President of Academic Affairs and implemented as appropriate	Spring 2009; next review scheduled for Spring 2018
10. Elementary Education	Yes	Quincy College Catalog	Graduate Survey, Employer Survey, Program Review Self-Study	Program Review Committee; The Elementary Education program is reviewed	Reviewed by college-wide Senate. Changes and recommendations are reviewed by the Vice President of	Spring 2009; next review scheduled for Spring 2018

				every 9 years	Academic Affairs and implemented as appropriate	
11. Engineering Technology	Yes	Quincy College Catalog	Graduate Survey, Employer Survey, Program Review Self-Study	Program Review Committee; Schedule to be determined	Will be reviewed by college-wide Senate. Changes and recommendations are reviewed by the Vice President of Academic Affairs and implemented as appropriate	First review scheduled for Spring 2019
12. Entrepreneurship (Certificate Program)	Yes	Quincy College Catalog	Graduate Survey, Employer Survey, Program Review Self-Study	Program Review Committee; Schedule to be determined	Will be reviewed by college-wide Senate. Changes and recommendations are reviewed by the Vice President of Academic Affairs and implemented as appropriate	First review scheduled for Fall 2020
13. Exercise Science (Associate's and Certificate)	Yes	Quincy College Catalog	Graduate Survey, Employer Survey, Program	Program Review Committee; The Exercise Science	To help address the issue of retention overall, that first year seminar be added to the required	Fall 2011; next review scheduled for Fall 2017

			Review Self-Study	program is reviewed every 6 years	<p>curriculum for EXS degree seeking students. This is in line with the College wide push toward making FYS part of the CORE. Previously exercise science was not included in this push because of its affiliation with allied health programs.</p> <p>2. To help maintain currency, we recommend the formation of an advisory board, with membership to include: QC program faculty as well as: a Medical Doctor, University Faculty in Exercise Science, Quincy College Faculty (Science Department), Quincy College Exercise Science Program Graduate, Local Fitness Professional and potentially a current EXS</p>	
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					<p>student.</p> <p>3. To increase the attractiveness of the program, we recommend investigating the process for achieving CAAHEP accreditation.</p> <p>4. To increase student access, we recommend broadening the EXS program course offerings to evenings, weekends, and summer sessions.</p> <p>5. To better gauge the success of our program, we recommend a EXS specific graduation survey and employer satisfaction survey as part of an overall assessment plan.</p> <p>6. To better gauge our success at educating our students, we plan an overall assessment plan, in line with the</p>	
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					<p>College assessment plan, to link program and course outcomes to student class/laboratory assessment projects.</p> <p>7. We recommend the College invest in appropriate staff training for better data input as well as resource allocation to the IR office so that we can attain reliable, informative statistical data on our students and programs.</p> <p>8. We recommend an increase in resources at the IR office to improve the data collection and reliability of the data.</p> <p>9. We recommend exploring additional space and collaborations to enhance student experience:</p> <p>a. explorations of a possible student fitness</p>	
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					<p>program/exercise center within available space at President's Place.</p> <p>b. explorations of a possible student exercise center in the proposed Street Works facility.</p> <p>c. exploration of a possible cooperative effort between the student exercise program and the student athletic program.</p>	
14. Fine Arts	Yes	Quincy College Catalog	Graduate Survey, Employer Survey, Program Review Self-Study	Program Review Committee; The Fine Arts program is reviewed every 6 years	Reviewed by college-wide Senate. Changes and recommendations are reviewed by the Vice President of Academic Affairs and implemented as appropriate	Fine Arts missed its review cycle; Next review scheduled for Fall 2018
15. Liberal Arts	Yes	Quincy College Catalog	Graduate Survey, Employer Survey, Program	Program Review Committee; The Liberal Arts program	Reviewed by college-wide Senate. Changes and recommendations	Fall 2015; next review scheduled for Spring 2021

			Review Self- Study	is reviewed every 6 years	are reviewed by the Vice President of Academic Affairs and implemented as appropriate	
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16. General Studies	Yes	Quincy College Catalog	Graduate Survey, Employer Survey, Program Review Self-Study	Program Review Committee; The General Studies program is reviewed every 6 years	Reviewed by college-wide Senate. Changes and recommendations are reviewed by the Vice President of Academic Affairs and implemented as appropriate	General Studies missed its review cycle; Next review scheduled for Fall 2018
17. Gerontology (Certificate)	Yes	Quincy College Catalog	Graduate Survey, Employer Survey, Program Review Self-Study	Program Review Committee; Schedule to be determined	Will be reviewed by college-wide Senate. Changes and recommendations are reviewed by the Vice President of Academic Affairs and implemented as appropriate	First review scheduled for Fall 2019
18. Healthcare Administration (Associate's and Certificate)	Yes	Quincy College Catalog	Graduate Survey, Employer Survey, Program Review Self-Study	Program Review Committee; The Healthcare Administration program is reviewed every 2-3 years	Reviewed by college-wide Senate. Changes and recommendations are reviewed by the Vice President of Academic Affairs and implemented as appropriate	Fall 2014; to be re-reviewed Fall 2016 due to issues with the last review
19. Human Services (includes both Associate and Certificate programs as well as the Substance Abuse Certificate program)	Yes	Quincy College Catalog	Graduate Survey, Employer Survey, Program Review Self-Study	Program Review Committee; The Human Services program is reviewed every 6 years	See full report on sharepoint drive.	Spring 2013; next review scheduled for Fall 2019
20. Medical Billing and Coding (Certificate Program)	Yes	Quincy College Catalog	Graduate Survey, Employer Survey,	Program Review Committee; The Medical Billing and Coding program is	Reviewed by college-wide Senate. Changes and recommendations are reviewed by the Vice President of Academic Affairs and implemented as	Fall 2014; to be re-reviewed Fall 2016 due to issues with the last

			Program Review Self-Study	reviewed every 2-3 years	appropriate	review
21. Medical Laboratory Technician	Yes	Quincy College Catalog	Graduate Survey, Employer Survey, Program Review Self-Study	Program Review Committee; The Medical Laboratory Technician program is reviewed every 5 years	<p>Effectiveness of outcomes and goals: The Quincy College MLT Program maintains the integrity and intent of the stated outcomes and goals.</p> <p>Community need: The Quincy College MLT Program is meeting the increasing industry needs</p> <p>Quality: The rigorous nature of the Quincy College MLT Program maintains the increasingly higher standards within the profession</p> <p>Productivity: The Quincy College MLT Program is at maximum capacity and proving its success</p> <p>Costs: Increases in student number and the addition of an evening cohort have allowed the program to become a profit center for the College</p> <p>Overall, the Medical Laboratory Technician program is in good-standing. There is a high-degree of student interest; the cohorts have doubled in size; graduates gain employment upon completion of the program; work towards securing more clinical affiliates is progressing at a good rate; rigorous standards have catalyzed a positive impression of the program among community stakeholders (e.g. Boston Private Industry Council, Boston Healthcare Consortium, and program affiliates); and of particular note is the fact that students transfer to the Quincy College MLT program from NAACLS-accredited programs at sister institutions. While these strengths have allowed the program to expand</p>	Spring 2014; next review scheduled for Spring 2019

					<p>and showcase sustainability, several weaknesses must be addressed through the following recommendations:</p> <ol style="list-style-type: none"> 1.The Program must review and update the following curriculum components in conjunction with the advisory committee, faculty senate, and college administration: <ol style="list-style-type: none"> a. Assure that credit hours match the workload expected of didactic and practicum courses b.Assure students are adequately prepared by re-evaluating and changing pre-requisites as needed c.Determining if IDS167 (first year seminar) should be a requirement of the program 2.The Program Director conducts two information sessions per semester on the Quincy campus and one per semester on the Plymouth campus about the program. Similar to Nursing, attendance is required prior to application 3.The Program Director and Advisory Committee establish criteria for the procedures that every student must conduct during the clinical practicum. At current time no such criteria exists and this has the potential to be problematic when approaching future clinical affiliates and when undergoing the next accreditation review 4.Reevaluate the role of phlebotomy in the curriculum with the advisory committee. NAACLS no longer requires phlebotomy for MLT programs. However, some members of the professional community may feel it is an important skill to learn 5.Library staff be provided with a listing of resources that would be of 	
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					<p>use to students within the MLT Program</p> <p>6. Students within the program who are eligible for work study funding be solicited to serve as tutors for students who are behind them in the program and provide them tailored assistance for the specialized materials presented in the program's curriculum</p> <p>7. The MLT program courses be split into separate lecture and laboratory courses to better utilize the space within Saville 204. Due to increases in student numbers and limited laboratory space, splitting the lecture and laboratory components of the course would allow for a common lecture session and individual sections of lab</p> <p>8. The Division of Natural and Health Sciences should investigate the liability insurance requirements of running laboratory sessions that involve a risk of students being exposed to infectious substances</p> <p>9. The need for an expanded MLT laboratory space should remain a priority in future decisions regarding improvements and/or expansions to campus infrastructure. As the program continues to expand and acquire more</p>	
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					equipment a larger space will eventually be needed 10. The MLT Chair shall collaborate with the Institutional Research to collect, analyze, and report the following data: Employment Placement Rates; Employer Satisfaction; Graduate Satisfaction	
22. Natural Sciences	Yes	Quincy College Catalog	Graduate Survey, Employer Survey, Program Review Self-Study	Program Review Committee; The Natural Sciences program is reviewed every 8 years	Reviewed by college-wide Senate. Changes and recommendations are reviewed by the Vice President of Academic Affairs and implemented as appropriate	Spring 2011; next review scheduled for Fall 2019
23. Nursing	Yes	Quincy College Catalog	Graduate Survey, Employer Survey, Program Review Self-Study	Program Review Committee; The Nursing program is reviewed every 5 years	Initiated Exit Survey Extensive analysis conducted of outcomes of nursing students, demographics, etc.	Dean of Nursing requested abbreviated program review and instead wants to submit accreditation reports

24. Physical Therapist Assistant	Yes	Quincy College Catalog	Graduate Survey, Employer Survey, Program Review Self-Study	Program Review Committee; Schedule to be determined	Will be reviewed by college-wide Senate. Changes and recommendations are reviewed by the Vice President of Academic Affairs and implemented as appropriate	Relatively new program – needs to be added to Program Review schedule
25. Practical Nursing (Certificate Program)	Yes	Quincy College Catalog	Graduate Survey, Employer Survey, Program Review Self-Study	Program Review Committee; The Practical Nursing program is reviewed every 5 years	Reviewed by college-wide Senate. Changes and recommendations are reviewed by the Vice President of Academic Affairs and implemented as appropriate	Dean of Nursing requested abbreviated program review and instead wants to submit accreditation reports
26. Paralegal Studies (Associate's and Certificate)	Yes	Quincy College Catalog	Graduate Survey, Employer Survey, Program Review Self-Study	Program Review Committee; The Paralegal Studies program is reviewed every 9 years	Curriculum review and revision; Begin enrollment management studies, pending sufficient resources in Institutional Research department	Fall 2009; next review scheduled Spring 2019
27. Phlebotomy	Yes	Quincy College Catalog	Graduate	Program	The Quincy	Fall 2012;

(Certificate Program)			Survey, Employer Survey, Program Review Self-Study	Review Committee; The Phlebotomy program is reviewed every 5 years	<ol style="list-style-type: none"> 1. Increase offerings of PHB courses first to include summer session and second to separate evening and day programs. 2. Revamp curriculum to include EKG, making the package more attractive to students/employers 3. Increase marketing efforts to increase enrollment generally but also to target under-represented populations (males and minorities). 4. Include phlebotomy in the MLT advisory board discussions. 5. Implement a formal student tracking system for graduates. 6. Take the Phlebotomy 	next review scheduled for Spring 2019
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					program through the NAACLS accreditation process.	
28. Surgical Technology (Certificate Program)	Yes	Quincy College Catalog	Graduate Survey, Employer Survey, Program Review Self-Study	Program Review Committee; The Surgical Technology program is reviewed every 6 years	<p>Short – Term:</p> <ol style="list-style-type: none"> 1. The Program Director will work with the Director of Admissions to review and revise admissions requirements to ensure enrolling students are better prepared for academic demands of the ST program. 2. The Program should actively recruit new members for its advisory board as well as implement term limits in an effort to maintain an advisory board that may better serve the Program. 3. The Program should continue to 	Spring 2014; next review scheduled for Spring 2017

					<p>work towards expanding its clinical affiliations in an effort to increase both the geographical area as well as the number of student placements available to the program.</p> <p>4. The Program in conjunction with internal departments should conduct a Formal Needs Assessment to determine the feasibility of a second ST cohort.</p> <p>5. Program continues to investigate faculty/student ratios of sister colleges as well as accreditation standards and seeks to improve its ratios to a level that</p>	
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					<p>students still receive necessary lab and clinical oversight with a more sustainable ratio</p> <p>Long – Term:</p> <ol style="list-style-type: none"> 1. Aligned with the college’s mission of lifelong learning and also supporting its high standards in teaching and learning, the College encourages the continuing education of the Program Director 2. The Division should actively pursue a Central Processing Technology Certificate Program. The market trend in central processing is that employers are now requiring their employees to be certified and in 	
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					<p>fact some employers provide tuition reimbursement for their employees to attend programs and receive certification. This would require minimal expenditure.</p> <p>3. The Division should pursue a Surgical First Assist Associate of Science Degree. Currently there are 7 accredited Surgical First Assists Programs in the entire United States and none of those existing programs are located in the Northeast region of the United States. There is a community need that is not currently being fulfilled by</p>	
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					anyone in this region.	
29. Web and Mobile Development (Certificate Program)	Yes	Quincy College Catalog	Graduate Survey, Employer Survey, Program Review Self-Study	Program Review Committee; Schedule to be determined	Will be reviewed by college-wide Senate. Changes and recommendations are reviewed by the Vice President of Academic Affairs and implemented as appropriate	First review will be Spring 2017
Student Learning Outcomes:						
Graduate Survey	Yes	Quincy College Catalog	Graduate Survey and Employer Survey	Annually by Institutional Research	Revised wording on survey as it was confusing to students; added Employer survey to capture their perspective; Deans review program outcomes and make adjustments; Results are presented to Senior Management and they make adjustments	

Institutions selecting E1a should also include E1b.

OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *	(6) Date and nature of next scheduled review.
Accreditation Commission for Education in Nursing 3343 Peachtree Rd. Suite 850 Atlanta, Georgia 30326	ADN: March 2016 PN: March 2015	ADN: Continuing accreditation with conditions; follow up report in 2018 to address Standard 6 Outcomes – ongoing assessment and evaluation of student learning outcomes and graduate competencies; evaluation findings inform program decision-making for the maintenance and improvement of the student learning outcomes; and the expected level of achievement for program completion has not been met. PN: Accepted the follow up report. Areas needing development: Standard 6 Outcomes.	Adherence to ACEN standards; retention & attrition rates; program outcome assessments; NCLEX passage rates; Graduate & Employer surveys	ADN : Fall 2018 Follow-up report PN: Fall 2020
Board of Registration in Nursing 239 Causeway Street, 5th Floor, Suite 500 Boston, MA 02114	ADN: Fall 1984 PN:	None – ADN. Site visit not required as program is ACEN accredited. Approval is granted from year to year based on annual report for both programs. Request for Waiver of On-Site Survey	Adherence to ACEN and CMR 244 6.0 standards; retention & attrition rates;	ADN:2016 PN:2016

		Visit submitted July 2016.	program outcome assessments; NCLEX passage rates; Graduate & Employer surveys	
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Commission on Accreditation of Allied Health Education Programs	11/19/2007	No key issues identified. Continuing accreditation was awarded.	Retention Results; Outcomes Assessment Exam Results (CST Exam); Graduate Surveys; and Employer Surveys	2017 – comprehensive evaluation of the Surgical Technology program
National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)	Spring 2013	No key issues identified.	Quality Improvement, Curriculum Improvement, Advisory Committee and Affiliation relations, Program Goals and Objectives Implementation, Admission, graduation and attrition data	Application for renewal completed October 2015. Self-study report due April 1, 2016. Site visit Fall 2016.

Commission on Accreditation in Physical Therapy Education (CAPTE)	4/29/15	Quincy College was granted Candidate for Accreditation Status (progressing toward accreditation)	Organization, Resources, Curriculum, Program Assessment	Self-study to occur in Fall 2016 and on-site review is scheduled for 12/2016.
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*Record results of key performance indicators in form S3.

Institutions selecting E1b should also include E1a.

PART II: DOCUMENTING STUDENT SUCCESS (THE S-SERIES)

The S-series of forms has been devised for institutions to present data on retention and graduation rates and other measures of student success appropriate to the institution's mission. (*Standards for Accreditation*: 6.6, 6.7, 6.8, 6.9, 10.10 and 10.12) Clearly, not every measure listed here is appropriate for every institution. At the same time, some institutions may have multiple instances of a single item (e.g., licensure pass rates). In developing these forms, the Commission recognizes the value of trends in data, and the importance of the institution's own goals for success. Each form provides space for institutions to indicate definitions and the methodology used to calculate measures of student success.

By listing several ways to measure student success and achievement, the Commission encourages institutions to reflect on how they are using data to understand student success. The far right column within each form provides institutions the opportunity to identify their goal for each measure of student success, and the date by which the goal is expected to be attained. As always, the Commission expects that the institution's mission will provide helpful guidance in thinking about which measures of student success are most important and most useful. In brief, the forms are:

S1. Retention and Graduation Rates. Here institutions are asked to provide information on their IPEDS-defined retention and graduation rates, along with their goals for these indicators. Institutions can also provide additional retention and graduation indices, depending on their mission, program mix, student population, locations, and method of program delivery. For example, some baccalaureate institutions may also track 4- and 5-year graduation rates; some community colleges may find 4- and 5-year rates to complete an associate's degree to be helpful in evaluating their success with their student population. Institutions can also track the success of part-time students, transfer students, or students studying at off-campus locations or in programs offered on-line.

S2. Other Measures of Student Achievement and Success. The measures recorded here are likely to be mission-related. For example, some institutions may track the success of students gaining admission into certain graduate- or first-professional degree programs. Community colleges may track the success of their students entering baccalaureate programs. For some institutions, the number of students who enter programs such as Teach for America, the Peace Corps, or public service law may also represent indicators of institutional effectiveness with respect to their mission.

S3. Licensure Passage and Job Placement Rates. Institutions that prepare students for specific careers will find it appropriate to record the success of their students in passing licensure examinations. Also included in this form is the provision to record the success of students – perhaps by their academic major – in finding employment in the field for which they were prepared.

S4. Completion and Placement Rates for Short-Term Vocational Programs. Institutions with such programs in which students are eligible for Title IV federal financial aid should use these forms.

Using the forms: By completing these forms early in the self-study process, institutions will have time to collect and analyze all available information. The Appraisal section of the self-study provides a useful opportunity for institutions to reflect both on the findings recorded in the forms and the extent to which they have developed the systems to collect and use the most important data on student success. Similarly, the Projection section affords institutions an opportunity to state their commitment for improvement in the area of assessment.

Form S1. RETENTION AND GRADUATION RATES

Student Success Measures/ Prior Performance and Goals		3 Years Prior	2 Years Prior	1 Year Prior	Most Recent Year	Goal for 2015 Cohort
IPEDS Retention Data – 2011 Cohort (3 Years Prior), 2012 Cohort (2 Years Prior), 2013 Cohort (1 Year Prior) and 2014 Cohort (Most Recent Year)						
First-Time Full – Time Degree Seeking Students		60%	63%	58%	54%	
First-Time Part – Time Degree Seeking Students		39%	53%	46%	47%	
IPEDS Graduation Data – 2009 Cohort (3 Years Prior), 2010 Cohort (2 Years Prior), 2011 Cohort (1 Year Prior), and 2012 Cohort (Most Recent Year)						
First-Time Full-Time Associate degree and Certificate students		22%	17%	18%	19%	
Bachelors degree students		N/A	N/A	N/A	N/A	N/A
Other Undergraduate Retention Rates (1)		Fall 2011	Fall 2012	Fall 2013	Fall 2014	
a	All First Time students	46.1%	51.2%	46.7%	45.3%	
b	Transfer-in Students	49.7%	54.0%	45.7%	41.1%	
c	International Students	67.8%	61.1%	66.0%	44.4%	
Other Undergraduate Graduation Rates (2)		Fall 2009	Fall 2010	Fall 2011	Fall 2012	
a	All Degree-seeking Students entering QC for the first time (and graduated by September, 2015)	No data	25.4%			
b	Degree-seeking Transfer-in Students	No data	75.7%			
c	Degree-seeking International Students	No data	61.2%			
Graduate programs *						
Retention rates first-to-second year (3)		N/A	N/A	N/A	N/A	N/A
Graduation rates @ 150% time (4)		N/A	N/A	N/A	N/A	N/A
Distance Education						
Course completion rates (5)		N/A	N/A	N/A	N/A	N/A
Retention rates (6)		N/A	N/A	N/A	N/A	N/A
Graduation rates (7)		N/A	N/A	N/A	N/A	N/A
Branch Campus and Instructional Locations						
Course completion rate (8)		N/A	N/A	N/A	N/A	N/A
Retention rates (9)		N/A	N/A	N/A	N/A	N/A
Graduation rates (10)		N/A	N/A	N/A	N/A	N/A
Definition and Methodology Explanations						
1	IPEDS Retention Data: Most recent year represents 2015-2016 IPEDS data and is the retention rate of the first-time, degree-seeking Fall 2014 cohort returning in Fall 2015. Other Undergraduate Retention Rates data represents all students in the IPEDS cohort, not just first-time, degree-seeking students					
2	IPEDS Graduation data is based on IPEDS definition of first-time full-time degree seeking students completing within 150% of program time (3-year graduation rates for Associate’s and 1.5 year for certificates). Most recent year represents 2015-2016 IPEDS data (Cohort: 2012, graduated by 2015). Of the IPEDS graduates, 71 (94.7%) were with Associate’s degrees and 4 (5.3%) were with Certificates. Other Undergraduate Graduation Rates data represents all students in the IPEDS cohort, not just first-time, full-time, degree-seeking students					
3	Quincy College does not have any graduate programs					
4	Quincy College does not have any distance education as defined by NEASC; a substantive change form is being submitted to allow Quincy College to offer more than 50% of certain programs in an online format					
5	We do not track Plymouth students’ retention and graduation rates separately.					
8						
9						
10						
* An institution offering graduate degrees must complete this portion.						

Form S2. OTHER MEASURES OF STUDENT ACHIEVEMENT AND SUCCESS

Measures of Student Achievement and Success/ Institutional Performance and Goals	3 Years Prior	2 Years Prior	1 Year Prior	Most Recent Year (2014)	Goal for 2015
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Success of Students Pursuing Higher Degree

1	Graduate Survey	n=61, 47%	n=84, 43%	n=68, 36%	n=73, 44%	
2	National Student Clearinghouse Data - enrolled					
3	National Student Clearinghouse Data - graduated					
4						

Definition and Methodology Explanations

Most recent year is based on 2014 graduates (n=167, 27.4% response rate) who indicated they were in school. 1 year prior based on 2013 graduates (n=189, 34% response rate) who indicated that they were in school. 2 year prior based on 2012 graduates (n=198, 33% response rate) who indicated that they were in school. 3 year prior is based on 2011 graduates (n=129, 22% response rate). Percent is percent of total number who responded to survey, not the percent of the total number of graduates. Additionally, information is gathered from graduates whether they are continuing their education, however, students are not required to indicate whether they are working toward a higher degree or an additional Associates degree or Certificate. National Student Clearinghouse data was used to indicate those students from fall cohorts who subsequently enroll in and/or graduate from a 4-year institution.

Rates at Which Graduates Pursue Mission-Related Paths (e.g., Peace Corps, Public Service Law)

1	Graduate Survey – Full Time Military	n=1 (1%)	n=0 (0%)	n=0 (0%)	n=2 (1%)	
2						
3						
4						

Definition and Methodology Explanations

Most recent year is based on 2014 graduates (n=167, 27.4% response rate) who indicated they were Full-Time Military. 1 year prior based on 2013 graduates (n= 189, 34% response rate), who indicated that they were Full-Time Military. 2 year prior based on 2012 graduates (n=198, 33% response rate) who indicated that they were Full-Time Military. 3 year prior is based on 2011 graduates (n=129, 22% response rate). Percent is percent of total number who responded to survey, not the percent of the total number of graduates.

Rates at Which Students Are Successful in Fields for Which They Were Not Explicitly Prepared

1	Graduate Survey – Employed in field that is not related to their course of study at Quincy College	n=30 (33%)	n=32 (26%)	n=44 (33%)	n=36 (21.6%)	
2						
3						
4						

Definition and Methodology Explanations

Most recent year is based on 2014 graduates (n=167, 27.4% response rate) who indicated they were working either FT or PT in a field that was not related to their area of study. 1 year prior based on 2013 graduates (n=189, 34% response rate) who indicated they were working either FT or PT in a field that was not related to their area of study. 2 year prior based on 2012 graduates (n=198, 33% response rate) who indicated they were working either FT or PT in a field that was not related to their area of study. 3 year prior is based on 2011 graduates (n=129, 22% response rate). Percent is percent of total number of survey respondents who were employed, not the percent of the total number of graduates.

Documented Success of Graduates Achieving Other Mission-Explicit Achievement (e.g., Leadership, Spiritual Formation)

1						
2						
3						

Definition and Methodology Explanations

Other (Specify Below)	
1	Gainful Employment Data
2	College Scorecard – Listed Quincy College as a community college where graduates earn high salaries after they graduate. Lists \$38,400 as median earnings of graduates 10 years after entering the school. See: http://blog.ed.gov/2015/09/colleges-where-students-earn-high-salaries/
3	Employment Outcomes Grant (Boston PIC) – see K.Puhala for outcomes documentation
Definition and Methodology Explanations	

Form S3. LICENSURE PASSAGE AND JOB PLACEMENT RATES

	3 Years Prior	2 Years Prior	1 Year Prior	Most Recent Year	Goal for 2016
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State Licensure Passage Rates *

1					
2					
3					
4					
5					

National Licensure Passage Rates *

1	National League for Nursing Accrediting Commission - RN Licensure	89%	83%	83%		
2	National League for Nursing Accrediting Commission - PN Licensure	89%	88%	76%		
3						
4						
5						

Job Placement Rates **

1	Overall (Graduate Survey)	n=86 (67%)	n=132 (67%)	n=137 (73%)		
2						
3						
4						
5						
6						
7						
8						

* For each licensure exam, give the name of the exam above along with the number of students for whom scores are available and the total number of students eligible to take the examination (e.g. National Podiatric Examination, 12/14). In following columns, report the passage rates for students for whom scores are available, along with the institution's goals for succeeding years.

** For each major for which the institution tracks job placement rates, list the degree and major, and the time period following graduation for which the institution is reporting placement success (e.g., Mechanical Engineer, B.S., six months). In the following columns, report the percent of graduates who have jobs in their fields within the specified time.

Institutional Notes of Explanation

a	Job Placement Rates is based on the number of students who report that they are employed based on the Graduate Survey. These are students who are either employed only or are in school and employed.
b	Most recent year is based on 2014 graduates (n=167, 27.4% response rate). 1 year prior based on 2013 graduates (n=189, 34% response rate). 2 year prior based on 2012 graduates (n=198, 33% response rate). 3 year prior based on 2011 graduates (n=129, 22% response rate).
c	
d	
e	
f	

Form S4. COMPLETION AND PLACEMENT RATES FOR SHORT-TERM VOCATIONAL TRAINING PROGRAMS FOR WHICH STUDENTS ARE ELIGIBLE FOR FEDERAL FINANCIAL AID

		3 Years Prior (2012) Start: Fall 2011	2 Years Prior (2013) Start: Fall 2012	1 Year Prior (2014) Start: Fall 2013	Most Recent Year (2015) Start: Fall 2014	Goal for 2016
Completion Rates *						
1	Accounting	10 started, 4 graduated (40%), 1 switched to Associates degree and graduated, 5 Lost to follow-up				
2	Biotechnology and Compliance (program began Fall 2014)	N/A	N/A	N/A		
3	Computer Science	7 started, 1 graduated with CSNW major (14.2%), 6 Lost to follow-up				
4	Criminal Justice Corrections Administration (program began Fall 2014)	N/A	N/A	N/A		
5	Criminal Justice Law Enforcement	35 listed as CJLE in IPEDS dataset – all are Associates or switched majors				
6	Criminal Justice Security Administration (program began Spring 2013)	N/A	N/A			
7	Early Childhood Education	6 started, 1 still enrolled, 3 switched to Associate's degree (1 ECE, 2 NS), and 2 Lost to follow-up				
8	Exercise Science	9 started, 3 graduated (33%)	13 started, 4 graduated (30.8%)	7 started, 1 graduated (14.3%)	11 started, 2 graduated (18.2%)	
9	Game Development (program began Fall 2014)	N/A	N/A	N/A		
10	Gerontology (program began Fall 2014)	N/A	N/A	N/A		
11	Healthcare Administration	7 started, 3 graduated (42.9%), 2 switched majors, 2 Lost to Follow-up				
12	Human Services	N/A	N/A	N/A		
13	Medical Billing and Coding	3 started, 0 graduated (0.0%),				

		1 switched to non-degree seeking, 2 lost to follow-up				
14	Paralegal Studies					
15	Phlebotomy					
16	Practical Nursing					
17	Substance Abuse Counseling (program began Fall 2014)	N/A	N/A	N/A		
18	Surgical Technology					

Placement Rates ** NOTE: Not reported for programs with less than 5 graduates completing graduate survey due to lack of reliability of data; Counted as employed if they are either employed Full-time, employed Part-time, or if they are both employed and continuing their education. SOURCE: Graduate Survey

1	Accounting					
2	Biotechnology and Compliance (program began Fall 2014)	N/A	N/A	N/A		
3	Computer Science					
4	Criminal Justice Corrections Administration (program began Fall 2014)	N/A	N/A	N/A		
5	Criminal Justice Law Enforcement					
6	Criminal Justice Security Administration (program began Spring 2013)	N/A	N/A			
7	Early Childhood Education					
8	Exercise Science					
9	Game Development (program began Fall 2014)	N/A	N/A	N/A		
10	Gerontology (program began Fall 2014)	N/A	N/A	N/A		
11	Healthcare Administration					
12	Human Services	N/A	N/A	N/A		
13	Medical Billing and Coding					
14	Paralegal Studies					
15	Phlebotomy					
16	Practical Nursing					
17	Substance Abuse Counseling (program began Fall 2014)	N/A	N/A	N/A		
18	Surgical Technology					

* List each short-term vocational training program separately. In the following columns indicate the annual weighted average completion rate for the most recent and two prior years. In the final two columns, list institutional goals for the next two years.

** List each short-term vocational training program separately. In the following columns indicate the annual weighted job placement rate for the most recent and two prior years. In the final two columns, list the institutional goals for the next two years.

QUINCY COLLEGE

(an Enterprise Department of the City of Quincy)

**REPORT ON EXAMINATIONS OF
BASIC FINANCIAL STATEMENTS**

YEARS ENDED JUNE 30, 2015 and 2014

QUINCY COLLEGE

(an Enterprise Department of the City of Quincy)

REPORT ON EXAMINATION OF BASIC FINANCIAL STATEMENTS

JUNE 30, 2015 and 2014

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Independent Auditors' Report

To the Honorable Board of Governors
Quincy College
Quincy, Massachusetts

Report on the Financial Statements

We have audited the accompanying financial statements of the business activities and the aggregate remaining fund information of Quincy College (the College), an enterprise fund of the City of Quincy, Massachusetts, as of and for the years ended June 30, 2015 and 2014, and the related notes to the financial statements, which collectively comprise the College's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the business activities and the aggregate remaining fund information of Quincy College, an enterprise fund of the City of Quincy, Massachusetts, as of June 30, 2015 and 2014, and the changes in financial position and cash flows thereof for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

We have audited, in accordance with auditing standards generally accepted in the United States of America and *Government Auditing Standards*, issued by the Comptroller General of the United States, the financial statements of the City of Quincy, Massachusetts as of and for the years ended June 30, 2015 and 2014, and our report thereon, dated March 10, 2016, expressed an unmodified opinion on those financial statements.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis and required supplementary information, as listed in the table of contents, be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated March 10, 2016, on our consideration of Quincy College's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, contracts and grants agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Quincy College's internal control over financial reporting and compliance.



March 10, 2016

Management's Discussion and Analysis

Management's Discussion and Analysis

As management of Quincy College (the College), we offer readers of these financial statements this narrative overview and analysis of the financial activities for the years ended June 30, 2015 and 2014. The College complies with financial reporting requirements issued by the Governmental Accounting Standards Board (GASB). Management's discussion and analysis are part of these requirements. All amounts, unless otherwise indicated, are expressed in whole dollars.

Overview of the Financial Statements

This discussion and analysis is intended to serve as an introduction to Quincy College's basic financial statements. The basic financial statements include: 1) the statement of net position, 2) the statement of revenues, expenses and changes in net position, 3) the statement of cash flows, and 4) notes to the financial statements.

The *statement of net position* presents information on all assets and liabilities, and deferred inflows and deferred outflows of resources, with the difference between the two reported as net position. Over time, increases or decreases in net position may serve as a useful indicator of whether the financial position is improving or deteriorating.

The *statement of revenues, expenses, and changes in net position* summarizes our operating results and reveals how net position changed during the year. All changes in net position are reported as soon as the underlying event giving rise to the change occurs, regardless of the timing of related cash flows. Thus, revenues and expenses are reported in this statement for some items that will only result in cash flows in future periods (i.e. the payment for accrued compensated absences, or the receipt of amounts due from students and other for services rendered).

The *statement of cash flows* provides information about the cash receipts and cash payments during the accounting period. It also provides information about the operating activities, non-capital and capital related financing activities, and investing activities for the same period.

The College's financial statements are reported using the flow of economic resources measurement focus and use the accrual basis of accounting. Under this method, revenues are recorded when earned and expenses are recorded when the liabilities are incurred. The College is also part of the City of Quincy, Massachusetts. Therefore, the results of the College's operations, its net position, and its cash flows are also summarized in the City's financial statements.

Financial Highlights

The College's liabilities exceed assets by \$13 million at the close of the most recent year. Key components of the College's net position are presented on the following page.

Condensed Statement of Net Position

	2015	2014
Assets:		
Current assets.....	\$ 13,494,037	\$ 14,890,523
Noncurrent assets (excluding capital).....	1,133,000	1,133,000
Capital assets, net of accumulated depreciation.....	2,568,958	2,789,334
Total assets	17,195,995	18,812,857
Deferred Outflows of Resources	550,957	-
Liabilities:		
Current liabilities.....	2,125,573	3,472,056
Noncurrent liabilities.....	28,605,574	27,072,774
Total liabilities	30,731,147	30,544,830
Net Position:		
Net investment in capital assets.....	2,568,958	2,789,334
Restricted for capital purposes.....	1,133,000	1,133,000
Unrestricted:		
Balance related to the net pension liability.....	(20,811,215)	(20,069,842)
Balance related to other postemployment benefit obligation....	(6,876,930)	(6,702,098)
Unrestricted.....	11,001,992	11,117,633
Total net position	\$ (12,984,195)	\$ (11,731,973)

The beginning net position of business-type activities has been revised as a result of the implementation of GASB Statements #68 and #71. The effect of this revision was to reduce the prior year total net position by \$20,069,842. Previously reported net position of \$8.3 million has been revised to negative \$11.7 million. See footnote number 10 for more information.

Net position of \$2.6 million represents the College's net investment in capital assets (e.g. furnishings, leasehold improvements, building improvements, etc). These assets are used to provide services to students and faculty; consequently, these assets are *not* available for future spending.

An additional portion of net position of \$1.1 million represents a prior acquisition of Saville Hall. This building was acquired by the City of Quincy, Massachusetts, for specific use by the College. The current organizational structure of the City and the College requires the City to hold title to the actual building. The College is recognizing a capitalized deposit because the actual cash outlay involved cash reserves held by the City for the College.

The remaining balance of net position is unrestricted which is represented by three amounts. The first amount is a negative balance of \$21.8 million which is equal to the College's share of the net pension liability of the Quincy Contributory Retirement System. The second amount is a negative balance of \$6.9 million which is equal to the College's share of the other postemployment benefits obligation. This amount is an offset to the GASB required reporting liability which is currently not required to be funded in accordance with Massachusetts finance laws. The other unrestricted positive balance of \$11.0 million may be used to meet the College's ongoing obligations to students, employees and other stakeholders.

Condensed Statement of Revenues, Expenses, and Changes in Net Position

	2015	2014
Operating revenue.....	\$ 28,076,325	\$ 25,040,920
Operating expenses.....	(28,185,988)	(25,674,241)
OPEB non-cash operating expense.....	(916,205)	(1,347,370)
Operating income (loss).....	(1,025,868)	(1,980,691)
Non-operating revenues (expenses), net.....	(262,104)	(184,490)
Excess before capital contributions.....	(1,287,972)	(2,165,181)
Capital Contribution.....	35,750	37,150
Change in Net Position.....	(1,252,222)	(2,128,031)
Net Position -- Beginning (As Revised).....	(11,731,973)	(9,603,942)
Net Position -- Ending.....	\$ (12,984,195)	\$ (11,731,973)

Operating revenues increased over the previous year by \$3 million or 12%. The increase in operating revenues is related to increases of \$2.67 million in tuition revenue, net of discounts, and a \$1.33 million increase in other non-tuition based fees largely driven by an increase in the international student and general registration fees. The increase in non-tuition based fees was partially offset by decline of \$1.6 million in grant income due to the expiration of a grant previously awarded to the College from the United States Department of Labor.

Operating expenses increased by \$2.0 million or 8%. The reason for the increase in operating expense is as follows:

- \$1.6 million increase in payroll costs as a result of the College continuing with its efforts to continue with changes in the structural operations of the instructional support services as well as general increases in pay scale in an effort to bring the College in line with benchmarking standards;
- An increase of \$1.0 million for the contribution to the OPEB Trust; an increase of \$603,000 for on-behalf payment of pensions by the Commonwealth and;
- A decrease of \$1.6 million in grant income due to the expiration of a grant previously awarded to the College and;
- A \$524,000 increase in other operating expenses mostly due to increases in building rent of \$107,000, office supplies and postage of \$38,000, increased utility and repairs and maintenance of \$115,000 and College marketing and training costs of \$201,000. The remainder of the increase in this category was spread across a variety of departments and purposes.

The increase in pension and employee benefit expense is due to the implementation of GASB Statement #68 and #71. The implementation of these new accounting standards required the College to recognize a pension

expense of \$741,373 relative to the net pension liability. The College also recognized additional pension expense of \$602,741, for which an equal and offsetting amount of grant income was recognized, in relation to amounts paid by the Commonwealth of Massachusetts to the Massachusetts Teachers Retirement System. Further information on the net pension liability and associated expense recognized can be found in Note 8.

The College established an OPEB Trust fund during fiscal year 2015 to begin the process of fully funding the unfunded actuarial accrued liability. The activity of the trust is presented as a fiduciary fund and the net position can only be spent on retiree health insurance benefits. The College made a \$1,000,000 contribution this year.

Capital Administration

During the year, the College increased the capital asset cost base by approximately \$694,000. The increase was mainly driven by expenditures relative to capital improvements at Saville Hall and general IT related build outs and improvements. Please refer to note 4 of the financial statements for further analysis of the major capital activity.

Requests for Information

This financial report is designed to provide a general overview of Quincy College's finances for all those with an interest in the College's financial operations. Questions concerning any of the information provided in this report or requests for additional financial information should be addressed to the Director of Finance, 1250 Hancock Street, Quincy, Massachusetts, 02169.

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Basic Financial Statements

STATEMENT OF NET POSITION

JUNE 30, 2015 AND 2014

	2015	2014
ASSETS		
CURRENT:		
Funds in custody of the City Treasurer:		
Operating cash and cash equivalents.....	\$ 10,016,051	\$ 9,987,089
Investments.....	1,425,940	2,424,976
Accounts receivable, net of allowance for uncollectibles:		
Student accounts and other.....	2,052,046	2,478,458
Total current assets.....	13,494,037	14,890,523
NONCURRENT:		
Deposit on purchase of property.....	1,133,000	1,133,000
Capital assets, net of accumulated depreciation.....	2,568,958	2,789,334
Total noncurrent assets.....	3,701,958	3,922,334
TOTAL ASSETS.....	17,195,995	18,812,857
DEFERRED OUTFLOWS OF RESOURCES		
Deferred outflows of resources related to pensions.....	550,957	-
LIABILITIES		
CURRENT:		
Accrued payroll.....	454,612	866,753
Accounts payable.....	366,546	227,699
Unearned revenue.....	781,078	1,847,078
Other liabilities.....	491,128	497,526
Compensated absences.....	32,209	33,000
Total current liabilities.....	2,125,573	3,472,056
NONCURRENT LIABILITIES:		
Net pension liability.....	21,362,172	20,069,842
Compensated absences.....	366,472	300,834
Other postemployment benefit obligation.....	6,876,930	6,702,098
Total noncurrent liabilities.....	28,605,574	27,072,774
TOTAL LIABILITIES.....	30,731,147	30,544,830
NET POSITION		
Invested in capital assets.....	2,568,958	2,789,334
Restricted for capital purposes.....	1,133,000	1,133,000
Unrestricted:		
Balance related to the pension liability.....	(20,811,215)	(20,069,842)
Balance related to other postemployment benefit obligation.....	(6,876,930)	(6,702,098)
Unrestricted.....	11,001,992	11,117,633
TOTAL NET POSITION.....	\$ (12,984,195)	\$ (11,731,973)

See notes to basic financial statements.

STATEMENT OF REVENUES, EXPENSES AND CHANGES IN NET POSITION

YEARS ENDED JUNE 30, 2015 AND 2014

	2015	2014
OPERATING REVENUES:		
Tuition, net of discounts of \$346,746 and \$303,179.....	\$ 24,140,149	\$ 21,474,529
Registration and other non-tuition fees.....	2,865,821	1,539,701
Grant income.....	467,614	2,026,690
Commonwealth pension grant for retired teachers.....	602,741	-
TOTAL OPERATING REVENUES.....	28,076,325	25,040,920
OPERATING EXPENSES:		
Payroll.....	16,235,191	14,644,982
Grant expenses.....	467,614	2,025,211
Employee benefits.....	2,013,934	1,809,876
Contribution to the OPEB Trust.....	1,000,000	-
Pension benefits - Quincy Retirement System assessment.....	1,216,740	1,203,204
Pension benefits - Teachers Retirement System paid by the Commonwealth.....	602,741	-
Other operating expenses.....	5,735,608	5,211,793
Depreciation.....	914,160	779,175
TOTAL OPERATING EXPENSES.....	28,185,988	25,674,241
OPERATING INCOME (LOSS) BEFORE NON-CASH PENSION AND OPEB OPERATING EXPENSES.....	(109,663)	(633,321)
Non-cash pension liability.....	741,373	-
Non-cash OPEB liability.....	174,832	1,347,370
TOTAL NON-CASH PENSION AND OPEB OPERATING EXPENSES.....	916,205	1,347,370
OPERATING INCOME (LOSS).....	(1,025,868)	(1,980,691)
NONOPERATING REVENUES (EXPENSES):		
Investment income.....	12,340	11,890
Credit card fees.....	(161,955)	(145,045)
Indirect cost allocation to City of Quincy.....	(171,690)	(123,000)
Vending commissions and other revenue.....	59,201	71,665
TOTAL NONOPERATING REVENUES (EXPENSES), NET.....	(262,104)	(184,490)
CAPITAL CONTRIBUTION.....	35,750	37,150
CHANGE IN NET POSITION.....	(1,252,222)	(2,128,031)
NET POSITION AT BEGINNING OF YEAR (AS REVISED).....	(11,731,973)	(9,603,942)
NET POSITION AT END OF YEAR.....	\$ (12,984,195)	\$ (11,731,973)

See notes to basic financial statements.

STATEMENT OF CASH FLOWS

YEARS ENDED JUNE 30, 2015 AND 2014

	2015	2014
<u>CASH FLOWS FROM OPERATING ACTIVITIES:</u>		
Receipts from customers and users.....	\$ 26,833,996	\$ 24,954,823
Payments to vendors.....	(6,070,773)	(7,293,989)
Payments to employees.....	(16,582,485)	(14,326,361)
Pension and employee related expenses.....	(4,230,674)	(3,013,080)
NET CASH FROM OPERATING ACTIVITIES.....	(49,936)	321,393
<u>CASH FLOWS FROM NONCAPITAL FINANCING ACTIVITIES:</u>		
Indirect cost allocation to the City of Quincy.....	(171,690)	(123,000)
Credit card fees.....	(161,955)	(145,045)
Vending commissions and other revenue.....	59,201	71,665
NET CASH FROM NONCAPITAL FINANCING ACTIVITIES.....	(274,444)	(196,380)
<u>CASH FLOWS FROM CAPITAL AND RELATED FINANCING ACTIVITIES:</u>		
Acquisition and construction of capital assets.....	(693,784)	(853,772)
Capital contribution.....	35,750	37,150
NET CASH FROM CAPITAL AND RELATED FINANCING ACTIVITIES.....	(658,034)	(816,622)
<u>CASH FLOWS FROM INVESTING ACTIVITIES:</u>		
Sale/(purchase) of investments, net.....	999,036	(983)
Investment income.....	12,340	11,890
NET CASH FROM INVESTING ACTIVITIES.....	1,011,376	10,907
NET CHANGE IN CASH AND CASH EQUIVALENTS.....	28,962	(680,702)
CASH AND CASH EQUIVALENTS AT BEGINNING OF YEAR.....	9,987,089	10,667,791
CASH AND CASH EQUIVALENTS AT END OF YEAR.....	\$ 10,016,051	\$ 9,987,089
<u>RECONCILIATION OF OPERATING INCOME (LOSS) TO NET CASH FROM OPERATING ACTIVITIES:</u>		
Operating Income (loss).....	\$ (1,025,868)	\$ (1,980,691)
Adjustments to reconcile operating income (loss) to net cash from operating activities:		
Depreciation.....	914,160	779,175
Deferred (outflows)/inflows related to pensions.....	(550,957)	-
Changes in assets and liabilities:		
Accounts receivable.....	426,412	(178,401)
Prepaid expense.....	-	287,084
Accrued payroll.....	(412,141)	311,350
Accounts payable.....	138,847	(263,905)
Compensated absences.....	64,847	7,271
Unearned revenue.....	(1,066,000)	92,304
Other liabilities.....	(6,398)	(80,164)
Net pension liability.....	1,292,330	-
Other postemployment benefit obligation.....	174,832	1,347,370
Total adjustments.....	975,932	2,302,084
NET CASH FROM OPERATING ACTIVITIES.....	\$ (49,936)	\$ 321,393

See notes to basic financial statements.

FIDUCIARY FUNDS
STATEMENT OF FIDUCIARY NET POSITION

JUNE 30, 2015

	<u>OPEB Trust Fund</u>
ASSETS	
CURRENT:	
Investments.....	\$ <u>1,000,003</u>
 NET POSITION	
Held in trust for OPEB benefits.....	\$ <u><u>1,000,003</u></u>

See notes to basic financial statements.

FIDUCIARY FUNDS
STATEMENT OF CHANGES IN FIDUCIARY NET POSITION

YEAR ENDED JUNE 30, 2015

		<u>OPEB Trust Fund</u>
ADDITIONS:		
Contributions:		
Employer.....	\$	<u>1,000,000</u>
Net investment income (loss):		
Interest.....		<u>3</u>
Total investment income (loss).....		<u>3</u>
TOTAL ADDITIONS.....		<u>1,000,003</u>
CHANGE IN NET POSITION.....		1,000,003
NET POSITION AT BEGINNING OF YEAR.....		<u>-</u>
NET POSITION AT END OF YEAR.....	\$	<u><u>1,000,003</u></u>

See notes to basic financial statements.

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The accompanying basic financial statements of Quincy College have been prepared in accordance with accounting principles generally accepted in the United States of America (GAAP). The Governmental Accounting Standards Board (GASB) is the recognized standard-setting body for establishing governmental accounting and financial reporting principles. The significant accounting policies are described herein.

A. Reporting Entity

Quincy College is a two-year, municipally affiliated college, operating as an enterprise department of the City of Quincy, Massachusetts and serving approximately 4,600 students at campuses in Quincy and Plymouth, Massachusetts. The College is accredited by the New England Associations of Schools and Colleges and is licensed by the Massachusetts Department of Higher Education to grant the degrees of Associate in Arts and Associate in Science. The College offers 32 associate degree courses and programs and 15 certificate programs in a variety of disciplines, including those within liberal arts, business, allied health, and science. For over 55 years Quincy College has been providing access to higher education for people of all backgrounds, cultures and economic levels.

These financial statements present only the financial activity and position of Quincy College, an enterprise fund department of the City of Quincy, and do not include trust funds held by the Treasurer of the City of Quincy, Massachusetts for the benefit of the College.

B. Measurement Focus, Basis of Accounting and Financial Statement Presentation

The financial statements are reported using the flow of economic resources measurement focus and use the accrual basis of accounting. Under this method, revenues are recorded when earned and expenses are recorded when the liabilities are incurred.

Operating revenues and expenses are distinguished from nonoperating items. Operating revenues and expenses generally result from providing services and producing and delivering goods in connection with the College's principal ongoing operations. All revenues and expenses not meeting this definition are reported as nonoperating revenues and expenses.

C. Cash and Investments

Cash and cash equivalents are considered to be cash on hand, demand deposits and short-term investments with an original maturity of three months or less from the date of acquisition. Investments are carried at fair value.

D. Accounts Receivable

The recognition of revenue related to accounts receivable reported in the financial statements are reported under the accrual basis of accounting.

E. Capital Assets

Capital assets, which include construction in progress, leasehold improvements, and machinery, equipment, and furnishings, are reported in the financial statements. Capital assets are recorded at historical cost or at estimated historical cost when actual historical cost cannot be determined. Donated capital assets are recorded at the estimated fair market value at the date of donation. Construction period interest is capitalized on constructed capital assets.

All purchases and construction costs in excess of \$15,000 are capitalized at the date of acquisition or construction, respectively, with expected useful lives of greater than one year.

Capital assets are depreciated on a straight-line basis. The estimated useful lives of capital assets are as follows:

<u>Capital Asset Type</u>	<u>Estimated Useful Life (in years)</u>
Leasehold improvements.....	5
Machinery, equipment and furnishings....	5-10

F. Unearned Revenue

Unearned revenue represents tuition charges for courses that have not occurred as of the balance sheet date. College policies dictate that 100% refunds are given to students who drop a course within the 1st week of classes. Courses dropped after the 1st week of classes but before the 14th class will receive a 50% refund. No refunds are given after the 14th day of classes.

G. Compensated Absences

Employees are granted vacation and sick leave in varying amounts based on collective bargaining agreements, state laws and executive policies. Vested or accumulated vacation and sick leave are reported as liabilities and expensed as incurred.

H. Deferred Outflows/Inflows of Resources

Government-Wide Financial Statements (Net Position)

In addition to assets, the statement of financial position will sometimes report a separate section for deferred outflows of resources. This separate financial statement element, *deferred outflows of resources*, represents a consumption of net position that applies to a future period(s) and so will *not* be recognized as an outflow of resources (expense/expenditure) until then. The College has recorded deferred outflows of resources related to pensions in this category in the statement of net position.

In addition to liabilities, the statement of financial position will sometimes report a separate section for deferred inflows of resources. This separate financial statement element, *deferred inflows of resources*, represents an acquisition of net position that applies to a future period(s) and so will *not* be recognized as an inflow of resources (revenue) until that time. The College has not entered into any transactions that are required to be reported as a deferred inflow of resources.

I. Net Position and Fund Equity

Government-Wide Financial Statements (Net position)

Net position reported as “Net investment in capital assets” includes the cost to acquire the capital assets less related accumulated depreciation.

Net position is reported as restricted when amounts that are not available for appropriation or are legally restricted by outside parties for a specific future use.

Net position has been “restricted for” the following:

“Capital purposes” represents amounts restricted relative to the deposit made on the purchase of a property.

J. Pension Participation

Employees of the College are members of the Quincy Contributory Retirement System (the System), a multi-employer defined benefit pension plan. The System provides retirement, disability and death benefits to plan members and beneficiaries. Plan members are required to contribute between 5% and 11% of their annual covered compensation, in accordance with Commonwealth of Massachusetts regulations, are withheld by the College and forwarded to the System on a periodic basis as determined by the Treasurer of the City of Quincy, Massachusetts.

The College is assessed a yearly amount (employer share) according to the overall funding schedule of the System as determined by a biennial actuarial study. Please refer to the separately audited financial statements of the City of Quincy, Massachusetts and the System for specific information concerning the funding status of the System. These statements may be obtained by contacting: for the City: City of Quincy, Director of Municipal Finance, 1305 Hancock Street, Quincy, MA 02169 and the Retirement System, Executive Director, 1250 Hancock Street, Suite 506-S, Quincy, MA 02169.

For purposes of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, and pension expense, information about the fiduciary net position of both the Quincy Contributory Retirement System (QCRS) and the Massachusetts Teachers Retirement System (MTRS) additions to/deductions from the Systems fiduciary net position have been determined on the same basis as they are reported by the Systems. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value.

NOTE 2 – CASH AND INVESTMENTS

Cash of the College is under the control of the Treasurer of the City of Quincy, Massachusetts, as required by state law. Statutes authorize the investment in obligations of the U.S. Treasury, agencies and instrumentalities, certificates of deposit, repurchase agreements, money market accounts, bank deposits and the State Treasurer's Investment Pool (the Pool). The Treasurer may also invest trust funds in securities, other than mortgages or collateral loans, which are legal for the investment of funds of savings banks under the laws of the Commonwealth.

The Pool meets the criteria of an external investment pool. The Pool is administered by the Massachusetts Municipal Depository Trust (MMDT), which was established by the Treasurer of the Commonwealth who serves as Trustee. The fair value of the position in the Pool is the same as the value of the Pool shares.

Custodial Credit Risk – Deposits

In the case of deposits, this is the risk that in the event of a bank failure, the College's deposits may not be returned to it. Responsibility for enforcing policies addressing custodial credit risk of the College's deposits vests with the City Treasurer. The Treasurer maintains separate accounts for College activities however the determination of the custodial credit risk involves the commingling of non-College bank accounts under the control of the City Treasurer. Due to the custodial responsibility of the College's cash, custodial credit risk information is not available.

At June 30, 2015 and 2014, the carrying amount of deposits totaled \$7,959,324 and \$7,934,391, and the bank balance totaled \$8,289,897 and \$8,174,808, respectively.

Investments

As of June 30, 2015 and 2014, the College's investments consisted of \$1,425,940 and \$2,424,976 invested in money market mutual funds and \$2,056,727 and \$2,052,698 invested in MMDT, respectively.

Custodial Credit Risk – Investments

For an investment, this is the risk that, in the event of a failure by the counterparty, the College will not be able to recover the value of its investments or collateral security that are in the possession of an outside party. The College's investments in money market mutual funds and MMDT is not exposed to custodial credit risk because their existence is not evidenced by securities that exist in physical or book entry form. Responsibility for developing a policy addressing the custodial credit risk relative to the investments of the College vests with the Treasurer of the City of Quincy. As of June 30, 2015, the City of Quincy did not have an investment policy relative to custodial credit risk.

Other Postemployment Benefits Investments

The College joined the Plymouth County OPEB Trust Program which maintains a pooled investment trust for various Massachusetts governmental organizations. The initial deposit of \$1,000,000 was made on June 26, 2015 and the value at June 30, 2015 was \$1,000,003. The trust administrator is the Public Agency Retirement Services (PARS) which is an IRS approved multiple-employer Section 115 OPEB Trust. U.S. Bank is the trustee for the funds invested. Since this is an irrevocable Section 115 trust the investments are not subjected to custodial credit risk.

NOTE 3 – RECEIVABLES

At June 30, 2015 and 2014, receivables including the applicable allowance for uncollectible accounts are as follows:

	<u>2015</u>	<u>2014</u>
<u>Receivables:</u>		
Student accounts.....	\$ 2,248,633	\$ 2,805,001
Due from federal government receivable and other.....	<u>226,511</u>	<u>68,306</u>
Sub-total.....	2,475,144	2,873,307
Less: Allowance for doubtful accounts.....	<u>(423,098)</u>	<u>(394,849)</u>
Total.....	<u>\$ 2,052,046</u>	<u>\$ 2,478,458</u>

NOTE 4 – CAPITAL ASSETS

Capital asset activity of the College for the years ended June 30, 2015 and 2014 was as follows:

	2015 Beginning Balance	Increases	Decreases	2015 Ending Balance
<u>Capital assets being depreciated:</u>				
Leasehold improvements.....	\$ 6,200,725	\$ 370,139	\$ -	\$ 6,570,864
Machinery, equipment and furnishings.....	3,456,272	323,644	-	3,779,916
Total capital assets being depreciated.....	<u>9,656,997</u>	<u>693,783</u>	<u>-</u>	<u>10,350,780</u>
<u>Less accumulated depreciation for:</u>				
Leasehold improvements.....	(4,523,695)	(499,498)	-	(5,023,193)
Machinery, equipment and furnishings.....	(2,343,968)	(414,661)	-	(2,758,629)
Total accumulated depreciation.....	<u>(6,867,663)</u>	<u>(914,159)</u>	<u>-</u>	<u>(7,781,822)</u>
Total capital assets being depreciated, net.....	<u>2,789,334</u>	<u>(220,376)</u>	<u>-</u>	<u>2,568,958</u>
Total capital assets, net.....	<u>\$ 2,789,334</u>	<u>\$ (220,376)</u>	<u>\$ -</u>	<u>\$ 2,568,958</u>
	2014 Beginning Balance	Increases	Decreases	2014 Ending Balance
<u>Capital assets being depreciated:</u>				
Leasehold improvements.....	\$ 5,889,539	\$ 311,186	\$ -	\$ 6,200,725
Machinery, equipment and furnishings.....	2,913,686	542,586	-	3,456,272
Total capital assets being depreciated.....	<u>8,803,225</u>	<u>853,772</u>	<u>-</u>	<u>9,656,997</u>
<u>Less accumulated depreciation for:</u>				
Leasehold improvements.....	(4,073,692)	(450,003)	-	(4,523,695)
Machinery, equipment and furnishings.....	(2,014,796)	(329,172)	-	(2,343,968)
Total accumulated depreciation.....	<u>(6,088,488)</u>	<u>(779,175)</u>	<u>-</u>	<u>(6,867,663)</u>
Total capital assets being depreciated, net.....	<u>2,714,737</u>	<u>74,597</u>	<u>-</u>	<u>2,789,334</u>
Total capital assets, net.....	<u>\$ 2,714,737</u>	<u>\$ 74,597</u>	<u>\$ -</u>	<u>\$ 2,789,334</u>

Depreciation expense charged during the year 2015 and 2014 was \$914,159 and \$779,175, respectively.

NOTE 5 – OPERATING LEASES

The College leases certain premises under operating leases with various expiration dates that extend through 2021. The leases generally provide that the College pay certain maintenance costs and include various renewal provisions. Rent expense in year 2015 amounted to \$2,423,776. The College’s minimum future obligations under non-cancelable leases are as follows:

<u>Year</u>	<u>Amount</u>
2016.....	\$ 2,006,312
2017.....	2,006,312
2018.....	1,918,766
2019.....	1,831,220
2020 - 2021.....	<u>2,136,423</u>
 Total.....	 \$ <u>9,899,033</u>

NOTE 6 – CHANGES IN LONG-TERM LIABILITIES

Changes in Long-term Liabilities

During the years ended June 30, 2015 and 2014, the following changes occurred in long-term liabilities:

<u>Year 2015</u>	<u>Balance Beginning of the Year</u>	<u>Increases</u>	<u>(Decreases)</u>	<u>Balance End of the Year</u>	<u>Current Portion</u>
Other postemployment benefits... \$	6,702,098	\$ 1,401,044	\$ (1,226,212)	\$ 6,876,930	\$ -
Compensated absences.....	333,834	97,847	(33,000)	398,681	32,209
Net pension liability.....	<u>20,069,842</u>	<u>2,509,070</u>	<u>(1,216,740)</u>	<u>21,362,172</u>	<u>-</u>
 Total Year 2015.....	 \$ <u>27,105,774</u>	 \$ <u>4,007,961</u>	 \$ <u>(2,475,952)</u>	 \$ <u>28,637,783</u>	 \$ <u>32,209</u>
 Year 2014					
Other postemployment benefits... \$	5,354,728	\$ 1,455,677	\$ (108,307)	\$ 6,702,098	\$ -
Compensated absences.....	<u>326,563</u>	<u>39,480</u>	<u>(32,209)</u>	<u>333,834</u>	<u>33,000</u>
 Total 2014.....	 \$ <u>5,681,291</u>	 \$ <u>1,495,157</u>	 \$ <u>(140,516)</u>	 \$ <u>7,035,932</u>	 \$ <u>33,000</u>

NOTE 7 – OTHER POSTEMPLOYMENT BENEFITS

Plan Description - The City of Quincy administers a single-employer defined benefit healthcare plan (“the Retiree Health Plan”). The College, an enterprise department of the City, is a participant in the plan administered by the City. The plan provides lifetime healthcare, dental and life insurance for eligible retirees and their spouses through the City’s health insurance plan, which covers both active and retired members, including teachers. Chapter 32b of the MGL assigns authority to establish and amend benefit provisions of the plan. Benefit provisions are negotiated between the City and the unions representing City employees and are renegotiated each bargaining period. The Retiree Health Plan does not issue a publicly available financial report.

Funding Policy - The contribution requirements of plan members and the College are established and may be amended through collective bargaining. The required contribution is based on projected pay-as-you-go financing requirements. The City contributes 90% of the cost of current-year premiums for eligible retired plan members and their spouses. Plan members receiving benefits contribute the remaining 10% of their premium costs. In June 2015, the College made its’ first contribution of \$1,000,000 to an OPEB trust to begin the process of pre-funding a portion of their Net OPEB Obligation.

Annual OPEB Cost and Net OPEB Obligation - The College's annual other postemployment benefit (OPEB) cost (expense) is calculated based on the *annual required contribution of the employer (ARC)*, an amount actuarially determined in accordance with the parameters of GASB Statement #45. The ARC represents a level of funding that, if paid on an ongoing basis, is projected to cover normal costs each year and amortize any unfunded actuarial liabilities (or funding excess) over a period not to exceed thirty years. The components of the College's annual OPEB cost for the year, the amount actually contributed to the plan, and changes in the College's net OPEB obligation are summarized in the following table:

	<u>2015</u>	<u>2014</u>
Annual Required Contribution.....	\$ 1,313,429	\$ 1,419,334
Interest of net OPEB obligation.....	351,860	187,415
Adjustments to annual required contribution.....	<u>(264,245)</u>	<u>(151,072)</u>
Annual OPEB cost (expense).....	1,401,044	1,455,677
Contributions made.....	<u>(1,226,212)</u>	<u>(108,307)</u>
Increase/(Decrease) in net OPEB obligation.....	174,832	1,347,370
Net OPEB obligation - beginning of year.....	<u>6,702,098</u>	<u>5,354,728</u>
Net OPEB obligation - end of year.....	<u>\$ 6,876,930</u>	<u>\$ 6,702,098</u>

The College’s annual OPEB cost, the percentage of annual OPEB cost contributed to the plan, and the net OPEB obligation for 2015 is as follows:

<u>Year Ended</u>	<u>Annual OPEB Cost</u>	<u>Percentage of Annual OPEB Cost Contributed</u>	<u>Net OPEB Obligation</u>
6/30/2015	\$ 1,401,044	88%	\$ 6,876,930

Funded Status and Funding Progress - As of June 30, 2015, the most recent actuarial valuation date, the funded status is as follows:

Actuarial Valuation Date	Actuarial Value of Assets (A)	Actuarial Accrued Liability (AAL) (B)	Unfunded AAL (UAAL) (B-A)	Funded Ratio (A/B)	Covered Payroll (C)	UAAL as a Percentage of Covered Payroll ((B-A)/C)
12/31/13	\$ -	\$ 9,255,055	\$ 9,255,055	-	\$ 4,930,000	192.6%

Actuarial valuations of an ongoing plan involve estimates of the value of reported amounts and assumptions about the probability of occurrence of events far into the future. Examples include assumptions about future employment, mortality, and the healthcare cost trend. Amounts determined regarding the funded status of the plan and the annual required contributions of the employer are subject to continual revision as actual results are compared with past expectations and new estimates are made about the future. The schedule of funding progress, presented as required supplementary information following the notes to the financial statements, presents multi-year trend information about whether the actuarial value of plan assets is increasing or decreasing over time relative to the actuarial accrued liabilities for benefits.

Actuarial Methods and Assumptions - Projections of benefits for financial reporting purposes are based on the substantive plan (the plan as understood by the employer and the plan members) and include the types of benefits provided at the time of each valuation and the historical pattern of sharing of benefit costs between the employer and plan members to that point. The actuarial methods and assumptions used include techniques that are designed to reduce the effects of short-term volatility in actuarial accrued liabilities and the actuarial value of assets, consistent with the long-term perspective of the calculations.

In the December 31, 2013 actuarial valuation, actuarial liabilities were determined using the projected unit cost method, open method. The actuarial methods and assumptions included a discount rate of 5.25%, 7.5% investment rate of return and an annual health care cost rate trend of 6.5% initially and decreasing to 5% after ten years. Both rates included a 4% inflation assumption. The UAAL is being amortized as a level percentage of projected payroll assuming a 4% increase in covered payroll. The remaining amortization period at June 30, 2015, was 28.5 years.

NOTE 8 – PENSION PLAN

Plan Descriptions

The Town is a member of the Quincy Contributory Retirement System (QCRS), a cost-sharing multiple-employer defined benefit pension plan covering eligible employees of the 71 member units. The System is administered by five board members (Board) on behalf of all current employees and retirees except for current teachers and retired teachers. Chapter 32 of the MGL assigns authority to establish and amend benefit provisions of the plan. The audited financial report may be obtained by contacting the QCRS at 1250 Hancock Street, Suite 506-S, Quincy, MA 02169.

The College is a member of the Massachusetts Teachers’ Retirement System (MTRS), a cost-sharing multi-employer defined benefit plan. MTRS is managed by the Commonwealth of Massachusetts (Commonwealth) on behalf of municipal teachers and municipal teacher retirees. The Commonwealth is a nonemployer contributor and is responsible for 100% of the contributions and future benefit requirements of the MTRS. The MTRS covers certified teachers in cities (except Boston), towns, regional school districts, charter schools, educational

collaboratives and Quincy College. The MTRS is part of the Commonwealth's reporting entity and the audited financial report may be obtained by visiting <http://www.mass.gov/osc/publications-and-reports/financial-reports/>.

Special Funding Situation

The Commonwealth is a nonemployer contributor and is required by statute to make 100% of all actuarially determined employer contributions on behalf of the College to the MTRS. Therefore, the College is considered to be in a special funding situation as defined by GASB Statement No. 68, *Accounting and Financial Reporting for Pensions* and the Commonwealth is a nonemployer contributor in MTRS. Since the College does not contribute directly to MTRS, there is no net pension liability to recognize. The total of the Commonwealth provided contributions have been allocated based on each employer's covered payroll to the total covered payroll of employers in MTRS as of the measurement date of June 30, 2014. The College's portion of the collective pension expense, contributed by the Commonwealth, of \$602,741 is reported in the statement of revenues, expenses and changes in net position as grant income revenue and pension benefits expense in the current fiscal year. The portion of the Commonwealth's collective net pension liability associated with the College is \$10,221,459 as of the measurement date.

Benefits Provided

Both Systems provide retirement, disability, survivor and death benefits to plan members and beneficiaries. Massachusetts Contributory Retirement System benefits are, with certain minor exceptions, uniform from system to system. The System provides for retirement allowance benefits up to a maximum of 80% of a member's highest three-year average annual rate of regular compensation. For persons who became members on or after April 2, 2012, average salary is the average annual rate of regular compensation received during the five consecutive years that produce the highest average, or, if greater, during the last five years (whether or not consecutive) preceding retirement. Benefit payments are based upon a member's age, length of creditable service, level of compensation, and group classification. Members become vested after ten years of creditable service.

Employees who resign from service and who are not eligible to receive a retirement allowance or are under the age of 55 are entitled to request a refund of their accumulated total deductions. Survivor benefits are extended to eligible beneficiaries of members whose death occurs prior to or following retirement.

Cost-of-living adjustments granted between 1981 and 1997 and any increase in other benefits imposed by the Commonwealth's state law during those years are borne by the Commonwealth and are deposited into the pension fund. Cost-of-living adjustments granted after 1997 must be approved by the Board and are borne by the System.

Contributions

Chapter 32 of the MGL governs the contributions of plan members and member units. Active plan members are required to contribute to the System at rates ranging from 5% to 9% of gross regular compensation with an additional 2% contribution required for compensation exceeding \$30,000. The percentage rate is keyed to the date upon which an employee's membership commences. The member units are required to pay into the QCRS a legislatively mandated actuarial determined contribution that is apportioned amongst the employers based on the actuarial data. The College's proportionate share of the actuarial required contribution was \$1,216,740. This amount when combined with plan member contributions is expected to finance the cost of benefits earned by plan members during the year, with an additional amount to finance any unfunded liability. The total member contribution is equal to 27.7% of covered payroll. The College's proportionate share of the actuarial required contribution equaled its actual contribution.

Pension Liabilities

At June 30, 2015, the College reported a liability of \$21,362,172 for its proportionate share of the net pension liability. The net pension liability was measured as of December 31, 2014, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of January 1, 2014. Accordingly, updating procedures were used to roll forward the total pension liability to the measurement date. The College's proportion of the net pension liability was based on a projection of the College's long-term share of contributions to the pension plan relative to the projected contributions of all participating members, actuarially determined. At December 31, 2014, the College's proportion was 9.9%, which did not change from its proportion measured at December 31, 2013.

Pension Expense

For the year ended June 30, 2015, the College recognized pension expense of \$1,958,113. At June 30, 2015, the College reported deferred outflows of resources related to pensions of \$550,957, from the net difference between projected and actual investment earnings on pension plan investments. Since the System performs an actuarial valuation bi-annually, there are no reported differences between expected and actual experience nor a change of assumptions as of December 31, 2014.

The deferred outflows of resources related to pensions will be recognized in pension expense as follows:

Year ended June 30:	
2016.....	\$ 137,739
2017.....	137,739
2018.....	137,739
2019.....	<u>137,740</u>
Total.....	\$ <u><u>550,957</u></u>

Actuarial Assumptions

The total pension liability in the January 1, 2014 actuarial valuation was determined using the following actuarial assumptions, applied to all periods included in the measurement that was updated to December 31, 2014:

Valuation date.....	January 1, 2014
Actuarial cost method.....	Entry Age Normal Cost Method.
Amortization method.....	Fresh start, 5.40% contribution increases.
Remaining amortization period.....	As of January 1, 2014, 21 years for the fresh start base.
Asset valuation method.....	Market value adjusted to phase in investment gains or losses over a four year rolling period. The phase in is 25% for year 1, 50% for year 2, 75% for year 3 and 100% for year 4. The actuarial value is set to be within 10% of the market value.

Projected salary increases.....	3 year select period with 3.75% ultimate rate.
Cost of living adjustments.....	3.0% of the first \$12,000 of retirement income.
Rates of retirement.....	Varies based upon age for general employees, police and fire employees.
Rates of disability.....	Groups 1 & 2: 50% ordinary and 50% accidental. Group 4: 10% ordinary and 90% accidental.
Mortality Rates:	
Pre-Retirement.....	The RP-2000 Generational Mortality with Scale BB.
Healthy Retiree.....	The RP-2000 Generational Mortality with Scale BB.
Disabled Retiree.....	The RP-2000 Healthy Annuitant Mortality Table projected 2 years with a Scale BB.
Investment rate of return/Discount rate...	8%, net of pension plan investment expense.

Investment policy

The pension plan's policy in regard to the allocation of invested assets is established by PRIT. Plan assets are managed on a total return basis with a long-term objective of achieving and maintaining a fully funded status for the benefits provided through the pension plan.

The long-term expected rate of return on pension plan investments was determined using a building-block method in which best-estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation. Best estimates of arithmetic real rates of return for each major asset class included in the pension plan's target asset allocation as of January 1, 2014 are summarized in the following table:

Asset Class	Long-Term Expected Real Rate of Return	Long-Term Expected Asset Allocation
Core Bonds:		
Investment grade.....	5.00%	1.00%
Long-term government.....	7.00%	1.00%
TIPS.....	4.00%	1.00%
Value Added Bonds:		
High yield bonds.....	6.00%	4.00%
EM debt.....	2.00%	4.00%
Bank loans.....	2.00%	3.00%
Domestic equities.....	24.00%	6.00%
International equities.....	13.00%	6.00%
Emerging market equities.....	12.00%	9.00%
Private equity.....	10.00%	8.00%
Real estate.....	10.00%	5.70%
Natural resources.....	5.00%	7.00%
Hedge funds.....	0.00%	4.00%
Cash.....	0.00%	0.00%

Rate of return

For the year ended December 31, 2014, the annual money-weighted rate of return on pension plan investments, net of pension plan investment expense, was 4.18%. The money-weighted rate of return expresses investment performance, net of investment expense, adjusted for the changing amounts actually invested.

Discount rate

The discount rate used to measure the total pension liability was 8%. The projection of cash flows used to determine the discount rate assumed plan member contributions will be made at the current contribution rate and that contributions will be made at rates equal to the actuarially determined contribution rate. Based on those assumptions, the pension plan’s fiduciary net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

Sensitivity of the net pension liability to changes in the discount rate

The following presents the net pension liability, calculated using the discount rate of 8%, as well as what the net pension liability would be if it were calculated using a discount rate that is 1-percentage-point lower (7%) or 1-percentage-point higher (9%) than the current rate:

	1% Decrease (7%)	Current Discount (8%)	1% Increase (9%)
	<u> </u>	<u> </u>	<u> </u>
The College's proportionate share of the net pension liability.....	\$ 25,674,298	\$ 21,362,172	\$ 17,860,109

NOTE 9 – CONTINGENCIES

As an enterprise department of the City of Quincy, the College participates in a federal award program which has been audited in accordance with the provisions of the Single Audit Act Amendments of 1996. The City issues one single audit report for all federal award programs, which includes the College’s federal award programs. This report can be obtained by contacting the Director of Municipal Finance of the City of Quincy, 1305 Hancock Street, Quincy, Massachusetts 02169. The programs are still subject to financial and compliance audits as determined by grantor oversight agencies. The amount, if any, of expenditures which may be disallowed by the granting agencies cannot be determined at this time, although it is expected such amounts, if any, to be immaterial.

Various other legal actions and claims are pending. Litigation is subject to many uncertainties, and the outcome of individual litigated matters is not always predictable. Although the amount of liability, if any, at June 30, 2015, cannot be ascertained, management believes any resulting liability should not materially affect the financial position at June 30, 2015.

NOTE 10 – REVISION OF NET POSITION

The beginning net position shown on the statement of net position has been revised to reflect the implementation of GASB Statements #68 and #71. To reflect this change, the College has recorded a net pension liability and deferred outflows of resources, which has resulted in the June 30, 2014 balance of the College’s net position to be revised by \$20,069,842. Previously reported net position of \$8,337,869 has been revised to (\$11,731,973).

NOTE 11 – SUBSEQUENT EVENTS

Management has evaluated subsequent events through March 10, 2016 which is the date the financial statements were available to be issued.

NOTE 12 – IMPLEMENTATION OF NEW GASB PRONOUNCEMENTS

During 2015, the following GASB pronouncements were implemented:

- GASB Statement #67, *Financial Reporting for Pension Plans*; GASB Statement #68, *Accounting and Financial Reporting for Pensions*; and GASB Statement #71 *Pension Transition for Contributions Made Subsequent to the Measurement Date*. Financial statement changes include the recognition of a net pension liability, pension expense and deferred outflows/inflows of resources depending on the nature of the change each year. The financial statements also recognized a restatement of the beginning net position to reflect the net pension liability at the beginning of the year. The notes to the basic financial statements and the required supplementary information were expanded to include additional required schedules and disclosures.
- GASB Statement #69, *Governmental Combinations and Disposals of Government Operations*. This pronouncement did not impact the basic financial statements.

The following GASB pronouncements will be implemented in the future:

- The GASB issued Statement #72, *Fair Value Measurement and Application*, which is required to be implemented in 2016.
- The GASB issued Statement #73, *Accounting and Financial Reporting for Pensions and Related Assets That Are Not within the Scope of GASB Statement 68, and Amendments to Certain Provisions of GASB Statements 67 and 68*. The provisions of this Statement are effective for 2016—except those provisions that address employers and governmental non-employer contributing entities for pensions that are not within the scope of Statement 68, which is required to be implemented in 2017.
- The GASB issued Statement #74, *Financial Reporting for Postemployment Benefit Plans Other Than Pension Plans*, which is required to be implemented in 2017.
- The GASB issued Statement #75, *Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions*, which is required to be implemented in 2018.
- The GASB issued Statement #76, *The Hierarchy of Generally Accepted Accounting Principles for State and Local Governments*, which is required to be implemented in 2016.
- The GASB issued Statement #77, *Tax Abatement Disclosures*, which is required to be implemented in 2017.

Management is currently assessing the impact the implementation of these pronouncements will have on the basic financial statements.

Required Supplementary Information

Pension Plan Schedules

The Schedule of the College's Proportionate Share of the Net Pension Liability presents multi-year trend information on the College's net pension liability and related ratios.

The Schedule of the College's Contributions presents multi-year trend information on the College's required and actual contributions to the pension plan and related ratios.

The Schedule of the Special Funding Amounts of the Net Pension Liability for the Massachusetts Teachers Contributory Retirement System presents multi-year trend information on the liability and expense assumed by the Commonwealth of Massachusetts on behalf of the College along with related ratios.

These schedules are intended to present information for ten years. Until a ten-year trend is compiled, information is presented for those years for which information is available.

OPEB Plan Schedules

The Schedule of Funding Progress presents multi-year trend information which compares, over time, the actuarial accrued liability for benefits with the actuarial value of accumulated plan assets.

The Schedule of Employer Contributions compares, overtime, the annual required contribution to the actual contributions made.

**SCHEDULE OF THE COLLEGE'S PROPORTIONATE SHARE
OF THE NET PENSION LIABILITY
QUINCY CONTRIBUTORY RETIREMENT SYSTEM**

	December 31, 2014
Proportion of the net pension liability (asset).....	9.98%
Proportionate share of the net pension liability (asset)..... \$	21,362,172
Covered employee payroll..... \$	5,417,029
Net pension liability as a percentage of covered-employee payroll.....	394.35%
Plan fiduciary net position as a percentage of the total pension liability.....	47.02%

Note: this schedule is intended to present information for 10 years.
Until a 10-year trend is compiled, information is presented for those years for
which information is available.

See notes to required supplementary information.

**SCHEDULE OF THE COLLEGE'S CONTRIBUTIONS
QUINCY CONTRIBUTORY RETIREMENT SYSTEM**

	December 31, 2014
Actuarially determined contribution.....	\$ 1,216,740
Contributions in relation to the actuarially determined contribution.....	1,216,740
Contribution deficiency (excess).....	\$ -
Covered-employee payroll.....	\$ 5,417,029
Contributions as a percentage of covered- employee payroll.....	22.46%

Note: this schedule is intended to present information for 10 years.
Until a 10-year trend is compiled, information is presented for those
years for which information is available.

See notes to required supplementary information.

**SCHEDULE OF THE SPECIAL FUNDING AMOUNTS
OF THE NET PENSION LIABILITY
MASSACHUSETTS TEACHERS' RETIREMENT SYSTEM**

The Commonwealth of Massachusetts is a nonemployer contributor and is required by statute to make all actuarially determined employer contributions on behalf of the member employers which creates a special funding situation. Since the College does not contribute directly to MTRS, there is no net pension liability to recognize. This schedule discloses the Commonwealth's 100% share of the collective net pension liability that is associated with the College; the portion of the collective pension expense as both a revenue and pension expense recognized by the College; and the Plan's fiduciary net position as a percentage of the total liability.

<u>Fiscal Year</u>	<u>Commonwealth's 100% Share of the Net Pension Liability Associated with the College</u>	<u>College's Expense and Revenue Recognized for the Commonwealth's Support</u>	<u>Plan Fiduciary Net Position as a Percentage of the Total Liability</u>
2015.....	\$ 10,221,459	\$ 602,741	61.64%

Note: this schedule is intended to present information for 10 years.
Until a 10-year trend is compiled, information is presented for those years for which information is available.

See notes to required supplementary information.

OTHER POSTEMPLOYMENT BENEFIT PLAN
SCHEDULE OF FUNDING PROGRESS AND EMPLOYER CONTRIBUTIONS

JUNE 30, 2015

Schedule of Funding Progress

Actuarial Valuation Date	Actuarial Value of Assets (A)	Actuarial Accrued Liability (AAL) (B)	Unfunded AAL (UAAL) (B-A)	Funded Ratio (A/B)	Covered Payroll (C)	UAAL as a Percentage of Covered Payroll ((B-A)/C)
12/31/2013	\$ -	\$ 9,255,055	\$ 9,255,055	0%	\$ -	n/a
6/30/2012	\$ -	\$ 9,495,000	\$ 9,495,000	0%	\$ 4,786,000	198%
6/30/2010	\$ -	\$ 7,973,000	\$ 7,973,000	0%	\$ 4,515,000	177%

Schedule of Employer Contributions

Year Ended	Annual Required Contribution	Actual Contributions Made	Percentage Contributed
6/30/2015	\$ 1,313,429	\$ 1,226,212	93%
6/30/2014	\$ 1,419,334	\$ 108,307	8%
6/30/2012	\$ 1,195,827	\$ 103,268	9%

See notes to required supplementary information.

OTHER POSTEMPLOYMENT BENEFIT PLAN
ACTUARIAL METHODS AND ASSUMPTIONS

JUNE 30, 2015

Actuarial Methods:

Valuation date	December 31, 2013
Actuarial cost method	Projected Unit Credit
Amortization method	Level dollar, open
Remaining amortization period	28.5 years as of June 30, 2015
Asset valuation method	Market value

Actuarial Assumptions:

Discount rate	5.25% partially funded (blending based on discount rate of 7.5% and a pay-as-you-go discount rate of 3.5%)
Investment rate of return	7.5%
Medical/drug cost trend rate	6.5% for 1 year; 6% for 8 years then decreasing by 0.5% to an ultimate level of 5.0% per year.

Plan Membership:

Current retirees, beneficiaries, and dependents	25
Current active members	<u>148</u>
Total	<u><u>173</u></u>

See notes to required supplementary information.

NOTE A – OTHER POSTEMPLOYMENT BENEFITS

The City of Quincy administers a single-employer defined benefit healthcare plan (“the Retiree Health Plan”). The College, as a department of the City, is a participant in the plan administered by the City. The plan provides lifetime healthcare, dental and life insurance for eligible retirees and their spouses through the City’s health insurance plan, which covers both active and retired members, including teachers.

In fiscal year 2015, the College financed their portion of OPEB through a combination of pay-as-you-go contributions along with contributing \$1,000,000 to their own OPEB Trust Fund. This fund has been established for the sole benefit of retirees of the College and the City does not participate in this Trust. As a result, the funded ratio (actuarial value of assets expressed as a percentage of the actuarial accrued liability) is 0% as of the last valuation on December 31, 2013. The valuation for December 31, 2015 will include the Trust’s net position in the calculation of the funded ratio. In accordance with Governmental Accounting Standards, the College has recorded its OPEB cost equal to the actuarial determined annual required contribution (ARC) which includes the normal cost of providing benefits for the year and a component for the amortization of the total unfunded actuarial accrued liability of the plan.

The Schedule of Funding Progress presents multi-year trend information which compares, over time, the actuarial accrued liability for benefits with the actuarial value of accumulated plan assets.

The Schedule of Employer Contributions compares, overtime, the annual required contribution to the actual contributions made.

Projections of benefits for financial reporting purposes are based on the substantive plan and include the types of benefits provided at the time of each valuation and the historical pattern of sharing of benefit costs between the employer and plan members to that point. The actuarial methods and assumptions used include techniques that are designed to reduce the effects of short-term volatility in actuarial accrued liabilities and the actuarial value of assets, consistent with the long-term perspective of the calculations.

The Schedule of Actuarial Methods and Assumptions presents factors that significantly affect the identification of trends in the amounts reported.

NOTE B – PENSION PLAN***Pension Plan Schedules*****A. Schedule of the College’s Proportionate Share of the Net Pension Liability**

The Schedule of the College’s Proportionate Share of the Net Pension Liability details the allocated percentage of the net pension liability (asset), the proportionate share of the net pension liability, and the covered employee payroll. It also demonstrates the net position as a percentage of the pension liability and the net pension liability as a percentage of covered payroll.

B. Schedule of the College’s Contributions

Governmental employers are required to pay an annual appropriation as established by PERAC. The appropriation includes the amounts to pay the pension portion of each member’s retirement allowance, an amount to amortize the actuarially determined unfunded liability to zero in accordance with the System’s funding schedule, and additional appropriations in accordance with adopted early retirement incentive programs. The pension fund appropriation is allocated to the College based on covered payroll.

C. Schedule of the Special Funding Amounts of the Net Pension Liabilities

The Commonwealth of Massachusetts is a nonemployer contributor and is required by statute to make all actuarially determined employer contributions on behalf of the member employers which creates a special funding situation. Since the College does not contribute directly to MTRS, there is no net pension liability to recognize. This schedule discloses the Commonwealth's 100% share of the collective net pension liability that is associated with the College; the portion of the collective pension expense is reported as both revenue and pension expense; and the Plan's fiduciary net position as a percentage of the total liability.

D. Changes in Assumptions:

None.

E. Changes in Plan Provisions:

None.

Report on Internal Control Over Financial Reporting and on Compliance



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**REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING
AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT
OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH
GOVERNMENT AUDITING STANDARDS**

Independent Auditor's Report

To the Board of Governors
Quincy College
Quincy, Massachusetts

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the business activities and the aggregate remaining fund information of Quincy College (the College); an enterprise fund of the City of Quincy, Massachusetts, as of and for the year ended June 30, 2015, and the related notes to the financial statements, which collectively comprise the College's basic financial statements, and have issued our report thereon dated March 10, 2016.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the College's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the College's internal control. Accordingly, we do not express an opinion on the effectiveness of the College's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of the internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the College's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statements amounts. However, providing an opinion on compliance with those provisions was not an

objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

A handwritten signature in black ink, appearing to read "Bowers & Silve LLC". The signature is written in a cursive, flowing style.

March 10, 2016

QUINCY COLLEGE

(an Enterprise Department of the City of Quincy)

MANAGEMENT LETTER

JUNE 30, 2015

To the Honorable Board of Governors
Quincy College
Quincy, Massachusetts

In planning and performing our audit of the financial statements of the Quincy College (the College) as of and for the year ended June 30, 2015, in accordance with auditing standards generally accepted in the United States of America, we considered the College's internal control over financial reporting (internal control) as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the College's internal control. Accordingly, we do not express an opinion on the effectiveness of the College's internal control.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis.

A material weakness in internal control over compliance is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis.

Our consideration of the internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be deficiencies, significant deficiencies, or material weaknesses. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above.

However, during our audit, we became aware of some matters, presented as an informational comment regarding new Governmental Accounting Standards Board (GASB) standards that will become effective in fiscal year 2015, which will require management's attention and consideration in the future. The memorandum that accompanies this letter summarizes our comments regarding implementation of the upcoming standards.

We will work with management of the City and of the College, in the coming year, to ensure that the College is preparing itself for implementation of the new GASB standards in the most efficient manner possible.

This communication is intended solely for the information and use of management of Quincy College and others within the organization, and is not intended to be and should not be used by anyone other than these specified parties.

March 10, 2016

QUINCY COLLEGE
MANAGEMENT LETTER
JUNE 30, 2014

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Prior Year Comment

IMPLEMENTATION OF NEW ENABLING LEGISLATION

Comment

On June 13, 2014, the Massachusetts Legislature approved legislation that provides the College with more autonomy over its operations and long term needs. The legislation allows the College to conduct its business autonomously from the City of Quincy (“the City”) and only under the direction of the College President and Board of Governors.

The legislation also recognizes an administrative relationship between the College and the City will continue to exist. We expect that it will take some time to finalize the most cost effective way to implement changes in the relationship. The College and the City are working closely to provide a seamless transition of different functions and processes. As part of this evolution the new policies, procedures and charges will be documented as part of the internal control structure of the College.

Informational Comment

GOVERNMENT ACCOUNTING STANDARDS BOARD (GASB) STATEMENTS FOR OPEB

Current Comment

The GASB has issued new pronouncements that will significantly affect the accounting and reporting requirements for Other Postemployment Benefits (OPEB). These new standards will start to phase in during 2017 and will substantially impact the College's financial statements and will also affect the requirements for accumulating the necessary data to meet the reporting requirements.

The new standards that have been issued and their effective dates are as follows:

- The GASB issued Statement #74, *Financial Reporting for Postemployment Benefit Plans Other Than Pensions*, which is required to be implemented in 2017.
- The GASB issued Statement #75, *Accounting and Financial Postemployment Benefits Other Than Pensions*, which is required to be implemented in 2018.

See below for a brief summary of these new standards:

- GASB #74 and #75 will substantially change the reporting for other postemployment benefit liabilities and expenses. Changes in other postemployment benefit liability will be immediately recognized as other postemployment benefit expense or reported as deferred outflows/inflows of resources depending on the nature of the changes. Substantial changes to methods and assumptions used to determine actuarial information for GAAP reporting purposes will be required. Employers will report in their financial statements a net other postemployment benefit liability (asset) determined annually as of the measurement date. Net other postemployment benefit liability (asset) equals the total other postemployment benefit liability for the plan net of the plan net position. The other postemployment benefit liability is the actuarial present value of projected benefits attributed to past service. The plan net position is the accumulated plan assets net of any financial statement liabilities of the plan.

The College should expect to record significant OPEB liabilities in the future. While these GASB's do not go into effect until 2017 and 2018, we wanted to make the College aware of the impact that these new standards will have on financial statement reporting and disclosures.

The College has been proactive in planning for the implementation of the new standards and taken steps to minimize the magnitude of the unfunded liability. In fiscal year 2015 the College established an OPEB Trust Fund with an initial \$1,000,000 contribution and budgeted a \$300,000 contribution for fiscal year 2016. The College obtained their own actuarial valuation, separate from the City, which has allowed for a separate measurement of the liability and its own funding plan. By doing this the College was able to use a blended discount rate of 5.25% instead of 3.5% the City uses which significantly reduces the liability.

SUPPORTING DOCUMENTS AVAILABLE IN WORKROOM OR ELECTRONICALLY

Standard One: Mission and Purposes

1. Current institutional mission statement
2. Charter

Standard Two: Planning and Evaluation Planning

1. Strategic Plan – 2009-2014
2. Related plans: e.g., financial, academic, development, technology, facilities, student services
3. Plans of individual departments and units
4. Program reviews of academic and non-academic units
5. Specialized accreditation self-studies, team reports, decisions
6. Student course and teaching evaluation forms and reports
7. IPEDS common data
8. NSSE or other student survey
9. Placement studies of graduates
10. Economic Impact

Standard Three: Organization and Governance

1. Trustee by-laws
2. Board membership and affiliation
3. Trustee minutes
4. Trustee committees and minutes
5. Documentation of board development activities
6. Policy on board evaluation of the CEO
7. College or University Manual
8. Faculty handbook
9. Employee handbook
10. Institutional policy and procedures manual
11. Integration of online and off-campus faculty and students into governance structures
12. Membership and roles of advisory committees, institutional standing and ad hoc committees
13. Senate or council charter, membership, minutes
14. Job descriptions for principal administrators

Standard Four: The Academic Program

1. Schedule of program review and specialized accreditations
2. Sample program review documents
3. List of new programs since last review
4. List of program deletions since last review
5. Format for new program proposals

6. List of conferences, institutes and workshops sponsored
7. Policy on satisfactory academic progress
8. Policy on Credit Hour Rule
9. Robust collection of syllabi: All programs, locations, modalities
10. Core curriculum or general education program
11. Results of most review program review of general education
12. Feedback studies from students on their undergraduate experience
13. Data on special opportunities for students (e.g., study abroad, internships, research awards, honors): requirements, participation rates, satisfaction, learning outcomes
14. Program reviews of undergraduate programs
15. Policies regarding academic integrity and studies of how it is applied in various departments
16. Policy on evaluation of transfer credit
17. Policy on student grading
18. Graduation degree audit procedures
19. Policies related to course credits
20. Charter, composition, minutes of committees overseeing credit courses
21. Policies on award of credit for prior experience and non-collegiate work
22. Policies on satisfactory academic progress and results
23. Organizational charts demonstrating academic oversight of all work for credit
24. Reports of academic and support services available to students not at institution's main campus (incl. distance and correspondence learning)

Standard 5: Students

1. Admissions forms (all levels, all locations)
2. Admissions policy statements
3. Policy on Verification of Student Identity
4. Policy on academic sanctions
5. Student Services Annual reports, past 5 years
6. Financial aid policy
7. Studies of the impact of financial aid on the composition of the student body, admissions, retention, and other salient variables
8. Resources for commuter students
9. Resources for students studying at a distance
10. Studies of student satisfaction with campus resources
11. Orientation programs for: freshman and transfer students, on other campuses and locations, students on campuses abroad, students studying at a distance, graduate students
12. Studies of student participation in out of class activities, including athletics, recreation, arts, cultural activities, etc.
13. Policy on student records

Standard 6: Teaching, Learning, and Scholarship

1. Faculty CV's by department (full-time and continuing part-time)
2. Faculty employment contract
3. Promotion and tenure criteria and process
4. Faculty hiring plans, overall and by academic unit
5. Statement of diversity goals
6. Procedures for appointment of new faculty
7. Office of faculty development: annual reports
8. List of faculty development funds and awards
9. Policy on faculty workload and assignment
10. Policies on academic advising
11. Studies of effectiveness of advising
12. Institutional policies on scholarship and role of research for faculty
13. Policies on academic freedom

Standard 7: Institutional Resources

1. Policies and procedures related to human resources
2. Procedures related to the review of human resource policies
3. Budget development policy and procedures
4. Budget request, by unit
5. Budget allocation, by unit
6. Capital budget plan
7. Minutes of board financial committee
8. Policy on risk management
9. Cost/revenue studies by location, program, mission element
10. Audits, institutional foundation
11. Plans for debt retirement
12. Inventory of space (by campus locations)
13. Master plan for space
14. Rental agreements for instructional space (all locations)
15. Capital budget plan
16. Report of classroom/technology space
17. Policies for system reliability, integrity and security of data
18. Policies on individual privacy
19. Inspections of campus safety of instructional, residential, administrative, and research space
20. Insurance policies
21. Security plan for academic, administrative, residential space
22. Library budget, past 5 years
23. Collection development plan
24. List of databases and electronically available resources
25. Copies of agreements with consortia or other libraries

26. Library annual report
27. Usage statistics
28. Schedules and guides for faculty and student training on library
29. Statement of information literacy as student learning outcome
30. Student surveys of library collection, access and services focus group
31. Faculty surveys of library collection, access, and services
32. Technology plan (institutional and/or by unit)
33. Programs of training for faculty, students, staff on technology
34. Budget requests and funded budgets for technology by year
35. Technology committee reports
36. Surveys of student, faculty, and staff satisfaction

Standard 8: Educational Effectiveness

1. Reports of students learning outcomes, by program
2. Reports of student learning in areas such as service learning, information literacy, study abroad, leadership
3. Assessment Plans
4. Licensure pass rates
5. Summaries of employment information and/or pursuit of higher degree for recent graduates
6. Internship evaluations by supervisors
7. Student satisfaction surveys
8. Documentation of support for assessment (e.g., Teaching/Learning center, faculty development, small grant support)
9. Retention and graduation studies for special categories of students (e.g., transfer students, AHANA students)
10. Graduation rate studies

Standard Nine: Integrity, Transparency, Public Disclosure

1. Policies and procedures with information on their dissemination (Academic honesty, Academic freedom, Non-discrimination and affirmative action, Faculty grievances, Employee grievances, Student grievances)
2. Recruitment publications
3. Electronic publications: videos, CD's, website
4. Recruitment material (publication, letters, phone protocols)
5. Notice of availability of institutional information, including audited financial statement
6. Documentation for information in publications regarding student placement rates, program excellence, faculty and student achievement, learning outcomes.