BOARD OF HIGHER EDUCATION

REQUEST FOR COMMITTEE AND BOARD ACTION

COMMITTEE:	Strategic Planning	**NO**.:	SPC 15-02
		COMMITTEE DATE:	April 28, 2015
		BOARD DATE:	June 16, 2015

APPROVAL OF SPRINGFIELD TECHNICAL COMMUNITY COLLEGE STRATEGIC PLAN

MOVED: The Board of Higher Education hereby approves the **Springfield Technical Community College** 2015-2020 Strategic Plan, known as the "Springfield Technical Community College 2015-2020 Student Success Plan: A Strategic View", and authorizes the Commissioner to forward the same to the Secretary of Education for final approval pursuant to Massachusetts General Laws Chapter 15A, Sections 9(l) and 22(l)**.**

Authority: Massachusetts General Laws Chapter 15A, Sections 7, 9(f), 9(l) and 22(l); BHE By-Laws, Article I, Section 3(d) and Article III.

Contact: Carlos E. Santiago, Ph.D., Senior Deputy Commissioner for Academic Affairs

BOARD OF HIGHER EDUCATION

June 2015

Springfield Technical Community College 2015-2020 Student Success Plan

A fundamental responsibility of the BHE is to provide overall direction to the state's system of public higher education. The Board enacts this responsibility by establishing statewide goals and regularly measuring and reporting progress toward these goals, as it is currently doing through the Vision Project. But articulating statewide goals has no impact unless these goals and performance metrics are embraced by the individual colleges and universities and incorporated into their strategic plans. Massachusetts state statute therefore charges the BHE and the Secretary of Education with reviewing and approving campus strategic plans. M.G.L. c. 15A, §§9(f), 9(l) and 22(l); BHE By-Laws, Article I, Section 3(d) and Article III.

Springfield Technical Community College Planning Process

During the 2014-15 academic year, Springfield Technical Community College (STCC) engaged in an inclusive, collaborative process to develop a five-year Student Success Plan that included multiple opportunities in multiple formats for stakeholder participation. As part of this yearlong planning effort, STCC worked with the Board of Higher Education's Strategic Planning Committee as a pilot campus in the board's work to develop its approach to review of campus strategic plans.

STCC's engagement with the BHE Committee began with a "Touchpoint Two" conversation with the committee on January 13, 2015. Prior to this conversation, BHE members and DHE staff had reviewed STCC's web-based platform for its strategic planning effort, which evidenced a broadly inclusive and data-based process. The hour-long discussion of STCC's plan included BHE members Fernando Reimers and Stacey Luster, DHE Associate Commissioner Anne Perkins, STCC Dean of Institutional Effectiveness Barb Chalfonte (Strategic Planning Co-Chair); STCC Executive Vice President for Academic Affairs Steve Keller; and STCC Dean of Engineering Technologies Adrienne Smith (Strategic Planning Co-Chair). The committee was impressed with STCC's process and the approach to developing priorities and strategies.

In early April, the BHE committee received copies of STCC's draft plan, which included goals and well-articulated strategies aligned with the six Vision Project outcomes. On April 28, the BHE Strategic Planning Committee voted to approve the plan pending an affirmative vote by the STCC board of trustees. The plan met all BHE criteria for campus strategic plans, in accordance with the BHE guidelines passed on April 28, 2015. On May 18 the STCC Board of Trustees voted to approve STCC's 2015-2020 Student Success Plan.

Springfield Technical Community College
2015-2020 Student Success Plan:
A Strategic View

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STCC STUDENT SUCCESS PLAN

Welcome to the *STCC 2015-2020 Student Success Plan: A Strategic View*. This plan will be our blueprint for improving student success outcomes for the next five years at Springfield Technical Community College. The plan is a reflection of the stories, concerns, and strategic action recommendations shared by students, faculty, staff, advisory board members, local employers, alumni, and our Board of Trustees.

In the Student Success Plan you will find:

Our mission – The success of our students depends on our support as they go about transforming their lives.

Our goals – These define our aspirations to achieve our mission of supporting our students' success.

Issues – These are topics or problems to address in order to achieve our goals. For each issue, there are a series of actions we can take to address them.

Where did the mission, goals, and issues come from? They came from the STCC community. Over the last year, the STCC Planning Committee worked with the college community to learn about what we as a College are doing well and about our most pressing concerns. You also shared with us your best ideas for addressing these issues and how you would like to take action to improve our students' success. Indeed, you can find all information related to the creation of this plan on the website found HERE.

The *STCC 2015-2020 Student Success Plan: A Strategic View* reflects our collective work as the STCC community.

THEMES TRANSCENDING THE ISSUES

In the process of reviewing all of the responses from the community, we were struck by some concerns that affect nearly all of our student success goals.

COMMUNICATION

The most frequently cited concern was a lack of effective communication among departments and with our students. Faculty, staff, and students stated that not having access to critical information at key times led to confusion, frustration and missed opportunities. This issue is pervasive and at the heart of many issues presented in the Student Success Plan.

For example, several students participating in a Fall 2013 focus group talked about their need for preparation sessions prior to taking the Accuplacer placement exams. When told that the College already offered weekly preparation sessions during the summer, not a single student in the focus group said they were aware of this. This was despite mailings to newly accepted students and posted flyers around the campus. While there is communication, it is simply not effective.

The implications of this "miss" in communications are significant. More than 65% of our students have developmental placements and those students with multiple placements are

very unlikely to graduate from the College. Indeed, if students could place into college-level courses, their opportunities for success increase tremendously. This is just one example of the impact of ineffectual communication. We heard many such stories from students, faculty, and staff during this year – the issue is deep and the implications for success are significant.

Part of the difficulty is that there is no one person responsible for internal communication. Each department and each person in every department is doing their best at communicating with our students and with each other. However, the efforts are not coordinated nor is there a single point person skilled in communications designed for faculty, staff or student audiences as appropriate.

Based on the pervasiveness and importance of communication, we recommend an Internal Communication point person. The person would be responsible for developing, coordinating, and assessing the efficacy of communications with students, faculty, and staff. The person would also be responsible for tracking and communicating curricular changes to faculty and students both on campus and online. Other responsibilities for such a position can be seen throughout the Student Success Plan.

EQUITY

The cities and towns that make up our community are changing and that means the demographics of our students are also changing. Students are coming to campus with increasingly diverse experiences and ways of relating to the world. They are also coming with increasingly diverse prior educational experiences and successes. This means how we relate to them in our classrooms and offices should be examined and evolve.

Most of us have approached student success with the idea that if we treat students equally by providing the same resources to everyone, all students will have the opportunity to succeed at the College. Yet, as our own personal experiences confirm, not every one of us has the same needs nor does every one of us respond to initiatives or resources in the same way. We need to recognize that our students have all faced different challenges and have had different opportunities for learning before arriving at STCC, and that this means they may need different resources to have the opportunity to achieve similar levels of success. Providing an *equality* of resources will not necessarily lead to *equity* in success opportunities.

Discussions about course completion, enrollment in selective programs, and graduation rates need to consider strategies to address the larger issue of *equity* among our students. Although we often use the terms *equity* and *equality* interchangeably, equity focuses on the opportunities that students have to achieve success whereas equality focuses on the resources provided to the students. In the simplest way, the picture below illustrates the difference between *equality* and *equity*.
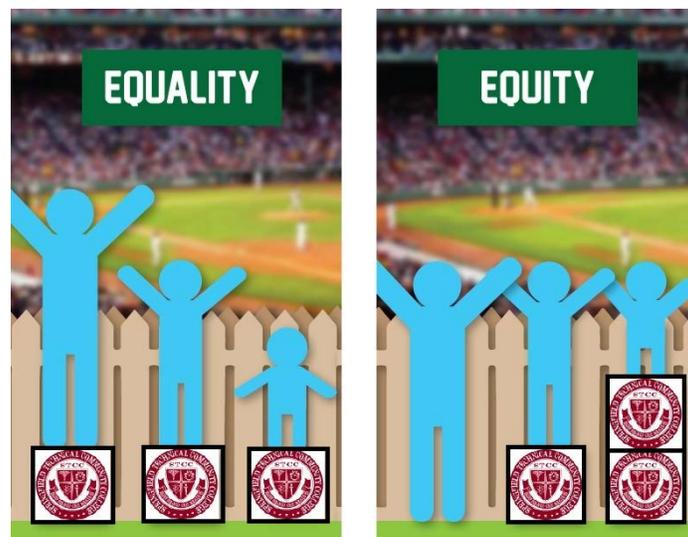
What we want for our students is *equity* of success in student outcomes such as graduation rates. To achieve this, different students may need different kinds of learning opportunities and support services. The good news is that addressing the needs of students who have traditionally faced the most significant barriers to achievement will improve outcomes for all of our students.

MORE GUIDANCE

While the ability to make choices is critical to our freedom and autonomy, an overabundance of choices can actually lead to poorer decisions. Indeed, in our conversations with students, they repeatedly asked that more direction and fewer choices be provided to them. For example, students recommended that New Student Orientation be required without exception (accompanied by requests for modification to the programming). They also recommended that inflexible deadlines be set for critical events such as the submission of financial aid forms and enrolling for courses.

In addition, students requested that guided academic pathways be created for them that connected their interests to academic programs and their courses to careers. We heard from students time and again that they wanted clarity about what courses to take, when to take them, and how the courses would inform their future careers.

WORKFORCE-RELATED EXPERIENCE

Local employers whom we surveyed emphasized the importance of workplace experiences (e.g., internships, clinical placements, practica, apprenticeships) during our students' education, not only for learning important job skills but also for understanding the responsibilities of being a good employee. Students also asked for ways of better understanding the expectations of the workplace and what it might be like to work in different careers. Also, when students have experiences in the workforce during their STCC education, they are frequently offered jobs from the employer after graduation.

Part of the difficulty in offering experiences like this to more of our students is that the

responsibility of identifying such opportunities is not the responsibility of any single person. The diffusion of this responsibility campus-wide, sometimes falling to faculty members, department chairs, or various campus offices, has led to uneven access to workplace opportunities.

Based on the importance of workplace experience for our students, we recommend a Career Opportunity point person. The person would be responsible for developing, coordinating, and assessing the efficacy of internship, cooperative, shadowing, and all other career-related opportunities (outside of accredited departments). The person would also be responsible for developing pre-career opportunity preparation programs for students, as well as tracking and communicating these opportunities to faculty and students both on campus and online. Other responsibilities for such a position can be seen throughout the Student Success Plan.

WHAT IS NEXT?

Improving student success requires the contribution of everyone in the community. It starts with the creation of a safe learning environment provided by our Facilities Department and Campus Police. It is important to note that their contributions are particularly difficult to measure as they are in the business of prevention, and it is impossible to count the times when they ensure that things do not happen.

As you review the *STCC 2015-2020 Student Success Plan: A Strategic View*, at times you might see your role stated generally as a faculty or staff member or as a student. Other times you might see your role stated specifically as a member of Student Activities or Marketing. Know that every person, regardless of their role at the College, is critical to making this plan a reality. The ideas found here for improving student success come from all of you, and together we now have the opportunity to implement our own ideas for change.

Please note, if you want to go directly to the college goals and the underlying issues, please see the table at the end of this document. For each goal, the issues-to-be-addressed are listed and a hyperlink will take you to the respective issue page.

THE NEW MISSION STATEMENT: OUR VISION OF WHAT WE DO BEST

A mission statement should articulate the purpose, actions, and impact of an organization. Capturing the mission of any community college today is a formidable task as the work of these institutions has become increasingly complex. Consider some of our many functions:

- Providing higher education to students from our diverse communities;
- Retraining workers to meet the needs of our local employers;
- Helping students acquire academic skills that may not have been addressed in their primary and secondary education;
- Supporting students as they develop the skills to become productive citizens.

And the list continues to grow.

Distilling the essence of the varied work we do into a short, memorable statement seemed challenging. To revise the mission statement for the College, the STCC Planning Committee needed evidence of our work and how our students become successful. We collected stories of student success from faculty, staff, and students. From each story, we identified phrases that captured STCC's purpose, actions, and impact. We evaluated the most frequently cited phrases.

One concept from these stories was unanimous: The community of STCC is fiercely supportive of its students. That support manifests itself in many ways including teaching in the classrooms, aiding students in our Success Center, providing data to make policy decisions, helping students in our Library, and creating a safe environment conducive to learning.

Despite the complexity of our work and the many forms it comes in, the message from faculty, staff, and students was clear:

"Springfield Technical Community College supports students as they transform their lives."

Diversity Matters! at STCC

WHAT ARE THE STCC STUDENT SUCCESS GOALS?

Equity	Close achievement gaps among students who have traditionally faced the most significant barriers to achievement while improving outcomes for all students.
College Readiness & Enrollment	Increase the proportion of prospective and current students who are academically prepared to succeed in college-level coursework and have them enroll at STCC.
Student Learning	Achieve excellence in the teaching and learning of core competencies, using tools of assessment, to prepare students for success in academic transfer, careers, and lifelong-learning.
Community Engagement & Citizenship	Benefit the community that the college serves; provide opportunities for intellectual, cultural, and economic engagement; and prepare students to become thoughtful, committed, and socially responsible graduates.
College Completion	Increase the proportion of students who complete STCC degree and certificate programs.
Career & Transfer Readiness	Increase the proportion of students receiving credentials such that they can successfully enter or return to the workforce, or transfer to a four-year institution.

WHERE DID THE STCC STUDENT SUCCESS GOALS COME FROM?

In preparation for the College's Student Success Plan work during the 2014-2015 Academic Year, we reviewed several documents that guided the College's efforts to meet its mission. These documents included:

- STCC Strategic Plan (2010-2014), which included the College's Mission and Vision Statements
- STCC Core Competencies
- STCC "Hedgehog" Statement
- Vision Project Key Outcomes and Metrics (Massachusetts Department of Higher Education)
- NEASC Standards and STCC projections (2011-2015)
- Achieving the Dream Principles
- Mission of Community Colleges (Massachusetts Department of Higher Education)

In reviewing these documents, we looked for common subjects and identified the six themes listed above that captured the student success-related work that has been the driving focus and aspiration of faculty, staff, and students at STCC. The six goals, outlined above, represent the

building blocks of our collective work towards the success of our students.

In the course of working with the College on the Student Success Plan, the critical nature of COMMUNICATION, with our students and with each other, has arisen as an issue that affects all of our goals.

COMMUNICATION and EQUITY infuse the remaining goals that represent our collective work preparing students for successful enrollment in college-level courses, teaching students in and out of our classrooms, integrating students' learning with the needs of our local community, supporting students as they complete their credentials, and helping students move to further education or enter the workforce. The relationship of all of these STCC goals is depicted below.

To meet our mission, we must achieve these student success goals. To achieve our goals, we need to address several issues that are outlined in the next section.
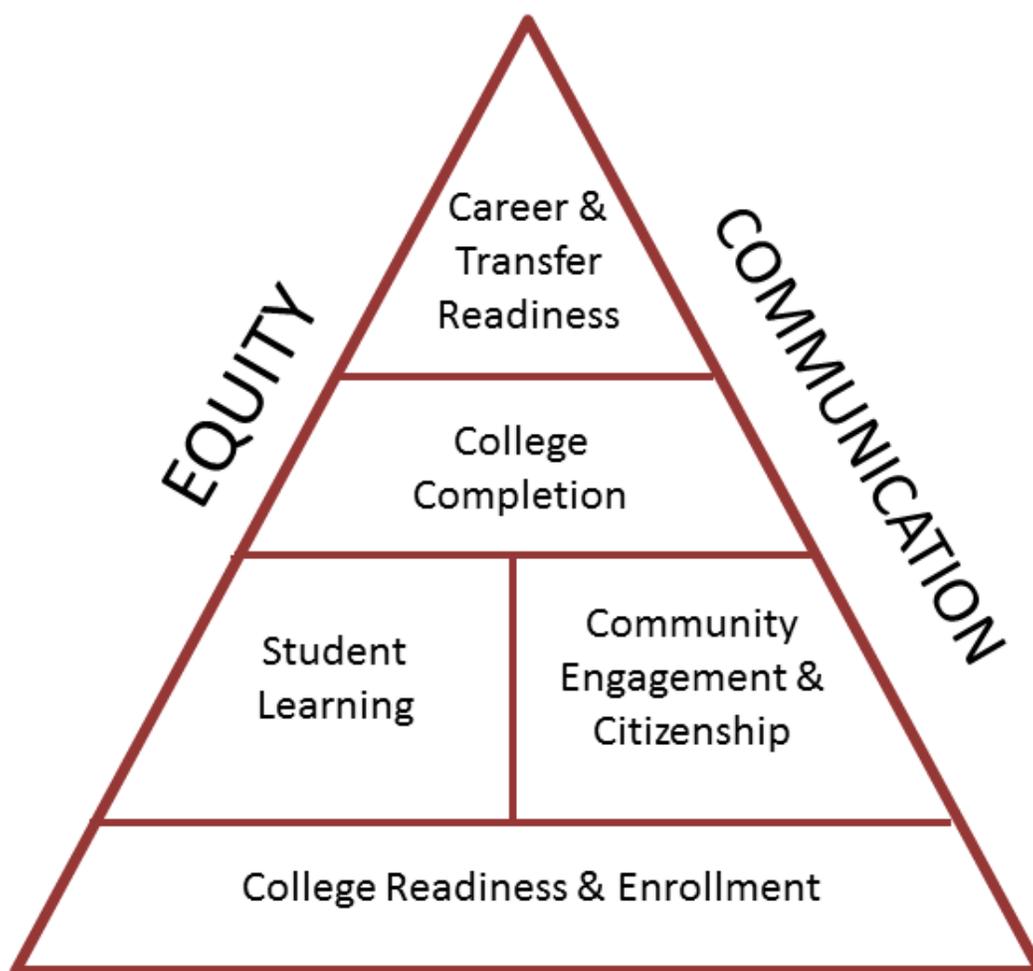
WHAT IS THE ISSUE?

Statement of the issue which can be improved.

STCC GOALS

	Equity
	College Readiness & Enrollment
	Student Learning
	Community Engagement & Citizenship
	College Completion
	Career & Transfer Readiness

These issues were identified by faculty, staff, students, alumni, and employers.

Addressing the issue will help us improve the goal areas that are checked.

WHY IS THIS AN ISSUE?

This tells us about the background of the particular issue and why addressing it will be good for the success of our students.

WHAT DO WE REALLY WANT?

If we address this issue, this section tells us how student success will improve.

HOW WILL WE GET THERE?	WHO?	START BY?
1. One action to address the issue.	These are the primary people on campus who will be involved in completing the actions.	This is the term when the action should be started.
2. Another action to address the issue.	More people may become involved as the work evolves.	Planning work will need to pre-date the start of the action.
3. If we complete all these actions, we will make some great headway on the issue.		

These actions were primarily identified by faculty, staff, and students. Some actions come from research at other community colleges.

HOW WILL WE KNOW THERE IS IMPROVEMENT?

These are measures that will let us know that we are positively affecting the issue that we identified.

Where we are now	Where we want to be by 2020
These are measures at the College that show how we are doing on the issue currently.	These are the measures we hope to see by the end of the Student Success Plan timeframe when we have launched all the actions.
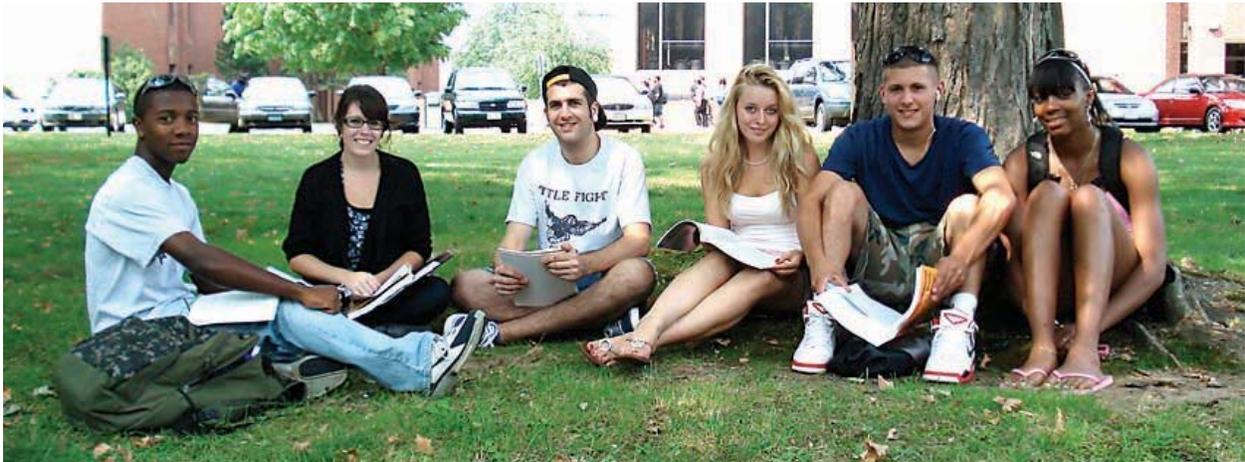
WHAT IS THE ISSUE?
A lack of effective communication with students diminishes their ability to succeed.

STCC GOALS	
X	Equity
X	College Readiness & Enrollment
X	Student Learning
X	Community Engagement & Citizenship
X	College Completion
X	Career & Transfer Readiness

WHY IS THIS AN ISSUE?

Our communication with students needs improvement and this communication issue manifests in at least three ways:

First, there is an issue of consistency – Students have the experience of getting different answers to the same question depending on who they ask.

Second, there is an issue of resource awareness – While we have many helpful services and functions (e.g., pre-placement test bootcamp, Student Success Center, tutoring, Writing Center) despite our efforts, many students do not know about them.

Third, there is an issue of understanding how educational experiences tie to academic and career goals – Students have asked for clarity and simplification of course and program descriptions so they can better understand what they will learn in their courses and how it might relate to their future careers.

WHAT DO WE REALLY WANT?

Students will find communications from faculty, staff, and administrators to be clear, simple, and consistent.

HOW WILL WE GET THERE?	WHO?	START BY?
1. Designate a point person for Internal Communication who is responsible for and skilled in communications designed for faculty, staff, administrators, and students as appropriate. It is clear that the diffusion of this responsibility campus-wide has led to significant problems and that the solution is a single responsible point person. Internal Communication point person will also assess the simplicity, efficacy, and clarity of communications with students going forward.	President, Vice Presidents	Spring 2016
2. The Student Success Council is completing a checklist for developing more clear and simple communications with students. The checklist,	Student Success Council	Fall 2015

based on student input, will be shared with the campus for use until a point person for Internal Communication is identified.		
3. Students report they learn most information from their professors and from one another. Faculty need to be aware of all critical processes and activities so they can address student questions. Students need to be a part of communication improvement efforts by being consulted to determine if a communication is understandable and conveys the meaning we want and by participating in the process of outreach.	Internal Communications point person, FT & Adjunct Faculty, Students	Fall 2016
4. Students' preference for communication modalities is split and thus multiple modalities are needed (e.g., paper, email). In addition to current modes of communication, consider better leveraging technology such as the portal, TVs/monitors in Building 2, and scrolling messages on shuttle buses.	Internal Communications point person	Fall 2016
5. Students have requested maps/kiosks on campus of buildings and functions/services inside each (e.g., like a mall – listed by building and service and "You Are Here"). Such signs would need to be ADA accessible.	Facilities (Master Wayfinding plan under development), Disability Services	Fall 2016
6. Identify a process and/or subject line format to make STCC-sanctioned emails more identifiable to students.	Internal Communications point person, IT	Fall 2016

HOW WILL WE KNOW THERE IS IMPROVEMENT?

Surveys or focus groups will show that students find communication to be clear, simple, and consistent.

Where we are now	Where we want to be by 2020
In focus groups, students shared concerns about "getting different answers from different people;" requested services they had already been notified of; and stated that they found course and program descriptions hard to understand without a clear relationship to their future academic and career interests.	Students will less frequently cite unclear or inconsistent communication as an issue.

WHAT IS THE ISSUE?	STCC GOALS	
A lack of effective cross-departmental communication leads to confusion for employees and students.	X	Equity
	X	College Readiness & Enrollment
	X	Student Learning
	X	Community Engagement & Citizenship
	X	College Completion
	X	Career & Transfer Readiness

WHY IS THIS AN ISSUE?

One of the most frequently cited issues that arose in the course of collecting information for the Student Success Plan was insufficient or ineffective cross-departmental communication.

Faculty, staff, and students alike felt that they did not have good information at critical times about how processes work together, how changes in one department might affect other departments, and how to optimize work and processes not just within any one department but across several departments.

Faculty and staff felt they could better advise and support students if they had better understanding of other department functions and improved communication between their department and others.

WHAT DO WE REALLY WANT?

Fewer issues due to changes or work instituted in other departments; Improved understanding of functions and timeframes that departments use; Clear sense of who to go to with questions

HOW WILL WE GET THERE?	WHO?	START BY?
1. Designate a point person for Internal Communication who is responsible for and skilled in communications designed for faculty, staff, administrators, and students as appropriate. It is clear that the diffusion of this responsibility campus-wide has led to significant problems and that the solution is a single responsible point person. Internal Communication point person will also assess the simplicity, efficacy, and clarity of communications with students going forward.	President, Vice Presidents	Spring 2016
2. The Internal Communications point person will develop a process for constructing and disseminating critical college-wide communications. Communications processes should be clearly designed for and accessible to all	Internal Communications point person, All academic and service departments	Fall 2016

full-time and part-time faculty and staff.		
3. The Internal Communications point person (in collaboration with Human Resources and Professional Development) will develop cross-training opportunities so that closely related departments can better understand each other's work and can communicate the work to students in a clear, simple, and consistent manner.	Internal Communications point person, Human Resources, Professional Development	Spring 2017
4. The Internal Communications point person should develop a process or procedure for tracking and communicating curricular changes, prerequisite changes, admissions criteria changes, etc. to all full-time and part-time faculty and professional advisors as well as to students who enroll themselves online.	Internal Communications point person, Academic Deans, Department Chairs, FT & Adjunct Faculty, all student advisors	Spring 2017
5. The Internal Communications point person should consider the use of "mystery students" (like a mystery shopper) who navigates the various offices and departments to report back on where confusions exist from the student perspective. This information can be used to develop appropriate cross-functional professional development and communication procedures to address the issues.	Internal Communications point person	Spring 2017

HOW WILL WE KNOW THERE IS IMPROVEMENT?	
Surveys or focus groups will show that staff and faculty find communication among departments to be clear, simple, and consistent.	
Where we are now	**Where we want to be by 2020**
In focus groups, faculty and staff shared concerns about a lack of clarity of how their work aligns with that of other areas. Students also expressed concerns about "getting different answers from different people" which arises from a lack of staff and faculty clarity.	Faculty, staff, and students will less frequently cite unclear or inconsistent communication as an issue. Faculty and staff will have a better sense of how their work integrates with that from other areas.

EQUITY

"A Latina woman looking to start a new career was nervous to come to STCC after being out of school for more than 15 years. She was accepted to our Summer Bridge Program for incoming Latino students. That bridge program helped her overcome her insecurities, and she has found a new spark and is now enjoying college."

"I have a young African American man in my class and he is the first to go to college in his family. He started at a four-year college but was overwhelmed and didn't get the support he needed. I'm glad he decided to come to STCC. He is incredibly smart and enthusiastic. Now that he has support and feels more comfortable, he is doing great in my class and is a tutor for other students."

STCC 2015-2020 Student Success Plan

STCC students take advantage of FASFA Day to ask questions and fill out forms. The earlier students complete their Financial Aid paperwork, the more likely they are to stay at the College.

WHAT IS THE ISSUE?

There is race/ethnicity inequity in our 3-year graduation rates.

STCC GOALS	
X	Equity
	College Readiness & Enrollment
	Student Learning
	Community Engagement & Citizenship
X	College Completion
	Career & Transfer Readiness

WHY IS THIS AN ISSUE?

There should be equity in the opportunity to graduate from STCC regardless of a students' race/ethnicity identification. STCC does not currently have equity in our three-year graduation rates.

WHAT DO WE REALLY WANT?

The disparities in graduation outcomes is reduced and ultimately eliminated resulting in graduation equity and improved college-wide graduation rates.

HOW WILL WE GET THERE?	WHO?	START BY?
1. Promote and provide cultural competency-related professional development to all faculty and staff.	Vice Presidents, Deans, Professional Development	Fall 2015
2. Review institution-level, program-level, and course-level assessment results by race/ethnicity to determine where students of different backgrounds may benefit from specific academic work and support.	Academic Deans, Department Chairs, FT & Adjunct Faculty, Assessment Office	Fall 2016
3. Promote and develop faculty-led study groups to support achievement in identified areas of academic work (see #2 above), providing extra credit for students.	Chief Academic Officer/VP, Deans, FT & Adjunct Faculty	Fall 2017
4. Establish cohorts paired with role models and mentors (e.g., STEM students of color paired with alumni and industry professionals).	Vice Presidents, Deans, Department Chairs, Mentors	Fall 2017
5. Expand the outreach of student affinity groups that demonstrate success in supporting student academic work and retaining students at the College.	Vice Presidents, Deans, Department Chairs, leaders of student affinity groups	Fall 2017
6. There are cultural differences in the inclusion of	Vice Presidents, Deans,	Fall 2016

| family in student life. Explore the inclusion and participation of family throughout students' careers at STCC as appropriate (e.g., New Student Orientation). | Department Chairs, FT & Adjunct Faculty, Student Activities & Advising (Orientation) | |

HOW WILL WE KNOW THERE IS IMPROVEMENT?

Improved equity in three-year graduation rate.

Where we are now	Where we want to be by 2020
3-year Graduation Rate for full-time and part-time students (5 year average) Black: 10% Hispanic: 9% White: 23% Other: 15%	**3-year Graduation Rate for full-time and part-time students (5 year average)** Black: 25% Hispanic: 25% White: 25% Other: 25%

WHAT IS THE ISSUE?	STCC GOALS	
Not enough students graduate with STEM degrees and the graduates are not representative of the student population.	X	Equity
	X	College Readiness & Enrollment
		Student Learning
		Community Engagement & Citizenship
	X	College Completion
	X	Career & Transfer Readiness

WHY IS THIS AN ISSUE?

STEM (Science, Technology, Engineering, & Math) jobs have higher salaries and Massachusetts anticipates a shortage of people who can fill such jobs with needed associates degrees. We want to give students the opportunity to become familiar with and enter STEM-related programs at the College. We want more STEM majors, representative of the College's race/ethnicity and gender demographics, to complete credentials and find jobs in our workforce.

WHAT DO WE REALLY WANT?

More students majoring in STEM programs, and increased race/ethnicity and gender equity in enrollment. More STEM majors completing their credentials, and increased race/ethnicity and gender equity in graduation.

HOW WILL WE GET THERE?	WHO?	START BY?
1. Create an Academic Pathway for prospective STEM majors that includes math remediation so more students can be successful in these fields. This will also improve equity of students enrolling in STEM.	CAO/VP, Deans, Department Chairs, FT & Adjunct Faculty, Academic Pathways Group	Spring 2017
2. Create marketing campaign for STEM programs that includes information on job opportunities, starting salaries, and testimonials from STCC alumni now working in these fields.	CAO/VP, Assistant to the President, Academic Deans, Department Chairs, STEM Staff, Marketing, Alumni	Fall 2016
3. Create more summer camps and labs opportunities for students to explore STEM careers. Expand upon our current STEM Academy and ongoing summer camps where appropriate.	Academic Deans, Department Chairs, FT & Adjunct Faculty, STEM Staff	Spring 2017
4. Create an experience similar to our "Health Services Experience" which gives students a sense of the type of work and opportunities in STEM	Academic Deans, Department Chairs, FT & Adjunct Faculty, STEM	Spring 2017

fields.	Staff	
5. Offer STCC scholarships (e.g., National Science Foundation STEM grant) and internships opportunities to create interest in STEM fields, increase enrollment in programs, and support success in obtaining future employment.	Academic Deans, Department Chairs, FT & Adjunct Faculty	Spring 2016
6. Recruit unemployed and underemployed community members to retrain in STEM programs.	Academic Deans, Department Chairs, Admissions	Spring 2016

HOW WILL WE KNOW THERE IS IMPROVEMENT?

More students will enter STEM programs and race/ethnicity and gender distribution in those programs will approach that of the College as a whole.

Where we are now	Where we want to be by 2020
STEM Program Enrollment – Race/Ethnicity Total (Fall 2014): 933 Black: 9.9% (15.5% college-wide) Hispanic: 19.8% (26.1% college-wide) White: 62.4% (51.1% college-wide) Other: 7.2% (7.9% college-wide)	**STEM Programs Enrollment – Race/Ethnicity** Total: 1100 Race/ethnicity distribution of enrollment approaches make-up of college-wide population
STEM Program Enrollment – Gender Men: 84.1% (42.3% college-wide) Women: 15.9% (57.7% college-wide)	**STEM Program Enrollment – Gender** Gender distribution of enrollment approaches make-up of college-wide population

More students will complete STEM programs and race/ethnicity and gender distribution in those programs will approach that of the College as a whole.

Where we are now	Where we want to be by 2020
STEM Program Students earning degrees – Race/Ethnicity Total (Fall 2014): 244 Black: 9.4% Hispanic: 10.7% White: 70.9% Other: 9.0%	**STEM Program Students earning degrees – Race/Ethnicity** Total: 300 Race/ethnicity distribution of graduates approaches make-up of college-wide population
STEM Program Students earning degrees – Gender Men: 85.2% Women: 14.8%	**STEM Program Students earning degrees – Gender** Gender distribution of graduates approaches make-up of college-wide population

WHAT IS THE ISSUE?
Not enough students graduate with Health degrees and enrolling students and graduates are not representative of the student population.

STCC GOALS	
X	Equity
X	College Readiness & Enrollment
	Student Learning
	Community Engagement & Citizenship
X	College Completion
X	Career & Transfer Readiness

WHY IS THIS AN ISSUE?

Health support careers open the door to higher salaries and Massachusetts anticipates a shortage of people who can fill such jobs with needed associates degrees. We want to give students the opportunity to become familiar with and enter Health-related programs at the College. We want more Health majors, representative of the College's race/ethnicity and gender demographics, to complete credentials and find jobs in our workforce.

WHAT DO WE REALLY WANT?

More students majoring in Health programs, and improved race/ethnicity and gender equity in enrollment. More Health majors completing their credentials, and improved race/ethnicity and gender equity in graduation.

HOW WILL WE GET THERE?	WHO?	START BY?
1. Develop a pre-health/pre-nursing Academic Pathway that appropriately prepares students for the rigorous academic demands of these programs. An overview course that has already been developed needs to be implemented and assessed for efficacy and could be informative for a pre-health/nursing Pathway. Such Health Pathways should include needed math and science remediation so that students can be more successful in these fields. This will also support the equity of students accepted into our competitive Health programs.	CAO/VP, Deans, Department Chairs, FT & Adjunct Faculty, Academic Pathways Group	Spring 2017
2. Develop materials and workshops for prospective students in selective programs that clearly, simply, and adequately highlight the prerequisites, requirements, and expectations. Involve current students and graduates to talk to prospective students.	Deans, Department Chairs, FT & Adjunct Faculty, HEALTH Staff, Students, Alumni	Fall 2016

3. Develop mentorship program with industry leaders and alumni that supports a relationship with students as they move from prospective student through graduate. Create peer support groups. New students would like to hear from second-year students.	Deans, Department Chairs, FT & Adjunct Faculty, HEALTH Staff, Advisory Boards, Students, Alumni	Fall 2017
4. Review admissions criteria for each program and consider if preference for STCC students and alumni is feasible. Also develop a more sophisticated and clear use of waitlists for these programs.	Deans, Department Chairs, FT & Adjunct Faculty, Admissions	Fall 2016
5. Increase cross-departmental collaboration in the Health programs giving students an advantage in their careers.	Deans, Department Chairs, FT & Adjunct Faculty, HEALTH Staff	Spring 2017
6. Create a marketing campaign for Health programs that includes information on job opportunities, starting salaries, and testimonials from STCC alumni now working in these fields.	CAO/VP, Assistant to the President, Academic Deans, Department Chairs, HEALTH Staff, Marketing, Alumni	Fall 2016

HOW WILL WE KNOW THERE IS IMPROVEMENT?

More students will enter Health & Nursing programs and race/ethnicity and gender distribution in those programs will approach that of the College as a whole.

Where we are now	Where we want to be by 2020
Selective Health & Nursing Program Enrollment – Race/Ethnicity Total (Fall 2014): 457 Black: 7.9% (15.5% college-wide) Hispanic: 10.9% (26.1% college-wide) White: 75.5% (51.1% college-wide) Other: 5.7% (7.9% college-wide)	**Selective Health & Nursing Program Enrollment – Race/Ethnicity** Total: 525 Race/ethnicity distribution of enrollment approaches make-up of college-wide population
Selective Health & Nursing Program Enrollment – Gender Men: 16.8% (42.3% college-wide) Women: 83.2% (57.7% college-wide)	**Selective Health & Nursing Program Enrollment – Gender** Gender distribution of enrollment approaches make-up of college-wide population

More students will complete Health & Nursing programs and race/ethnicity and gender distribution in those programs will approach that of the College as a whole.

Where we are now	Where we want to be by 2020
Selective Health & Nursing Program Students earning degrees – Race/Ethnicity Total (Fall 2014): 204 Black: 8.8% Hispanic: 11.8% White: 70.6% Other: 8.8%	**Selective Health & Nursing Program Students earning degrees – Race/Ethnicity** Total: 275 Race/ethnicity distribution of graduates approaches make-up of college-wide population
Selective Health & Nursing Program Students earning degrees – Gender Men: 12.3% Women: 87.7%	**Selective Health & Nursing Program Students earning degrees – Gender** Gender distribution of graduates approaches make-up of college-wide population

Student volunteers are ready to help new students at STCC Orientation.

WE TRANSFORM LIVES

"STCC offered me their best support service for a disability. Having a major illness and having the support makes a difference. Their concerns and the time they took also made it an easier process to stay in school. Sometimes people may feel like there is no help, but knowing that there is a way makes a difference."

"This semester has been one of the most stressful experiences of my life, but thanks to my advisor and tutors, I never lost the motivation to continue. STCC has helped me invest in my future, in the midst of homelessness and other stress factors. In my time of despair, I received advice and aid from multiple sources. If it wasn't for the support network I found at STCC, I may not have gotten a second chance at school."

STCC students engaged in the Extreme Entrepreneurship Tour.

WHAT IS THE ISSUE?

New and prospective students often do not understand "how college works."

STCC GOALS

	Equity
X	College Readiness & Enrollment
	Student Learning
	Community Engagement & Citizenship
	College Completion
	Career & Transfer Readiness

WHY IS THIS AN ISSUE?

Many students have never been to college before and neither have their family or friends. Procedures at the College are complicated and very different from high school.

Students and their families can be overwhelmed by these differences, feel embarrassed by having "basic" questions, and ultimately leave STCC. If prospective or new students feel they do not know "how college will work," this means that there are opportunities to improve our communications in how we explain College processes and procedures.

WHAT DO WE REALLY WANT?

Students are better prepared to begin college. Student expectations are more in line with what their experience will be. Students feel they can openly ask questions and ultimately are able to remain at the College.

HOW WILL WE GET THERE?	WHO?	START BY?
1. Revamp New Student Orientation based on the input and participation of students who have recently attended. Students report wanting a more engaging, informative, celebratory experience where they can interact with current students. Then make the New Student Orientation <u>mandatory</u>. (This is a request from our students!)	Student Activities & Advising (Orientation), Students	Fall 2016
2. Internal Communications point person develops a student-requested TOP 10 list of things-to-know-this-week (e.g., add/drop dates, trips, tutoring opportunities). This information (visual and quick, on a postcard) can be handed out in Building 2 by students and displayed on monitors in that area. (Just-In-Time Information!)	Internal Communications point person, Students, Student Activities (TV monitors)	Fall 2016
3. Faculty must be aware of information being shared with students. Students are most likely to ask their professors or one another about critical	Internal Communications point person, FT & Adjunct Faculty	Spring 2017

information.		
4. Involve alumni as mentors to students, and use Student Ambassadors to help bridge the gap in understanding what college life involves including academic and behavioral expectations.	Advising, Deans, Department Chairs, Student Activities (Student Ambassadors), Alumni	Fall 2017
5. Bring high school students to visit the STCC campus during their junior year so they learn about our programs, the prerequisites, and the admissions and financial aid processes.	CAO/VP, Academic Deans, Admissions, Financial Aid, Department Chairs	Fall 2017
6. Create a visual flowchart of how to navigate the college and its processes on an updated, easy-to-use website that is mobile device-friendly.	Internal Communications point person, Webmaster	Fall 2018

HOW WILL WE KNOW THERE IS IMPROVEMENT?

More students report attending Orientation (CCSSE).

Where we are now	Where we want to be by 2020
46% of students responded that they have participated in or attended some sort of orientation prior to the beginning of classes (Spring 2014).	**75%** of students report attending some sort of orientation prior to the beginning of classes.

Fewer students withdraw from STCC during their first term.

Where we are now	Where we want to be by 2020
4.7% of students withdrew from all classes (Fall 2014).	**2%** of students withdraw from all classes.

WHAT IS THE ISSUE?	STCC GOALS	
Without early, consistent, and clear support, students falter.		Equity
	X	College Readiness & Enrollment
		Student Learning
		Community Engagement & Citizenship
	X	College Completion
		Career & Transfer Readiness

WHY IS THIS AN ISSUE?

High school versus college processes and requirements are very different, and our students benefit from early, consistent, and clear expectations and support to navigate these processes.

Students have requested support beginning at the time they are accepted and would like continuity of support as much as possible. Our own data show that without consistent and intensive support, students leave the College. Students have also said they benefit from deadlines and procedures that are mandatory. As Kay McClenney, a leader in community college education, has said, "Students don't do optional" and our students have echoed this themselves requesting deadlines without flexibility and events that are not optional.

WHAT DO WE REALLY WANT?

Students have a point person for support from the time they are accepted at STCC, and there is continuity in the type and depth of advising they receive throughout their time at the College. Students are supported such that they enroll in courses and complete their FASFA (Financial Aid application) as early as possible.

HOW WILL WE GET THERE?	WHO?	START BY?
1. Representatives of College community members who advise students will create a plan for advising/support/contact from STCC acceptance to graduation. Part of the advising plan will be how to ease "handoffs" when a student transitions from professional to faculty advising or among advisors in the same area.	Faculty and professional advisors, VPs, Deans, Department Chairs, Advising Is Teaching	Fall 2017
2. Create required advising "bootcamps" for full-time and adjunct faculty to learn "best practices" that support improved retention in programs and the College, early course enrollment, and financial aid application completion (e.g., professionally-advised students are more likely to enroll during priority registration than the college population as	Faculty and professional advisors, VPs, Deans, Department Chairs, Advising Is Teaching, Professional Development	Spring 2018

a whole).		
3. Make critical deadlines mandatory (NB: This is from our students!). Being late should not be permitted for FASFA completion and for course enrollment. Deadlines should be set such that optimal performance in classes can be accomplished by all students (e.g., no late registration).	VPs, Deans, Financial Aid	Fall 2017
4. Standardize and clarify information about advising, course enrollment and financial aid processes so that students obtain consistent answers regardless of who they talk to.	Internal Communications point person, Advising, Financial Aid, Admissions, Registrar	Spring 2018
5. Hold multiple group workshops in Building 2 to support FASFA completion. Work with high schools so that prospective and incoming students better understand financial aid processes and eligible students are aware of uAspire.	Financial Aid, uAspire, Marketing (external communication), Internal Communications point person	Fall 2017
6. Clarify the timeline of financial aid processing and payment timing so that students' expectations can be in sync with the reality of the timeframe. Use other students (e.g., handing out postcards in Building 2) to get out the word about critical dates and information.	Financial Aid, Internal Communications Point person, Students	Spring 2017
7. Internal Communications point person develops an information campaign so that students, faculty, and staff are aware that the earlier students sign up for classes, the more likely they are to succeed in those classes. The College needs to address issues that conflict with early course enrollment such as the need to pay for classes as soon as enrollment happens.	Internal Communications point person, VPs, Deans, Student Accounts	Fall 2018

HOW WILL WE KNOW THERE IS IMPROVEMENT?

More students enroll for their courses earlier.

Where we are now	Where we want to be by 2020
Returning Students (Fall 2012)**:** 37% register during Priority Registration 48% register during the regular timeframe 11% register during Late Registration **New Students:** 65% register during the regular timeframe 29% register during Late Registration	**Returning Students:** 55% register during Priority Registration 45% register during the regular timeframe 0% register during Late Registration **New Students:** 100% register during the regular timeframe 0% register during Late Registration

More students are retained at the College when they enroll earlier.

Where we are now	Where we want to be by 2020
Returning Students (Fall 2012)**:** Priority Registration: 90% Fall-to-Spring Retention Regular Timeframe: 81% F-to-S retention Late Registration: 62% F-to-S retention **New Students:** Regular Timeframe: 73% F-to-S retention Late Registration: 60% F-to-S retention	**Returning Students:** More students registering during Priority Registration and achieving the higher retention rate (90%) **New Students:** 100% of students registering during the regular registration timeframe and achieving the higher retention rate (73%)

More students use financial aid advising.

Where we are now	Where we want to be by 2020
22.4% of students responded that they used financial aid advising at STCC (Spring 2014).	**50%** of students respond that they used financial aid advising at STCC.

Landscape Design students in Professor Jen Werner's class collaborate with Springfield's Assistant Forester Alex Sherman to prune trees on State Street just outside of the STCC campus.

COLLEGE READINESS & ENROLLMENT

"I get help from my tutors when I have trouble in my classes. It really helped me out in the long run. They helped me figure out how to use better study habits when I have upcoming tests and quizzes. Those habits worked because I got good grades when I received my test back."

"At STCC, I was put into a high school-level algebra class. I was not at all thrilled to begin it and felt out of place. However, I found out I could take a test. I was greeted by the nicest woman who graded my test and I found out I had tested out of the class. She told me she knew I could do it and that really helped me because math is not my strongest subject. It was very satisfying."

Students gather after author Leslea Newman's reading from her moving book of poetry about the death of Matthew Shepard, "October Mourning."

WHAT IS THE ISSUE?		STCC GOALS	
			Equity
		X	College Readiness & Enrollment
Very few students with developmental placements graduate from STCC.		X	Student Learning
			Community Engagement & Citizenship
		X	College Completion
			Career & Transfer Readiness

WHY IS THIS AN ISSUE?

About 65% of our students need developmental courses in math, reading, and/or English. Many of these students never complete their developmental sequence and of those with any placements, few finish their degrees in 3 years (15%) or even 6 years (20%).

WHAT DO WE REALLY WANT?

Of students having developmental placements, we want more students to complete their developmental course sequence and then go on to graduate.

HOW WILL WE GET THERE?	WHO?	START BY?
1. Continue to identify and refine efforts that help students place out of developmental course work (e.g., GPA pilot study where high school GPAs are used in place of Accuplacer results) or to accelerate work through the developmental sequence (e.g., Open English where students complete their developmental work at the same time as their college-level course).	Deans, Department Chairs, FT & Adjunct Faculty, Advising, Testing Center	Fall 2015
2. Get students into their content areas quickly even when they have developmental requirements so they remain engaged, encouraged, and focused on their bigger career/program goals.	Deans, Department Chairs, FT & Adjunct Faculty, Advising	Fall 2017
3. Introduce STCC support services in developmental courses so students see the range of options. Support/tutoring from peers who have completed developmental course sequences.	Internal Communications point person, FT & Adjunct Faculty, Tutoring	Fall 2017
4. Integrate developmental courses tailored for the content area into any Academic Pathway that is developed (e.g., Information Technology, Sciences, Engineering). Students can place out of developmental courses in the Pathway thereby	CAO/VP, Deans, Department Chairs, Academic Pathways Group	Spring 2017

accelerating their progress. Developmental work is the norm, not the exception for open enrollment programs and Academic Pathways should be structured to reflect that.		
5. Assign tutors to each Academic Pathway so they can support specialized content in the context of the developmental work.	CAO/VP, Deans, Department Chairs, Academic Pathways Group, Tutoring	Spring 2017

HOW WILL WE KNOW THERE IS IMPROVEMENT?

More students with developmental placements graduate within 3 years.

Where we are now	Where we want to be by 2020
3-Year Graduation Rates (Fall 2011 cohort) College Ready Students: 39% Students Needing Some Dev Work (place into some level of at least one developmental subject): 15% Students Needing Max Dev Work (place into the lowest of all three areas): 3%	**3-Year Graduation Rates** College Ready Students: 39% Students Needing Some Dev Work: 25% Students Needing Max Dev Work: 10%

More students complete developmental sequence.

Where we are now	Where we want to be by 2020
Students completing all needed developmental coursework (Fall 2012 cohort) Students Needing Some Dev Work: 23% Students Needing Max Dev Work: 8%	**Students completing all needed developmental coursework** Students Needing Some Dev Work: 40% Students Needing Max Dev Work: 20%

WHAT IS THE ISSUE?	STCC GOALS	
Too many students' education is interrupted by the challenges of balancing college, work, and family responsibilities.		Equity
	X	College Readiness & Enrollment
		Student Learning
		Community Engagement & Citizenship
	X	College Completion
		Career & Transfer Readiness

WHY IS THIS AN ISSUE?

Many students at STCC face the challenge of balancing college with family and work demands. Some students are able to find a good balance while others struggle and leave the college.

When students leave the college, this often perpetuates the cycle of needing more than one job to meet living expenses thereby making it even more difficult to return to college and improve job prospects.

WHAT DO WE REALLY WANT?

Fewer students leave due to the challenges of balancing college, work, and family responsibilities. More students are able to find a balance and complete their degree.

HOW WILL WE GET THERE?	WHO?	START BY?
1. Improve Internal Communications to students about SingleStop and other support services and how it can help with balance issues. Students differ on their preference for paper (e.g., STCCler) versus electronic (email, Facebook) notices, so use both outlets.	Internal Communications point person, SingleStop and all student support services	Spring 2018
2. Students say they often learn about services from faculty in the classroom, so outreach should include alerting faculty.	Internal Communications point person	Fall 2016
3. Since students are often in Building 2 between classes, they have asked for the TVs to be used to convey critical information including how to contact our services. Students also say they want us to involve them in our outreach efforts.	Internal Communications point person, Students	Fall 2016
4. Develop an interactive workshop on college/work/family balance where students can develop their skills and learn to go when they are struggling. Make the workshop part of a	Internal Communications point person, Student Activities & Advising (Orientation), Support	Fall 2017

mandatory New Student Orientation.	Services	
5. Provide students with information about day care options especially when they have a sick child.	Internal Communications point person, Advising, Support Services	Spring 2017
6. Do critical research, involving students and faculty, to optimize course scheduling such that students can take most of their courses within three days each week (e.g., a science course should not have three days of lecture [M,W,F] and two days of lab [T,Th] necessitating a student to be on campus five days a week).	VPs, Deans, Department Chairs, FT & Adjunct Faculty, Union Leadership, Registrar	Spring 2019

HOW WILL WE KNOW THERE IS IMPROVEMENT?

Fewer students will report that family responsibilities were a major or minor barrier they had to overcome to complete their STCC education.

Where we are now	Where we want to be by 2020
52% of students responded that family responsibilities were a barrier to their education (Spring 2014).	**40%** of students respond that family responsibilities were a barrier to their education.

Fewer students will report that job demands were a major or minor barrier they had to overcome to complete their STCC education.

Where we are now	Where we want to be by 2020
48% of students responded that job demands were a barrier to their education (Spring 2014).	**35%** of students respond that job demands were a barrier to their education.

Fewer students withdraw from courses after the add/drop period.

Where we are now	Where we want to be by 2020
20% of students withdrew from a course after the add/drop period (Fall 2014).	**12%** of students withdraw from a course after the add/drop period.

WHAT IS THE ISSUE?
The retention of 20-24 year olds at the College is low. Meanwhile, that population will grow the most through 2030 with implications for enrollment.

STCC GOALS	
X	Equity
X	College Readiness & Enrollment
	Student Learning
	Community Engagement & Citizenship
	College Completion
	Career & Transfer Readiness

WHY IS THIS AN ISSUE?

While the number of traditional high-school aged students is projected to decline both statewide and regionally, the number of 20-24 year olds is expected to increase presenting an opportunity for enrollment at the College. Currently the population that is growing the most at STCC is new students aged 20-24. However, our retention from fall-to-spring of 20-24 year old students is the lowest for any age group.

WHAT DO WE REALLY WANT?

Increased enrollment of 20-24 year old students who are returning to their academic pursuits. Improved retention of students aged 20-24 at the College.

HOW WILL WE GET THERE?	WHO?	START BY?
1. Create Admissions and Marketing materials specifically addressing the concerns of older and returning students.	VPs, Deans, Admissions, Marketing, Advising	Fall 2017
2. Develop a mandatory New Student Orientation with some programming specially designed for older and/or returning students.	Deans, Department Chairs, Student Activities & Advising (Orientation)	Fall 2017
3. Designate physical space for older and/or returning students to study and network.	VPs, Deans, Facilities	Fall 2017
4. Establish a peer-mentoring program specifically for older and/or returning students.	CAO/VP, Deans, Department Chairs, Students	Fall 2017
5. Assign a Returning Student Liaison to older/returning students as soon as they are accepted. The Liaison should be aware of the issues these students face (e.g., being perceived as an adult "who should know how college works") and be an advocate for them.	VPs, Deans, Advising	Fall 2017

HOW WILL WE KNOW THERE IS IMPROVEMENT?

Fall-to-spring retention of 20-24 year olds will increase.

Where we are now	Where we want to be by 2020
Proportion of students retained from fall-to-spring (Fall 2014) *19 or younger*: 80% *20 to 24 years*: 69% *25 to 29 years*: 74% *30 or older*: 78%	Proportion of students retained from fall-to-spring *19 or younger*: 80% *20 to 24 years*: 80% *25 to 29 years*: 80% *30 or older*: 80%

Fun with Science, Technology, Engineering, & Math at STEM Academy.

STUDENT LEARNING

"I've only been at STCC for a semester but I already know I am going to succeed. I transferred from another community college. I like how in biology my lecture professor is the same as my lab. I have an 'A' in that class…I really like how supportive and understanding all my professors are. It almost feels like we're a family in each class."

"Another student helped me with my math class. I was having a hard time understanding the work. He taught me an easier way to understand the problems. At first it was hard, but it started getting easier for me to do it. He took his time with me and didn't give up even when I wanted to. Although I am a hard student to work with, he tried his best, which was great because I learned how to do the problems and then I passed the class."

Nursing students present their capstone research projects. This group focused on the role of prenatal care for Springfield teens.

Work from a Printmaking class at the STCC Student Art Show.

WHAT IS THE ISSUE?	STCC GOALS	
Not enough students meet academic standards to complete their courses successfully.	X	Equity
		College Readiness & Enrollment
	X	Student Learning
		Community Engagement & Citizenship
		College Completion
		Career & Transfer Readiness

WHY IS THIS AN ISSUE?

If students do not successfully complete their courses, they will not stay at the College and will not complete their credentials. This needs to be addressed not by lowering academic standards, but rather by understanding and addressing the specific learning outcomes that students are not achieving.

Currently, many students are unable to meet the academic standards needed to complete their courses successfully (earning an A, B, or C). Moreover, there are inequities in the course success rates of our students based on gender, race/ethnicity, and income.

WHAT DO WE REALLY WANT?

More students are able to meet course standards to earn an A, B, or C. Inequities in successful course completion rates are reduced and ultimately eliminated.

HOW WILL WE GET THERE?	WHO?	START BY?
1. Faculty and department chairs have access to their %ABC rates (department reports already being distributed) and those rates will be disaggregated by race/ethnicity, gender, and income (Pell status used as income proxy).	Department Chairs, FT & Adjunct Faculty, Institutional Research, Professional Development	Spring 2016
2. Results from institution-wide assessment of core competencies will be available to all faculty, department chairs, and academic deans. Such results will be disaggregated by student demographics. When assessment work is done in programs and departments, results should also be explored as a function of student demographics.	Deans, Department Chairs, FT & Adjunct Faculty, Assessment & CCAT, Professional Development	Spring 2016
3. Professional development will be provided to support faculty making changes in their classrooms and in support of culturally-responsive teaching and service provision. Adjunct faculty must and will be included.	VPs, Deans, Professional Development, FT & Adjunct Faculty	Fall 2017

4. Course and program initiatives, assignments, and teaching methods that improve students' ability to achieve their learning outcomes will be shared with faculty, department chairs, and academic deans through workshops and professional development days.	Professional Development, Assessment & CCAT, Deans, Department Chairs, FT & Adjunct Faculty	Fall 2017

HOW WILL WE KNOW THERE IS IMPROVEMENT?

Improved course completion success and equity in completing courses with an A, B, or C.

Where we are now	Where we want to be by 2020
%ABC Course Rates (Fall 2014) **OVERALL: 77%** Black: 70% Hispanic: 68% White: 80% Other: 78%	**%ABC Course Rates** **OVERALL: 80%** Black: 80% Hispanic: 80% White: 80% Other: 80%

Institution-wide assessment of core competencies demonstrates continued improvement and equity in student learning

Where we are now	Where we want to be by 2020
Baseline work completed and report currently in progress.	

WHAT IS THE ISSUE?

As a whole, graduating students' core competencies (e.g., critical thinking, written communication) are not sufficiently developed.

STCC GOALS

	Equity
	College Readiness & Enrollment
X	Student Learning
	Community Engagement & Citizenship
	College Completion
X	Career & Transfer Readiness

WHY IS THIS AN ISSUE?

Employers want students who not only have the appropriate technical skills for their jobs but also have strong skills in written and oral communication, critical thinking, and the ability to apply knowledge to real-world situations. In a recent national survey that included community college students, 59% of students felt they were "very well prepared" to demonstrate these skills in the workplace but only 24% of employers felt that the students were "very well prepared."

WHAT DO WE REALLY WANT?

Students have strong core competency skills (written and oral communication, critical thinking, quantitative reasoning, information literacy, computer literacy) regardless of the program from which they graduate.

HOW WILL WE GET THERE?	WHO?	START BY?
1. Continue to use the SOAR (Student Outcomes Annual Reflection) process to explicitly specify where core competencies are developed through each program.	Deans, Department Chairs, FT & Adjunct Faculty, Assessment & CCAT, Professional Development	Fall 2015
2. Explore creating a group for "Core Competencies Across the Curriculum" to support faculty to develop, measure, and act on student outcome findings in programs and courses.	Deans, Department Chairs, FT & Adjunct Faculty, Assessment & CCAT, Writing Across Curriculum	Fall 2016
3. Consider assigning students to research the characteristics and abilities of successful/influential people in their intended field of study and how those characteristics and abilities relate to the STCC core competencies. Engage field-related student clubs in this work of understanding the importance of core competencies. Consider incorporating core competency skill development into assignments that still deliver critical content	Deans, Department Chairs, FT & Adjunct Faculty, Assessment, Professional Development	Fall 2016

(e.g., research papers about aspects of a career, learning to do research by preparing for an interview at a content-related company, giving an oral presentation on a software application that was developed for an assignment).		
4. Students, faculty, and staff need to be clear on what each of the core competencies (written and oral communication, critical thinking, quantitative reasoning, information literacy, computer literacy) mean, how they apply to the specific program, and how they are integrated into coursework as well as educational experiences outside of the classroom. Students also need to know why being competent in these skills is important, and how that will differentiate them as prospective employees.	VPs, Deans, Department Chairs, Department Managers, Assessment Professional Development, Internal Communications point person, Students	Spring 2017
5. Host a "Professional Development Day" for students: Bring in business leaders to talk to students about what skills, attitudes, behaviors they want (and do not want) in potential employees. Demonstrate how students can develop skills, the critical differences in modes of communication (presenting, email, texting, memos) and the relative need for formality.	VPs, Deans, Department Chairs, Advisory Boards, Coop & Transfer Office	Fall 2017
6. Create "shadowing" programs for our students with local businesses to support career exploration.	VPs, Deans, Department Chairs, Advisory Boards, Coop & Transfer Office	Fall 2017

HOW WILL WE KNOW THERE IS IMPROVEMENT?

When students graduate, more will say that their core competency skills developed a lot or tremendously while at STCC.

| Where we are now	Where we want to be by 2020
Students saying their core competency skills developed a lot or tremendously (Spring 2014) Think critically: 76% Write clearly: 51% Give oral presentations: 64% Use math for day-to-day issues: 51% Research and assess information: 68% Use computer technology and apps: 61%	**Students saying their core competency skills developed a lot or tremendously** At least 75% of students say **all skills** improved a lot or tremendously.

Institution-wide assessment of core competencies demonstrates continued improvement in student learning.

Where we are now	Where we want to be by 2020
Baseline work completed for Written Communication and Critical Thinking. Report currently in progress	
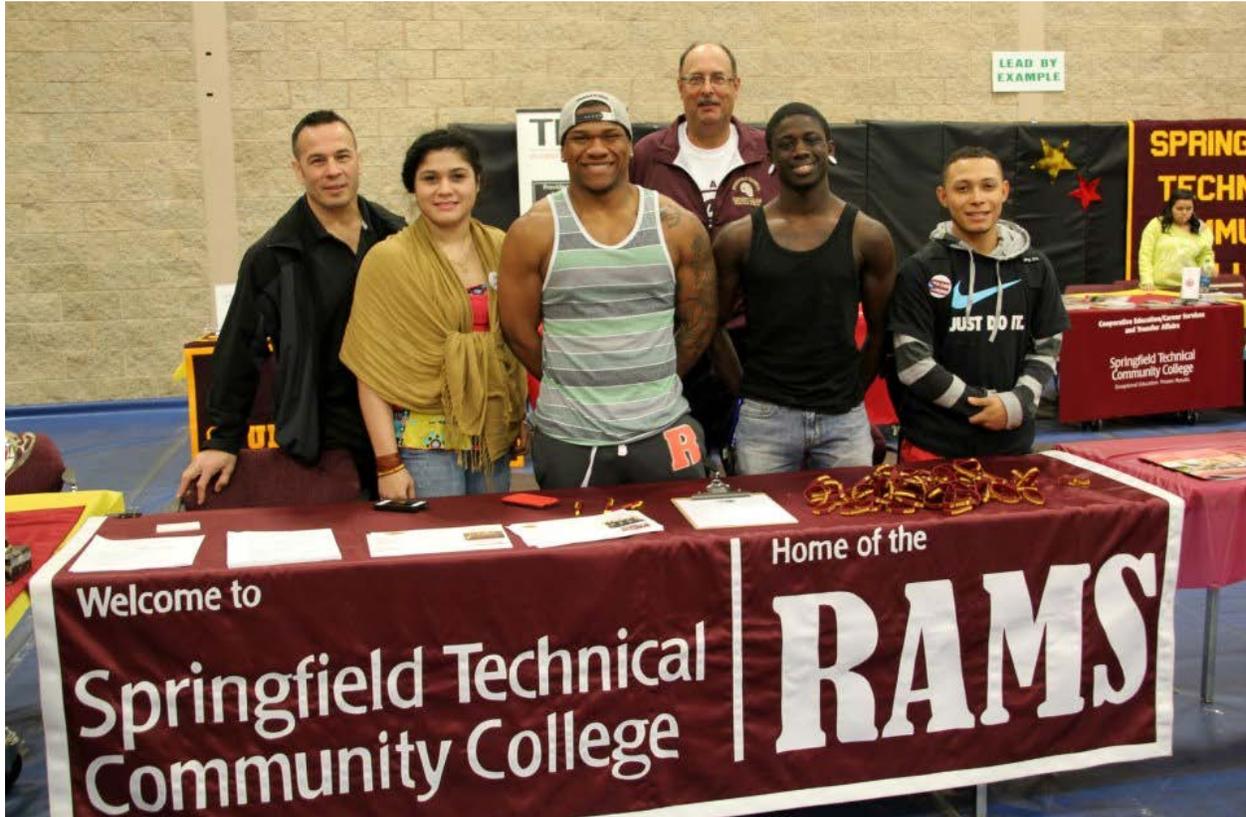
STCC athletes lead by example!

COMMUNITY ENGAGEMENT & CITIZENSHIP

"After working in several retail jobs without satisfaction, my student enrolled at STCC. He worked his way through developmental courses, the College Success course, and ultimately graduated with Honors. After earning his Bachelor's degree, he started a successful business in our local community. He now employs several people and is considering returning to graduate school."

"A student I advise is a single parent who is also trying to complete a full-time load of courses. In addition to her coursework, she has her kids several times a week and during the whole summer. She runs a support group for other single parents and eventually wants to become a social worker. Her goal is to help others in her community be great role models for their kids by completing college and being good parents."

Proud graduates of our STCC health programs!

WHAT IS THE ISSUE?	STCC GOALS	
Not enough students benefit from civic learning and/or community engagement experiences prior to graduation.		Equity
		College Readiness & Enrollment
	X	Student Learning
	X	Community Engagement & Citizenship
		College Completion
		Career & Transfer Readiness

WHY IS THIS AN ISSUE?

Evidence shows that civic learning and community engagement helps students perform better in the workplace and improves life-long learning. Incorporating these experiences into classroom work also improves learning outcomes.

STCC has some excellent examples of how civic learning and community engagement are incorporated into coursework and student learning.   Based on the success of students engaged in this type of work, more STCC students should have this opportunity.

WHAT DO WE REALLY WANT?

More students have experience in civic learning and community engagement prior to graduation.

HOW WILL WE GET THERE?	WHO?	START BY?
1. Develop campus definitions of civic learning and community engagement. Collect campus-wide baseline data on student experiences of civic learning and community engagement.	VPs, Deans, Department Chairs, FT & Adjunct Faculty, Support & Service Departments, Assessment, Professional Development	Fall 2015
2. Professional Development will create workshops/seminars for faculty to share their experiences of incorporating civic learning/community engagement into their courses, how it can be accomplished without displacing content, and the value to students of integrating civic learning and community engagement into courses.	Professional Development, Assessment, Deans, Department Chairs, FT & Adjunct Faculty	Spring 2016
3. Departments will set goals on civic learning/community engagement for students (using Student Outcomes Annual Reflection/SOAR form) and determine how those goals will be met within their curriculum. Professional Development	Deans, Department Chairs, FT & Adjunct Faculty, Support & Service Departments, Assessment, Professional Development	Fall 2016

& Assessment Office will help support faculty in this work.		
4. Departments can collaborate with Student Activities to connect coursework with community engagement opportunities (e.g., applying coursework to or doing research that benefits community, bring community members on campus for work with students)	Deans, Department Chairs, FT & Adjunct Faculty, Support & Service Departments, Student Activities, Assessment, Professional Development	Spring 2017
5. Create marketing plan around successful academic efforts that can be featured on social media and in local outlets so that community can be aware of and engaged in these efforts.	Marketing, Foundation, Deans, Department Chairs, Advisory Boards	Spring 2017

HOW WILL WE KNOW THERE IS IMPROVEMENT?

More students will report that they participated in civic learning and/or community engagement opportunities while at STCC (CCSSE).

Where we are now	Where we want to be by 2020
5.3% of students responded that they participated *often* or *very often* in community-based projects as a part of their regular course work. STCC average response was **1.24** on a scale of 1-4; National average response was **1.34**. (Spring 2014)	Matching or exceeding the national average response on this CCSSE question.

WHAT IS THE ISSUE?

The College's use of technology for teaching, student learning, and support is not optimized.

STCC GOALS

	Equity
	College Readiness & Enrollment
X	Student Learning
	Community Engagement & Citizenship
	College Completion
X	Career & Transfer Readiness

WHY IS THIS AN ISSUE?

Students need to have access to technology in their programs commensurate with what they will be expected to use in the workforce so that they can be sufficiently prepared. This issue is so critical that Computer Literacy is one of the core competencies that every STCC associate degree student is expected to obtain prior to graduation.

Technology is critical for teaching today's students who attend class both in-person and remotely. Indeed, much of our information exchange between the College and our students and among College personnel occurs through the use of technology.

For these reasons, we need to better leverage technology and live up to the "Technical" in our name.

WHAT DO WE REALLY WANT?

Students have access to up-to-date technology appropriate for their academic programs. Faculty, including adjunct faculty, have access to appropriate teaching technology. Faculty and staff make use of technology to communicate with students and the college community.

HOW WILL WE GET THERE?	WHO?	START BY?
1. Programs, with support of advisory boards, should be aware of technology and IT trends so that requirements can be incorporated into budgets with sufficient lead times and opportunities for bulk purchases.	Deans, Department Chairs, Advisory Boards, Business Office	Spring 2018
2. When new technology, hardware, and/or software is launched, it must be accompanied by a plan for training and supporting faculty and staff. This can include "how to" videos, demonstrations, etc.	IT, Facilities, Internal Communications point person	Spring 2017
3. Faculty and staff need to understand plans and expectations regarding technology use, maintenance and upgrades, and associated budgeting.	VPs, Deans, IT	Fall 2016

4. Classroom technology and software decisions should include faculty, with the understanding that each classroom is not customized for each user. This includes using a few consistent platforms for the same instructional use – Students find it difficult to learn a different piece of software or website for each class (e.g., rather than all faculty using Blackboard or the portal, some use web-based sites for students to submit work and connect on forums).	Deans, Department Chairs, FT & Adjunct Faculty, Online Learning/LMS, Professional Development	Spring 2018
5. All technology decisions have to be made with the needs of all users in mind striving for universal design and ADA functionality (compliance is necessary but insufficient).	IT, Online Learning/LMS, Professional Development, Disability Services	Spring 2017
6. Technology must be used to optimize transparency. All members of the College community should have access to the information needed to make decisions in their areas (e.g., GPAs that determine academic standing for students; %ABC course rates for faculty and department chairs).	IT, VPs, Deans, Data-owning departments, IR, Registrar, Advising	Spring 2019

HOW WILL WE KNOW THERE IS IMPROVEMENT?

Increase in the proportion of students reporting improved computer literacy skills (graduating student survey).

Where we are now	Where we want to be by 2020
63% of associate degree graduates and **52%** of certificate graduates said that their experience at STCC improved their ability to use computers, common software, mobile devices or internet- or cloud-based applications a lot or tremendously (Spring 2014).	**75%** of associate degree graduates and **65%** of certificate graduates report that their computer literacy abilities have improved a lot or tremendously while at STCC.

CAREER & TRANSFER READINESS

"I have always loved science and figured I would become a high school teacher. The STCC science faculty here were amazing and encouraged me to pursue my master's degree and return to STCC to teach someday. Their belief in me and their encouragement changed the course of my life."

"My advisor helped me figure out what my best skills were and what careers I could apply them to. He then helped me figure out what program to take here to get a good job in my career and then how to pursue a job. He helped me make my career decision easier."

Students, faculty, and staff put the COMMUNITY in Springfield Technical Community College when they participated in the Rays of Hope walk.

WHAT IS THE ISSUE?

Many students transfer without first completing their credential here at STCC.

STCC GOALS

	Equity
	College Readiness & Enrollment
	Student Learning
	Community Engagement & Citizenship
X	College Completion
X	Career & Transfer Readiness

WHY IS THIS AN ISSUE?

Evidence from the Community College Research Center and the National Clearinghouse shows that community college students who complete their credential first and then transfer are more likely to finish their bachelor degrees. Also, if a student's bachelors work is interrupted and they have to (re)enter the workforce, they will fare better with a completed certificate or associates degree than without one.

Here at STCC, many students transfer to a four-year institution without having completed their program and earning their credentials.

WHAT DO WE REALLY WANT?

Increased proportion of students completing their credential prior to transfer.

HOW WILL WE GET THERE?	WHO?	START BY?
1. Collect baseline data on why students transfer to other colleges, both two- and four-year institutions, prior to completing their work at STCC.	Coop & Transfer Office, Advising, Assessment Office support	Fall 2015
2. The Internal Communication point person develops a cohesive information plan for students about the benefits of completion prior to transfer including alumni testimonials.	Internal Communications point person, Coop & Transfer Office, Advising, Alumni	Fall 2017
3. Coordinate with 4-year colleges coming to campus about messaging to our students, and that transfer to their institution occurs after graduation from STCC.	Coop & Transfer Office	Fall 2016
4. Review articulation agreements with transfer institutions regarding associates degree completion prior to transfer.	Deans, Department Chairs	Fall 2016
5. Consider the effect of "Reverse Transfer" (students transfer credits earned at 4-year institutions back to STCC to receive their credential	President & CAO/VP consult with DHE	Fall 2016

after already having transferred) to determine if it achieves goals listed above. A statewide process and procedure is needed to support Reverse Transfer in a consistent manner for all community colleges.		
6. Extend Academic Pathways model to Bachelor degree which is the desired outcome of many students upon entry to STCC. Completion of certificate and/or associates degree is integrated into Academic Pathways.	CAO/VP, Deans, Department Chairs, Academic Pathways Group	Spring 2017
7. Create clear, simple visual model on each student's portal homepage showing where they are on their personal path from entry to graduation and beyond, including term-by-term information on credits attempted/completed, GPA, courses taken, and including completing a credential before transferring to a 4-year institution.	IT, VPs, Deans, Data-owning departments, IR, Registrar, Advising	Spring 2019

HOW WILL WE KNOW THERE IS IMPROVEMENT?

Increase in the proportion of students earning credentials at STCC prior to transfer.

Where we are now	Where we want to be by 2020
Of students transferring from STCC to a 4-year institution, **32%** have first completed their STCC credential (Fall 2014).	Goal will be based on data collected during the 2015-2016 academic year.

WHAT IS THE ISSUE?		STCC GOALS	
Students say they want to better understand possible career options and how these options relate to academic programs and courses.			Equity
			College Readiness & Enrollment
		X	Student Learning
			Community Engagement & Citizenship
		X	College Completion
		X	Career & Transfer Readiness

WHY IS THIS AN ISSUE?

Students want opportunities to learn about a variety of careers and to explore career options. Many students have difficulty identifying the most appropriate program relative to their interests and do not understand how courses will help them in their future careers or continuing education. Students also say they want the opportunity to develop a better understanding of the expectations and responsibilities of future careers.

WHAT DO WE REALLY WANT?

Students have opportunities to explore and then select the most appropriate program by the end of their first semester. Course descriptions will more clearly relate to students' transfer and/or career interests.

HOW WILL WE GET THERE?	WHO?	START BY?
1. Pre-enrollment assessment: Offer a questionnaire or inventory of interests; Provide overview of programs such as open houses that include conversations with current students; Offer sample courses; Schedule meetings with advisors/guides prior to the semester.	VPs, Deans, Department Chairs, Advising, Admissions, Students	Fall 2017
2. Improve career-related advising: Improve clarity and simplicity of website regarding relationship of academic program to career (e.g., "You've Enrolled – Now What?"); Improve information that adjunct faculty have for advising; Appoint 1-2 people in each Academic School as an advisor/guide to bridge gap between enrollment and first advisor assignment and then connect students with that person as soon as they enroll at the College.	Internal Communications point person, Webmaster, Professional Development, Deans	Fall 2017
3. Describe educational opportunities from interest to career: Internal Communications point person helps describe career paths in a way that students	Internal Communications point person, Deans, Department Chairs,	Spring 2018

can understand when they are not already familiar with the field or area; Students would like to see the connections among careers, academic programs, courses, internships/work study opportunities, club activities, transfer requirements, and obtaining support from alumni.	Support & Service Departments, Coop & Transfer Office, Student Activities, Alumni	
4. Students have requested that course descriptions be more clear and simple and describe how the outcomes of the course relate to their future goals (career/transfer).	Internal Communications point person, Deans, Department Chairs, FT & Adjunct Faculty, Students	Fall 2016

HOW WILL WE KNOW THERE IS IMPROVEMENT?

More students will report having an increased understanding of and satisfaction with (a) how their career interests relate to academic programs and (b) course descriptions that are clear and relate to their academic and career interests.

Where we are now	Where we want to be by 2020
Baseline data through surveys and/or focus groups are needed.	Improved understanding and satisfaction measures through focus groups and surveys.

WHAT IS THE ISSUE?	STCC GOALS	
More students want experiences in internships and other career-related opportunities.		Equity
		College Readiness & Enrollment
		Student Learning
	X	Community Engagement & Citizenship
		College Completion
	X	Career & Transfer Readiness

WHY IS THIS AN ISSUE?

Experience in internships and cooperatives gives our students an advantage in their job seeking, and employers of STCC students say such experiences are one of the College's strengths. Employers also say that more students need these types of experiences. Our students say they want opportunities to better understand prospective jobs and job expectations.

WHAT DO WE REALLY WANT?

More students have internship or career-related opportunities prior to graduation.

HOW WILL WE GET THERE?	WHO?	START BY?
1. STCC needs a Career Opportunity point person to identify and track all work related to internships, cooperatives, practica, clinical placements, and other career-related workforce experiences. The diffusion of this responsibility campus-wide has led to uneven access to opportunities for students and overreliance on the personal connections of faculty and staff. The Career Opportunity point person will develop a centralized process to ensure consistent and ongoing opportunities even when key people leave (e.g., a faculty member with personal connections). The Career Opportunity point person will also assess the efficacy of career-related experiences (not already assessed by accredited academic departments) and supporting activities (e.g., resume building workshops).	President, VPs	Fall 2016
2. Create specific links between academic programs and employers in the region much like our Health and Nursing programs have established. These work experiences taking place during the program often lead to employment after graduation. Like our Health and Nursing programs,	Deans, Department Chairs, Advisory Boards, Coop & Transfer Office, Career Opportunity point person	Fall 2018

departments also can conduct readiness assessment experiences that indicate to employers that students are ready for workplace opportunities.		
3. Explore the feasibility and appropriateness of including career-related opportunities as part of the program curriculum. If career-related opportunities are required for a program and are developed as for-credit courses, could the generated course fees be designated to support the career-related opportunities themselves? If career-related opportunities are offered for credit, would the credits transfer to a four-year institution?	CAO/VP, Deans, Department Chairs, Coop & Transfer Office, Career Opportunity point person	Fall 2018
4. Students need preparation to be successful in career-related opportunities. Develop a program of "prep work" for career-related opportunities on resume and cover letter development, interviewing skills, expectations of the workforce, presentations by other students who have been through these experiences, and how to handle logistics (e.g., transportation, on-time attendance).	Career Opportunity point person, Coop & Transfer Office, Deans, Department Chairs	Fall 2018
5. Create "shadowing" program for less intensive but exploratory experiences for students.	VPs, Deans, Department Chairs, Advisory Boards, Coop & Transfer Office	Fall 2017

HOW WILL WE KNOW THERE IS IMPROVEMENT?

More students will report having participated in work-related opportunities prior to graduation (CCSSE).

Where we are now	Where we want to be by 2020
Student Internship Experiences **16.2%** of students responded that they have done an internship, field experience, co-op experience or clinical assignment. Another **43.7%** responded that they want to (Spring 2014). **62.2%** of faculty responded that such experiences are important for students to participate in (Spring 2014).	**Student Internship Experiences** **25%** of students responded that they have done an internship, field experience, co-op experience or clinical assignment.

THE PARKING CHALLENGE

We hear you! Students, faculty, and staff all voiced continued concerns related to parking.

To study parking and on-campus circulation, STCC hired Nelson/Nygaard Consulting Associates in August 2013.

Based on the findings of this study, the following changes were made in 2014:

- New shuttle bus drop-off space was created;
- New student drop-off/pick-up space was created;
- Additional attendants to facilitate traffic were placed;
- PVTA added a cross-town bus stop right outside campus;
- More parking spaces behind Building 13 were added.

What is in the pipeline?

STCC continues to work with state officials to explore recommendations from the study and how these changes might be funded. Exploration continues on the following issues:

- Parking garage feasibility;
- Parking lot re-configuration;
- Building 19 impact.

The administration of STCC along with the All-Unit Congress are working together to tackle The Parking Challenge.

BUILDING 19: STUDENT SERVICES UNDER ONE ROOF

With student services currently located in several different buildings, students must navigate all over our large campus to get ready for the start of each semester. This can be an imposing barrier for time-burdened students and for students who are not able-bodied.

To address this issue, a cross-campus team is working with the State to centralize all student services into a single building. Building 19 will serve as our Student Center. The goal is to make it easier for students to access services that are in a single central location.

This is a major project for the College that will take a few years to complete. As of April 2015, we are still in the design phase.

The President provides regular updates on the status of the Building 19 Student Center project at Employee Meetings.

Student and employees who would like more information about Building 19 can contact: Maureen Socha, Senior Director of Facilities.
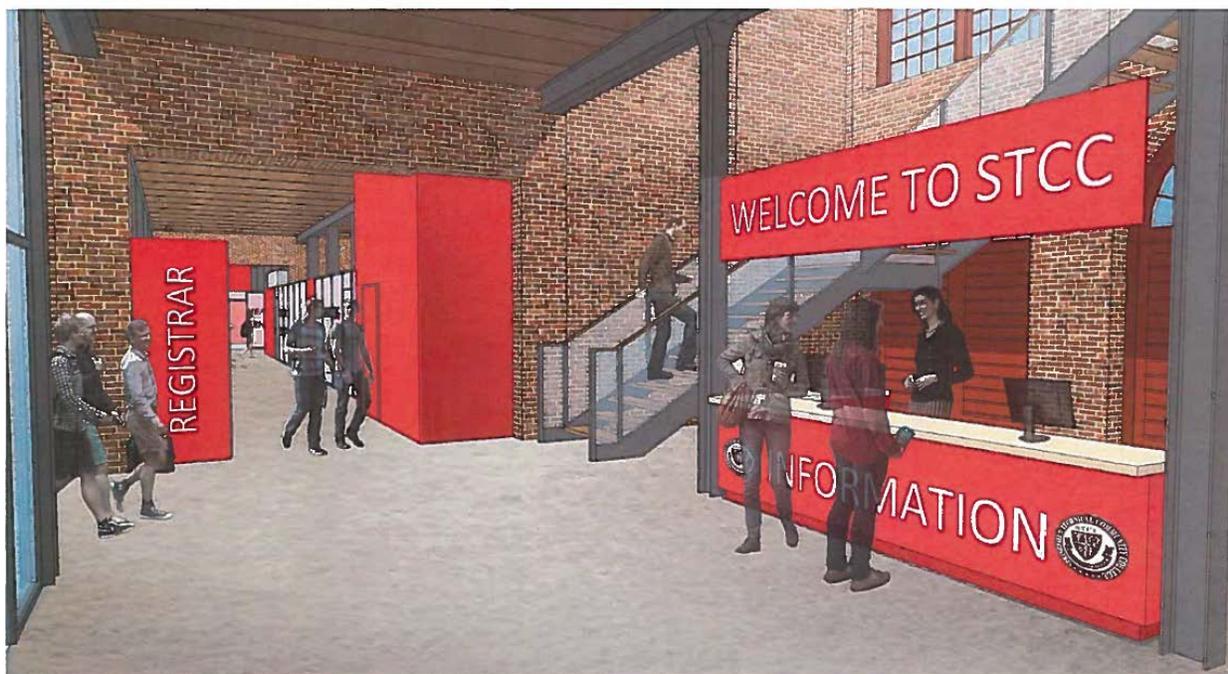
Mock-up of Building 19 entry area.

STCC STUDENT SUCCESS PLAN: A SUMMARY OF THE PROCESS

What is student success? With over 6,000 students enrolled, student success at STCC has many definitions:

- local high school students prepare to complete college-level courses;
- a recently laid-off adult student returns to school after years away and learns new skills, leading to a new career;
- parents who, after raising children, decide its time to fulfill their own dreams of a college education;
- a young student who started out undecided about a career earns a degree and is hired by a local employer;
- a recent arrival to the United States learns English at STCC and moves on to college-level courses.

No matter how students define their successes, the STCC faculty and staff are committed to supporting them through their journeys.

In order to ensure it is fulfilling its mission, every five years, the College gathers information about how well it is progressing towards its goals and uses that information to revise or establish new goals for the next five years. During the Academic Year 2014-2015, STCC President Ira H. Rubenzahl invited a representative group of faculty and staff to serve on the STCC Planning Committee and charged them with leading the process of identifying goals, issues, and actions aimed specifically at improving student success. A complete list of committee members, support staff, and consultants is available at the end of this summary.

The *STCC 2015-2020 Student Success Plan: A Strategic View* is the result of hours spent collecting stories, comments, and ideas from faculty, staff, students, and employers to answer some basic questions about our work at the College: What are the issues our students face? Why are they issues? What do we *really* want for our students? How will we get them there?

This process summary provides an outline of our work. More information about the committee, including relevant documents, are on our website found HERE. By sharing all this information, in addition to a detailed plan, we want our colleagues, students, employers, and community partners to have a clear and honest sense of where the College is now with respect to our student success goals, a vision of what the College can become if we achieve all of our goals, and specific strategic actions that will get us to where we want to be.

WHO WE ARE AND WHAT WE SET OUT TO DO

Co-chaired by Dr. Barb Chalfonte, Dean of Institutional Effectiveness, and Dr. Adrienne Smith, Dean of Engineering Technologies and Math, the planning committee represented various areas of the College and a range of years of service. To augment the work of the Committee, key groups, both on- and off-campus, were consulted on an as-needed basis. The Committee also worked with consultants at the College who offered their expertise at critical junctures in the process.

The Committee was directed to design and coordinate a collaborative planning process that asked for significant input from members of the College through a series of community engagement opportunities. The Committee sought out and received valuable input from many groups: faculty and staff from all of the College's divisions and departments; employers of our graduates; students and alumni; and our STCC Board of Trustees. The Committee also received feedback on this part of the written plan from students. Based on the information gathered from the College community, the Committee has produced a plan that will be reviewed by the College community and considered for approval by the College's Board of Trustees and the Massachusetts Board of Higher Education.

WHAT IS THE ISSUE? WHY IS IT AN ISSUE?

When creating a plan for improvement, it is important to know the key issues and considerations that are happening at the College, in the Commonwealth, and across the nation that will affect higher education institutions and the work that the College can accomplish. A document that captures such key issues and considerations for planning is called an environmental scan. Our Office of Institutional Effectiveness conducted an environmental scan at the beginning of the academic year so that the Committee could take into consideration the issues that were identified:

- regional and national demographic changes;
- regional workforce and employment trends;
- trends in higher education such as developmental education reform and the increased use of part-time adjunct faculty;
- financial considerations for the College.

The Committee created questionnaires in which faculty, staff, students, alumni, trustees, and employers were asked about the College's relative strengths and weaknesses. The Committee received several hundred responses, and from them, identified common themes about what needed to be addressed to improve student success. Many themes aligned with existing student success goals at STCC:

- addressing the inequity of student outcomes in course completion and graduation rates;
- increasing students' college readiness and enrollment at the College;
- increasing and regularly assessing student learning;
- developing community engagement and citizenship among students;
- increasing college completion rates;
- increasing students' career and transfer readiness.

Embedded throughout these goals were themes, including the urgency to address inequities in student achievement; the necessity to reduce barriers around applying to and enrolling in the College; a demand for internal improvements, such as cross-departmental communication and better communication with students; and a desire—as stated by students—to make crucial events mandatory, such as New Student Orientation.

WHAT DO WE REALLY WANT?

The Committee then used these themes, along with information from the environmental scan, to identify specific issues that STCC is likely to face, both now and in the future. Some examples of those issues include: improved completion rate for students in developmental education; enrollment equity in selective programs, as well as equity in course and credential completion; core competency skills for career readiness; students' college-work-family balance; and enrollment in and completion of STEM and health programs.

The Committee created activities for students, faculty, and staff to review the various issues and brainstorm strategic actions for addressing them. Strategy brainstorming sessions were conducted at each of the academic Division Meetings during January 2015 and at events held for students and faculty/staff/alumni during February 2015.

HOW DO WE GET THERE?

Improving student success requires the contribution of *everyone* in the community – faculty, staff, students, alumni, employers and our Board of Trustees. Moreover, we are the beneficiaries of our students' success. We send educated, successful students back to the community and they become our neighbors, co-workers, and friends.

As you review the *STCC 2015-2020 Student Success Plan: A Strategic View*, you will see your role stated generally as a faculty member, staff member or student. You will see your role stated more specifically as a member of a specific group such as Academic Advising, the School of Health and Patient Simulation, or full-time and adjunct faculty. Please know that regardless of your role at the College, you are a critical to making this plan become a reality. The ideas for improving student success come from all of you and we now have the opportunity to implement our own ideas for change. It will take everyone one of us working together to address the issues you identified and to achieve the goals for which we are collectively aiming.

In the *STCC 2015-2020 Student Success Plan: A Strategic View*, you will find the background behind each issue. How successful we are at achieving our student success goals will be measured by specific performance measures or benchmarks. This will help us know that we are making progress. To remind us of the how important our work is we have included in the plan our students' stories of what success looks like to them.

We also identify in the plan those individuals and groups responsible for implementing the actions suggested by their colleagues and a timeline for the work. Over the next five years, the STCC Student Success Council will check in with different constituents of the College – faculty, staff, and students – to hear updates on the progress being made with our plan. Our Office of Institutional Effectiveness (IE) will also publish updates on our work, including measures and benchmarks demonstrating our improvement. Lastly, the IE Staff will continue the conversations begun in this planning process, reaching out to everyone through surveys, focus groups, and interviews.

LESSONS LEARNED

One of the most fulfilling aspects of our work was found in the events where people had the opportunity to discuss issues and then brainstorm actions to address them. We especially enjoyed working with the students and would recommend doing so even more in the future – their insights have been incredibly valuable. Through the use of electronic surveys and questionnaires, technology was an important resource to expand our reach to so many members of the STCC community; technology also provided us a forum to share all of the Committee's work on a dedicated website. Finally, having a committee member with strategic planning expertise was immensely beneficial and we are all appreciative of Dr. Tracey Trottier's guidance.

While we learned so much about our students, faculty, staff and our community, the most valuable lesson was the power of sharing our stories. Conversations centered on collecting data for goals and strategic actions have led to more talks about teaching, learning, and service. We were inspired by this planning process and hope to expand on the conversations we have started. Integral to the plan's success will be creating more opportunities for cross-campus conversations. These conversations are necessary for building a deeper commitment to our College's mission of transforming the lives of our students as they aspire to academic and life-long successes.

STCC STUDENT SUCCESS PLANNING COMMITTEE: 2014-2015

Co-Chairs:
Barb Chalfonte, Dean, Institutional Effectiveness
Adrienne Smith, Dean, School of Engineering Technologies and Math

Committee Members:
Terri Burr, Retired Dean, General Studies and Liberal Arts Transfer
Brian Candido, Chair, Computer Information Technologies
Roosevelt Charles, Director, Access and Student Success
Matthew Farmer, Financial Grants Coordinator & Staff Accountant
Nicholas Massa, Professor, Laser Electro-Optics Technology
Joan Nadeau, Senior Director, Human Resources/Employee Benefits Operations Center
Arlene Rodriguez, Dean, School of Arts, Humanities, and Social Sciences
Ching Yim, Assistant Professor, Chemistry

Consultants:
Tracey Trottier, Director, Assessment
Suzanne Smith, Director, Institutional Research & Analysis
Deborah Koch, Director, Grants
Professor Daisy Flaim and the "Edit Squad" students of Open English (Spring 2015)

Committee Support:
Mary Ellen Caloon, Assistant, Institutional Effectiveness

EQUITY

Page	Issue
13	A lack of effective communication with students diminishes their ability to succeed
15	A lack of effective cross-departmental communication leads to confusion for employees and students
19	There is race/ethnicity inequity in our 3-year graduation rates.
21	Not enough students graduate with STEM degrees and the graduates are not representative of the student population
23	Not enough students graduate with Health degrees and the graduates are not representative of the student population
41	The retention of 20-24 year olds at the College is low. Meanwhile, that population will grow the most through 2030 with implications for enrollment.
45	Not enough students meet academic standards to complete their courses successfully.

COLLEGE READINESS & ENROLLMENT

Page	Issue
13	A lack of effective communication with students diminishes their ability to succeed
15	A lack of effective cross-departmental communication leads to confusion for employees and students
21	Not enough students graduate with STEM degrees and the graduates are not representative of the student population
23	Not enough students graduate with Health degrees and the graduates are not representative of the student population
29	New and prospective students often do not understand "how college works."
31	Without early, consistent, and clear support, students falter.
37	Very few students with developmental placements graduate from STCC.
39	Too many students' education is interrupted by the challenges of balancing college, work, and family responsibilities.
41	The retention of 20-24 year olds at the College is low. Meanwhile, that population will grow the most through 2030 with implications for enrollment.

STUDENT LEARNING

Page	Issue
13	A lack of effective communication with students diminishes their ability to succeed
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45	Not enough students meet academic standards to complete their courses

	successfully.
47	As a whole, graduating students' core competencies (e.g., critical thinking, written communication) are not sufficiently developed.
53	Not enough students benefit from civic learning and/or community engagement experiences prior to graduation.
55	The College's use of technology for teaching, student learning, and support is not optimized.
61	Students say they want to better understand possible career options and how these options relate to academic programs and courses.

COMMUNITY ENGAGEMENT & CITIZENSHIP

Page	Issue
13	A lack of effective communication with students diminishes their ability to succeed
15	A lack of effective cross-departmental communication leads to confusion for employees and students
53	Not enough students benefit from civic learning and/or community engagement experiences prior to graduation.
63	More students want experiences in internships and other career-related opportunities.

COLLEGE COMPLETION

Page	Issue
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23	Not enough students graduate with Health degrees and the graduates are not representative of the student population
31	Without early, consistent, and clear support, students falter.
37	Very few students with developmental placements graduate from STCC.
39	Too many students' education is interrupted by the challenges of balancing college, work, and family responsibilities.
59	Many students transfer without first completing their credential here at STCC.
61	Students say they want to better understand possible career options and how these options relate to academic programs and courses.

CAREER & TRANSFER READINESS

Page	Issue
	A lack of effective communication with students diminishes their ability to succeed
	A lack of effective cross-departmental communication leads to confusion for employees and students
	Not enough students graduate with STEM degrees and the graduates are not representative of the student population
	Not enough students graduate with Health degrees and the graduates are not representative of the student population
	As a whole, graduating students' core competencies (e.g., critical thinking, written communication) are not sufficiently developed.
	The College's use of technology for teaching, student learning, and support is not optimized.
	Many students transfer without first completing their credential here at STCC.
	Students say they want to better understand possible career options and how these options relate to academic programs and courses.
	More students want experiences in internships and other career-related opportunities.

Springfield Technical Community College supports students as they transform their lives.