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INTRODUCTION
Roxbury Community College has spent the past three years collecting data and completing various studies in preparation for the current strategic planning cycle.

IMPORTANT INFORMATION RELATED TO NEASC AND DCAMM
In preparation for the NEASC Accreditation, the College participated in a two-year self-study from 2013-2015. The self-study was comprised of an overview of the key activities, initiatives and changes that had occurred in the past five years, with a particular focus on the past two years and projections for the near future. The self-study was a very inclusive process that reflects the combined efforts of staff, faculty and administrators with direct and indirect student input over a two-year period. Preparing the self-study also gave the institution an opportunity to review all educational and administrative systems, programs and services, with particular attention to their impact on student success.

The outcomes of the self-study identified RCC’s strengths and challenges and elicited recommended plans for improvement with input from a broad spectrum of stakeholders. It fostered a sense of community and connectedness campus-wide as it provided an opportunity for all to participate. Given the broad analysis, the information gained from the self-study also became the baseline of information for the new 2015-2020 Strategic Plan.

Further, the NEASC visiting team completed their visit on April 15, 2015. They shared preliminary findings during an open session in which all college members were invited to attend. The team noted the following strengths and concerns that they discovered during their visit and in their review of the self-study document.

Strengths
- Talented and supportive Board of Trustees
- Strong, experienced leadership team
- Knowledgeable Comptroller and Compliance Officer
- Good compliment of academic support and student services available
- Unprecedented support from DCCAM and strong plans for improving facilities

Critical Areas of Concern
- Standard 2 - Planning and Evaluation – The College needs a multi-year strategic plan with measurable outcomes that are tied to the budgeting process.
- Standard 4 - Academic Programs – Faculty must determine and assess student learning outcomes for all academic programs.
- Standard 9 - Financial Resources – RCC Employees must accept and consider the severity of the College’s financial issues. The College needs to
reduce reliance on grant funds, transition from HCM2, and create a multi-year financial plan.
- Standard 11 - Integrity – The College data are inconsistent and not secure as evidenced in the recent breach of IT systems.
- There is a need to improve communication across the College.
- There are a number of critical issues facing the College that senior leadership must address simultaneously.

The timing of the NEASC visit coincided with the conclusion of the strategic planning process, which allowed the College to use the assessment by the visiting team as the new 2015-2020 Strategic Plan was completed.

In 2012, all 15 Community Colleges in the Commonwealth of Massachusetts partnered with the Department of Capital Asset Management & Maintenance (DCAMM) to enter into a contract with Sightlines. Sightlines is a facilities management consulting company that helps higher education institutions effectively manage their facilities. This entailed thoroughly inspecting all of the buildings and making recommendations on how to make the buildings more efficient and how to best address compliance issues. Data from the Sightlines study was used to advocate for DCAMM funds to implement the recommendations.

As a result of the Sightlines Study, Roxbury Community College acquired $62M from DCAMM for the following campus renovations: $43M for General Campus Renovations for the main campus; $5M for the Reggie Lewis Track & Field Center (RLTC); $2M for Elevator Replacement Project; $12M for the Energy Project. In addition to the DCAMM Funds, the College also received $3M from Life Sciences.

$43M General Campus Renovations Breakdown
- Creating student common areas including a new cafeteria and kitchen
- New Testing Center
- New Library
- New Roofs in all four campus buildings
- New Windows in all four campus buildings
- Complete rewiring for Tel/Data in all four campus buildings
- Creation of the new Allied Health Suite
- Bring all of the bathrooms to ADA Standards
- Update the fire-detection systems to ADA Standards

$5M RLTC Improvements
- Phase 1: Resurfacing the track; installing the new video display board and enhanced Tel/DATA in the Field House. Completed March 2014
- Phase 1 of AV: New video board in the field house; installing new conduits for camera equipment in the Field House. Completed March 2014
- Phase II: New video board of the gym; adding a new sound system in the gym and new sound system and equipment in the Field House. Scheduled to start Fall 2015
- Phase II: Rebuilding the plaza in front of the building; replacing all of the HVAC equipment; bring all bathrooms up to ADA Compliance; new boilers; new HVAC equipment; Install low water flow fixtures in all of the bathrooms. Scheduled to start March-April 2015

$2M Elevator Replacement project
  - Replace all elevators in buildings 1-4 (total of 6 elevators)

$12M Energy Project
  - Install complete energy management system in buildings 1-4
  - Replacing of HVAC equipment
  - GEO Thermal Project
  - Install solar hot water heating system in building 3
  - Install solar canopies over parking lot 1. (Will provide covered parking)

$3M Life Sciences
  - Refurbish the science laboratories in building 3.
VISION PROJECT

As a college of the Commonwealth of Massachusetts, Roxbury Community College follows the direction set by the Department of Higher Education (DHE). Former Commissioner Richard Freeland and his staff worked diligently to analyze state and national trends and data to ensure that all institutions of higher education work in concert to address the needs of students, as future citizens, parents, community members, and members of the workforce. DHE has also examined the needs of students as they progress from high school and the needs of business and industry, in order to identify the skills and knowledge needed to remain competitive. Seven goals and measures have been set that allow all colleges to assess and compare progress to like institutions both in the state and in the nation. These goals include:

1. **College Participation**
   Raising the percentage of high school graduates going to college—and the readiness of these students for college-level work.

2. **College Completion**
   Increasing the percentage of students who complete degree and certificate programs.

3. **Student Learning**
   Achieving higher levels of student learning through better assessment and more extensive use of assessment results.

4. **Workforce Alignment**
   Aligning occupationally oriented degree and certificate programs with the needs of statewide, regional and local employers.

5. **Preparing Citizens**
   Providing students with the knowledge, skills and dispositions to be active, informed citizens.

6. **Elimination of Disparities**
   Closing achievement gaps among students from different ethnic, racial, gender and income groups in all areas of educational progress.

7. **Research**
   Conducting research that drives economic development

This strategic plan is designed to be a blueprint by which the College can both meet urgent institutional needs and align with Vision Project goals. Consequently, reflecting the goals of the Vision Project has been an integral part of the Roxbury Community College strategic plan from its inception. For example, in one of the earliest phases of the planning process, the Vision Project was used to provide baseline information for the external environmental scan. In addition, the Vision Project goals are clearly evident in the proposed initiatives for the plan’s strategic directives, and in most cases multiple Vision Project goals are addressed in each plan directive.
THE PLANNING PROCESS

Phase I – Internal Analysis

Given that the NEASC Self-Study requires an extensive analysis of college internal strengths and weaknesses, the decision was made to use the results of this study that had been completed over the past two years to understand the internal factors for the strategic plan. Both students and RCC employees were active in the process of creating the Self-Study document. The College held several discussions about the self-study components during all college meetings held during the 2013-2014 academic year. In addition, notifications went into the Bay State Banner, and the Boston Globe, indicating that the Self-Study was available for public comment for a period of 30 days on the RCC website.

Phase II – Environmental Scan and Trends

The decision was also made to enlist the support of Consultant Joel Lapin, Ph.D. to facilitate the analysis of external factors (the environmental scan) of the strategic planning process for RCC. From 1970-2013, Joel D. Lapin was a Professor of Sociology at the Community College of Baltimore County (CCBC), Catonsville Campus, and previously served as Systems Director of Planning for CCBC from 1997 – 2001. After 43 years of full-time service as a faculty member and administrator, Mr. Lapin retired on January 1, 2014. Since 1988, he has individually worked with 84 community colleges, universities, and higher education organizations in external environmental scanning and forecasting and strategic planning.

In February, 2015, Mr. Lapin introduced the RCC Community to environmental scans and the strategic planning process. This included: (1) An Orientation to External Environmental Scanning and its use in Improving Strategic Planning; (2) Case studies of various college strategic plans developed from external environmental trends; and (3) Important external environmental trends in demographics, labor force, economics, competition, politics, technology, education, and social values and lifestyles.

When creating the final external environment scan document, Mr. Lapin carefully evaluated and included the data collected from the Self-Study. He used the Vision Project to provide baseline information for the scan, and took care to include the goals of the Vision Project.

The final external environmental scan document identified trends, and was presented to external groups of business and community leaders, on-site at RCC to faculty, and to members of appropriate college committees and representatives in the College’s service area.
Phase II – Identify Implications
Each trend in the environmental scan had a set of implications. One set indicated the implications the trend had on the external community the college served as determined by leaders and representatives from this community. The second set, guided by the implications from the community, indicated the implications of the trends for the future of Roxbury Community College as determined by the College’s leadership and appropriate RCC representatives. Collectively, these activities served as underpinnings for creating the strategic plan. The same process was used to conduct a SWOT analysis.

Phase III – Mission, Vision
Participants involved in individual and small group structured activities completed the following tasks: (1) selected a small set of core or key external environmental trends most important to the RCC service area and RCC; (2) selected a small set of key or core SWOT factors; (3) based on those findings, crafted a new vision statement and a new mission statement.

Phase IV – Identify Strategic Directives and Initiatives
Participants in individual and small-groups developed a manageable and realistic number of 5 year strategic directions with supporting institutional goals. These were then combined and synthesized by the Strategic Planning Editorial Committee and shared with the internal and external constituencies for review.

Phase V – Draft of the Strategic Plan
These 5 year strategic directions served as input to develop a comprehensive strategic plan including vision, mission, strategic directives, and supporting institutional initiatives covering a period of 5 years. A draft of the strategic plan was shared with faculty, college employees, the board of trustees, and stakeholder groups as well as external stakeholders. All recommendations were evaluated by the strategic plan editorial committee and the RCC leadership team. Once that phase was-completed, it was be shared with the Board of Trustees for review. Once approved, the strategic plan will be voted on by the Board of Higher Education at the June board meeting.
The following trends were identified by the participants as the most relevant for RCC and the community to focus on in preparation for future needs.

<table>
<thead>
<tr>
<th>COMPETITION - Trend 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competition among higher education institutions is a major factor in colleges proposing and making changes in accessibility and affordability; changes in college tuition charges; more flexible and alternative schedules for students; and accelerated and fast-track programs of study, including developmental education and apprenticeships.</td>
</tr>
</tbody>
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<thead>
<tr>
<th>LABOR FORCE- Trend 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Over the next 5 to 10 years, a skills gap (the difference between job performance skills available in the workforce and the performance requirements of employers) will become increasingly evident, particularly in &quot;middle-skill&quot; occupations.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>POLITICS -Trend 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition costs are outpacing government funding for postsecondary student aid with the greatest impact on low-income students who may be unable to afford college.</td>
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<table>
<thead>
<tr>
<th>SOCIAL VALUES AND LIFESTYLES - Trend 11</th>
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<tbody>
<tr>
<td>Higher education institutions are experiencing a significant increase in the number of enrolled students with mental illnesses.</td>
</tr>
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<tr>
<th>TECHNOLOGY- Trends 5 &amp; 8</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>T5:</strong> Analytics (the collection and analysis of data from multiple sources) will continue to be valued and used in organizations, including colleges and universities, to improve organizational performance, decision-making, and to remain competitive.</td>
</tr>
<tr>
<td><strong>T8:</strong> Ever-changing technology will demand training and re-training of the workforce in current and future technological skills, business and social skills, and related advanced skills.</td>
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<thead>
<tr>
<th>ECONOMICS – Trend 14</th>
</tr>
</thead>
<tbody>
<tr>
<td>The top MA industries and sectors are hospitals and related healthcare; IT and technology; financial, professional and business services; leisure and hospitality; government; trade and transportation; and education. Future growth in these sectors is likely over the next few years.</td>
</tr>
</tbody>
</table>
# STRENGTHS, WEAKNESSES, OPPORTUNITIES & THREATS (SWOT) Most Significant SWOT Analysis Factors

## Strengths
- Strong committed board and new administration
- Culturally diverse student population
- Small class size and great students
- Location and history

## Weaknesses
- Lack of assessment of learning outcomes
- Financial instability
- Employee skill levels – all groups
- Lack of clearly defined data needs

## Opportunities
- Business leaders support for experiential learning
- New programs and revenue
- Dual enrollment
- Secured funding to renovate campus

## Threats
- Managing the shift in institutional culture
- Financial allocation
- Brand damage

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## A Note on the Content of this Strategic Plan

RCC’s 2015-2020 Strategic Plan is operational in nature. This is reflective of RCC’s current institutional hurdles. Over the past 20 years, little progress was made in building and maintaining the infrastructure needed for RCC’s operational success. Over the next five years, RCC seeks to build and strengthen our institutional core, so that we are poised to take advantage of strategic opportunities, as those opportunities arise.
CORE STATEMENTS

VISION
Roxbury Community College (RCC) empowers the community through education that matters.

MISSION
Roxbury Community College (RCC) provides a nurturing environment, where all community members are welcome, regardless of past education. We transform lives through excellence and innovation, preparing our learners for active citizenry and success in a changing world.

Within this strategic plan, Roxbury Community College will strive to:

1. ENGAGE THE COMMUNITY AS ITS HOME FOR CIVIC, CULTURAL, AND INNOVATIVE THOUGHT;
   a. Aligns with Vision Project Outcome: Preparing Citizens

2. PREPARE THE NEXT GENERATION OF DIVERSE LEADERS TO MEET IMMEDIATE AND EVOLVING NEEDS OF THE LOCAL AND GLOBAL ECONOMY;

3. ESTABLISH STANDARDS OF EXCELLENCE FOR ALL COLLEGE OPERATIONS;
   Aligns with Vision Project Outcomes: Student Learning, Research

4. DELIVER HIGH QUALITY SUPPORTIVE SERVICES AND PROGRAMS TO STUDENTS.
   a. Aligns with Vision Project Outcomes: College Participation, College Completion, Student Learning, Elimination of Disparities
1. ENGAGE THE COMMUNITY AS ITS HOME FOR CIVIC, CULTURAL, AND INNOVATIVE THOUGHT

Increase efforts to actively engage the internal and external communities. (EC14, T5, C4)

IN ORDER TO ACHIEVE STRATEGIC DIRECTIVE 4, RCC WILL:

- Increase college-wide participation in the exchange of information by establishing an internal editorial board.
- Create a comprehensive inclusive internal communications marketing strategy engaging faculty, staff, students and administrators.
- Strengthen RCC’s brand and raise its public profile.
- Continue to engage our community as a center for arts and culture, to honor the historic purpose of the College and to prepare students to be active and engaged citizens. (Vision Project: Preparing Citizens)

METRICS/OUTCOMES

- Improved campus climate and image within the community as measured by opinion surveys.
- Five percent increase in number of yearly campus events, and five percent increase in total event attendees.
- Five percent increase in space donated to organizations which host events that address community needs.
2. PREPARE THE NEXT GENERATION OF DIVERSE LEADERS TO MEET THE NEEDS OF THE BOSTON ECONOMY

Anticipate the employment and training needs of various industries and expand programming to meet those needs. (EC14, LF2, T8)

- Systematically collect labor market data regarding career growth and changes from college academic advisory board members, businesses, and community leaders. (Vision Project: Workforce Alignment, Research)
- Develop programs that address the gap in employees’ skills and industry needs. (Vision Project: Workforce Alignment, Elimination of Disparities, Preparing Citizens)
- Review and update career programs to ensure relevance. (Vision Project: Workforce Alignment, Research)
- Build and extend resource capacity for the College and its partners. (Vision Project: College Participation)
- Solicit partnerships with industry for internships and externships. (Vision Project: Workforce Alignment)

METRICS/OUTCOMES

- Five percent increase in internship placement rate
- Five percent increase in enrollment of students who enroll directly after completing their BPS high school studies
- Annual comparison of trends identified by programs developed
3. ESTABLISH AND EXECUTE STANDARDS OF EXCELLENCE FOR ALL COLLEGE OPERATIONS

Achieve and maintain long-term financial stability. (C4, P4, T5)

- Develop an annual budgeting process and multi-year budgeting plan with a dashboard that allows regular monitoring of progress.
- Develop a process that tracks all revenue streams and associated expenses.
- Identify ways to streamline business processes and gain efficiencies.
- Develop alternative sources of revenue.
- Develop a political strategy to ensure a continued presence in MA’s state revenue stream.

METRICS/OUTCOMES

- Increased annual enrollment to 3,000 credit students; compliance with financial aid regulations and removal from heightened cash management; revenue targets established and met each year.

Improve the collection, analysis and use of data and determine goals and operational metrics. (C4, T5, EC14)

- Develop an information technology plan.
- Invest in technology infrastructure required for the efficient and effective collection and analysis of data.
- Develop an institutional effectiveness plan that annually evaluates essential functions of the College. (Vision Project: Research)
- Develop and implement a plan for the assessment of student learning.
- Use data-based tools to track and regularly evaluate student, program, and institutional progress and success, and to drive decision-making. (Vision Project: Research)
METRICS/OUTCOME:
  o Annual data reports (including Vision Project results and annual program reviews) are dissimilated and incorporated into tactical plans and the subsequent institutional budgets.

Expand professional and skill development for all employees. (C4, T5, T8)
  o Expect that all employees and departments will perform at a level of excellence and provide opportunities for continuous assessment and improvement of performance. (Vision Project: Student Learning)
  o Create a professional development plan that proves opportunities by department and institutionally.
  o Ensure that faculty understand and can implement assessment of student learning.

METRICS/OUTCOMES:
  o Complete assessment plan for each academic department
  o Professional development funds are allocated to all departments.
  o An annual calendar of training and development events is created with input by employees.
  o Design an enrollment management plan to expand evening and weekend classes.
  o Deliver high quality instruction via multiple modalities (online, hybrid, blended and open access).
4. DELIVER HIGH QUALITY SUPPORTIVE SERVICES AND PROGRAMS TO STUDENTS

Offer holistic support services for all students (SV11, T5, P4)

- Assess the needs of our student population to identify and determine the types of services that will be provided to students. (Vision Project: Elimination of Disparities, Student Learning)
- Solicit community partnerships to provide social services that RCC cannot.
- Provide information and training to enable all faculty and staff to better address the needs of students.

METRICS/OUTCOMES

- Five percent increase in retention rates of students who utilize support coordinated by Single Stop Office
- Yearly analysis of retention and graduation rates by gender, race and age
Offer comprehensive, flexible and alternative learning opportunities (C4, T8, EC14, LF2)

- Increase the number of avenues to degree completion and increase the number of stackable certificates and degrees. (Vision Project: College Completion)
- Provide programs to support and increase the number of students transitioning directly from high school. (Vision Project: College Participation)
- Create accelerated and fast-track programs of study. (Vision Project: College Completion)
- Create strategic partnerships and articulation agreements with adult and out-of-school youth agencies, which are coordinated with RCC’s credit-granting programs. (Vision Project: College Participation)
- Design an enrollment management plan to expand evening and weekend classes. (Vision Project: College Participation)
- Deliver high quality instruction via multiple modalities (online, hybrid, blended and open access). (Vision Project: College Participation, Student Learning)

METRICS/OUTCOMES

- Five percent increase in pass rates of professional licensure tests
- Yearly analysis of retention and graduation rates by gender, race and age
The purpose of this crosswalk is to link RCC’s 2015-2020 Strategic Directives with the key outcome details of the MA Department of Education’s Vision Project.

<table>
<thead>
<tr>
<th>Vision Project Key Outcome</th>
<th>Key Outcome Details</th>
<th>RCC Strategic Directive(s)</th>
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<tbody>
<tr>
<td>College Participation</td>
<td>Raising the percentage of high school graduates going to college—and the readiness of these students for college-level work.</td>
<td>Prepare the next generation of diverse leaders to meet the immediate and evolving needs of the local and global economy. Deliver high quality supportive services and programs to students.</td>
</tr>
<tr>
<td>College Completion</td>
<td>Increase the percentage of students who complete degree and certificate programs.</td>
<td>Deliver high quality supportive services and programs to students.</td>
</tr>
<tr>
<td>Student Learning</td>
<td>Achieving higher levels of student learning through better assessment and more extensive use of assessment results.</td>
<td>Establish standards of excellence for all College operations. Deliver high quality supportive services and programs to students.</td>
</tr>
<tr>
<td>Workforce Alignment</td>
<td>Aligning occupationally oriented degree and certificate programs with the needs of statewide, regional and local employers.</td>
<td>Prepare the next generation of diverse leaders to meet the immediate and evolving needs of the local and global economy.</td>
</tr>
<tr>
<td>Preparing Citizens</td>
<td>Providing students with the knowledge, skills and dispositions to be active, informed citizens.</td>
<td>Engage the community as its home for civic, cultural and innovative thought. Prepare the next generation of diverse leaders to meet the immediate and evolving needs of the local and global economy.</td>
</tr>
<tr>
<td>Elimination of Disparities</td>
<td>Closing achievement gaps among students from different ethnic, racial, gender and income groups in all areas of educational progress.</td>
<td>Prepare the next generation of diverse leaders to meet the immediate and evolving needs of the local and global economy. Deliver high quality supportive services and programs to students.</td>
</tr>
<tr>
<td>Research</td>
<td>Conducting research that drives economic development.</td>
<td>Prepare the next generation of diverse leaders to meet the immediate and evolving needs of the local and global economy.</td>
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</tbody>
</table>
ADDENDUM

LEADERSHIP

BOARD OF TRUSTEES

Mr. Gerald Chertavian, Chair
Mr. Michael Curry, Esquire, Vice Chair
Mr. Glynn Lloyd, Treasurer
Mr. Mark Culliton, Secretary/Clerk
Mr. Steven Tompkins

Dr. Jeffrey Greenberg
Ms. Mayra Leith, Alumni Trustee
Ms. Josiane Martinez
Ms. Amanda Schaefer, Alumni Trustee
Mr. Kennette Allen, Student Trustee

SENIOR MANAGEMENT TEAM

Dr. Valerie Roberson, President
Mr. Kevin Hepner, Vice-President Administration & Finance
Ms. Cecile Regner, Interim-Vice-President, Academic & Student Affairs
Ms. Lorita Williams, Vice-President, Advancement & Community Affairs
Ms. Patricia West, Chief Human Resources & Affirmative Action Officer
STRATEGIC PLANNING STEERING COMMITTEE

Melida Amaya, Academic Counselor
Dr. Yvonne Anthony, Grant Research Specialist and Faculty
Alex Asare, Math (Faculty)
Kevin Aylmer, History (Faculty)
James Chatterton, Comptroller
Lerick Fanfanx, Coordinator of Financial Aid
Kevin Hepner, V.P. of Administration & Finance
William Hoag, Director, Library
Michelle Howard-Harrell, Department Chair (Faculty)
Totsaporn Intarabumrung, Coordinator of Library Services
Nasreen Latif, Social Science (Faculty)

H. Tia Juana Malone, English, PT Academic Advisor (Faculty)
Carrie Monestime, Interim Dean of Enrollment
Dr. Javad Moulai, Math, Science and Engineering (Faculty)
Dr. Linda Moussouris, English (Faculty)
Chiso Okafor, Interim Dean of Professional Studies
Cecile Regner, Interim V.P. of Academic and Student Affairs
Dr. Valerie Roberson, President, Roxbury Community College
Jordan Smock, Director of Marketing & Communications
Danielle Tabela, Coordinator of Student Assessment
Karen Walker, Director for Gateway Scholar Program
Oscar Walker, Director of Public Safety
Lorita B. Williams, Vice-President, Advancement, Community Engagement
Roxbury Community College extends its deepest thanks to the business and community leaders who participated in the strategic planning process. Their input was essential to ensuring that the plan truly reflected the needs of the Greater Roxbury Community.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Company</th>
</tr>
</thead>
<tbody>
<tr>
<td>Akiba</td>
<td>Abaka</td>
<td>Audience Development Manager</td>
<td>ArtsEmerson</td>
</tr>
<tr>
<td>E. Dovi</td>
<td>Abbey</td>
<td>Principal Consultant</td>
<td>The Travel Village</td>
</tr>
<tr>
<td>Muhammad</td>
<td>Ali-Salaam</td>
<td>Conciliation Specialist New England Regional Office</td>
<td>U.S. Department of Justice</td>
</tr>
<tr>
<td>Mark</td>
<td>Anderson</td>
<td>Acting Chief, Environmental Engineering Section</td>
<td>U.S. Army Corps of Engineers</td>
</tr>
<tr>
<td>Bill</td>
<td>Bailey</td>
<td>Director of Training</td>
<td>Keolis</td>
</tr>
<tr>
<td>Craig</td>
<td>Bailey</td>
<td>Photographer</td>
<td>Perspective Photo</td>
</tr>
<tr>
<td>Theodore</td>
<td>Basta</td>
<td>Chief of Strategic Business Initiatives</td>
<td>Mass DOT Rail &amp; Transit Division</td>
</tr>
<tr>
<td>Kate</td>
<td>Bennett</td>
<td>Chief of Planning, Development &amp; Capital Construction</td>
<td>Boston Housing Authority</td>
</tr>
<tr>
<td>Kathleen</td>
<td>Bitetti</td>
<td>Artist/Curator</td>
<td>Startup</td>
</tr>
<tr>
<td>Janice</td>
<td>Caillet</td>
<td>Co-Founder &amp; Chief Catalyst</td>
<td></td>
</tr>
<tr>
<td>Kirk</td>
<td>Carapezza</td>
<td>Managing Editor for Higher Education Reporting</td>
<td>WGBH</td>
</tr>
<tr>
<td>Keith</td>
<td>Castle</td>
<td>Founder/President &amp; CEO</td>
<td>GREEN CASTLE- Business Solutions</td>
</tr>
<tr>
<td>Harneen</td>
<td>Chernow</td>
<td>Director, Massachusetts Fund</td>
<td>1199SEIU Training &amp; Employment Funds</td>
</tr>
<tr>
<td>Mary</td>
<td>Churchill, Ph.D.</td>
<td>Special Assistant to the Provost</td>
<td>Salem State University</td>
</tr>
<tr>
<td>Lisa</td>
<td>Coleman</td>
<td>Chief Diversity Officer &amp; Special Assistant to the President</td>
<td>Harvard University</td>
</tr>
<tr>
<td>Brian</td>
<td>Corr</td>
<td>Executive Secretary</td>
<td>Police Review &amp; Advisory Board</td>
</tr>
<tr>
<td>Liz</td>
<td>De Moura</td>
<td>Community Partnership Manager</td>
<td>Brigham and Women's Hospital</td>
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<td>First Name</td>
<td>Last Name</td>
<td>Title</td>
<td>Company</td>
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<tr>
<td>Toni</td>
<td>Elka</td>
<td>Executive Director &amp; Founder</td>
<td>Future Chefs</td>
</tr>
<tr>
<td>Frederick</td>
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<td>Marie</td>
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<td>Lisa</td>
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<td>Associate Professor &amp; Chair</td>
<td>U Mass Boston - Curriculum &amp; Instruction</td>
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<td>Jeff</td>
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<td>Milner</td>
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<td>UMASS Boston</td>
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<td>Robert</td>
<td>Ross</td>
<td>Founder</td>
<td>RRoss Coaching Counseling and Consulting Services</td>
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<td>Sarah</td>
<td>Savage</td>
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<tr>
<td>Tyler</td>
<td>Seever</td>
<td><strong>Director Finance and Operations</strong></td>
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<td>Andrew</td>
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<td>Single Stop USA</td>
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<td>Lynn A.</td>
<td>Stewart</td>
<td><strong>Manager</strong></td>
<td>Volunteers Student Service - NE Baptist Hospital</td>
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<td>Neil</td>
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<td>Boston Private Industry Council</td>
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<td>Brigham and Women's Hospital</td>
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<tr>
<td>Michelle</td>
<td>Waters-Ekanem</td>
<td><strong>Director of Diversity and Outreach</strong></td>
<td>Mass Department of Environmental Protection</td>
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<tr>
<td>Deborah</td>
<td>Willwerth</td>
<td><strong>Coordinator</strong></td>
<td>Certificate Program in Career Development and Educational Advancement</td>
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<tr>
<td>Steven</td>
<td>Winter</td>
<td><strong>Sr. Project Manager</strong></td>
<td>Metropolitan Planning Council</td>
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<tr>
<td>Louis</td>
<td>Woolf</td>
<td><strong>President &amp; Chief Executive Officer</strong></td>
<td>Senior Life</td>
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SCHEDULE OF STRATEGIC PLANNING ACTIVITIES

Jan 20, 2015
An all college meeting took place for faculty, administrators and staff, where they discussed RCC’s academic programs in relationship to labor force data and the institutional strengths and weaknesses from the NEASC self-study to prepare for the analysis of the strategic planning process.

Feb. 10, 2015
Joel Lapin, PhD. presented the strategic planning process to the strategic planning steering committee which included taking the committee through all of the necessary actions to be taken throughout the process.

Feb. 25, 2015
Strategic Planning Kickoff Meeting with members of the college community who volunteered to be part of the committee. Joel Lapin introduced the committee to the strategic planning process, schedule, timeframe, and the eight key national trends identified based on his prior knowledge of community colleges and occupational workforce statistical data. He also provided examples of trends analysis, and external environmental scans for two colleges to show the committee how to use the data. The data provided included top trends nationally, state-wide (MA) and Boston proper.

March 13, 2015
Legal Compliance ad printed in the *Boston Globe* inviting the public to review and comment on the NEASC Self-Study which was posted on the RCC Website.

March 19, 2015
Legal Compliance ad printed in the *Bay State Banner* inviting the public to review and comment on the NEASC Self-Study which was posted on the RCC Website.

March 25, 2015
Senior Deputy Commissioner Santiago and Associate Commissioner Anne Perkins met with the cabinet at Roxbury Community College to discuss the upcoming strategic planning process and NEASC visit scheduled for April 12-15, 2015
March 27, 2015

RCC hosted a Legislative Breakfast to provide the legislators with an update on the college, and to solicit their input.

March 31, 2015

Business and community leaders participated in the Roxbury Community College strategic planning process to help shape the College’s future. Participants were asked to review and respond to data regarding national, state and local trends. There were two sessions: 7:30am - 9:30am and 6:00pm – 8:00pm.

April 8, 2015

The strategic planning steering committee met to review feedback from the external constituencies and the internal community. The exercise included listing and recording implications for each trend.

April 12 – 15, 2015

NEASC visits the campus to assess self-study done by RCC

April 16, 2015

The RCC Foundation Board participated in the trend analysis and environmental scan exercise the business and community leaders went through.

April 22-23, 2015

The Strategic Planning Steering Committee reconvened to consolidate and synthesize all of the data from the various constituencies to do the following:

- Select and agree on core trends
- Develop four sets of strategic directions and initiatives that represent the feedback from the entire community
- Select core SWOT factors
- Develop themes for the mission and vision statement

April 24, 2015

The editorial team meets for a full day, to:

- Draft a vision statement that incorporated the themes developed during the previous days
- Draft a mission statement that incorporated the themes developed during the previous days
o Develop a set of strategic directions. Each guideline addressed at least two of the core trends selected during the preceding sessions.

April 27, 2015
The RCC Community received a draft of the mission statement, vision statement and strategic directions. RCC Community members provided feedback on the draft over the following week.

April 28, 2015
Shared the RCC directives reviewed with the Board of Higher Education Committee to ensure RCC’s was in alignment and encompassed the Vision Project initiatives, and to obtain feedback.

May 1, 2015
The editorial team met to:
  o Review feedback on initial draft received from RCC Community, making adjustments as required; and,
  o Develop strategic initiatives for each strategic direction, pulling many initiatives from the drafts developed by the Strategic Planning Steering Committee from April 22 – April 23.

May 11, 2015
Sent a draft of the strategic plan to Anne Perkins from the Board of Higher Education to review for missing criteria.

May 11, 2015
Sent a draft of the strategic plan to the RCC community for review, comment and feedback.

May 14, 2015
Reviewed the draft of the strategic plan with the Advancement Committee; sent a copy to Anne Perkins from the Board of Higher Education with additional criteria requested.

May 19, 2015
Reviewed the draft of the strategic plan with the RCC Board of Trustees for feedback and input. The Trustees recommended that RCC hold two additional review meetings with the community, and one (internally) with faculty and staff to give everyone an opportunity to provide final input.

June 3, 2015
Reviewed the final draft of the strategic plan with the Board of Higher Education.
June 19, 2015
The RCC strategic plan was not presented during the June 3, 2015 conference call with the Board of Higher Education to ensure that RCC’s initiatives were in alignment with the Vision Project. The BHE recommended that that RCC create a crosswalk, linking the initiatives of the College with the Vision Plan.

September 2, 2015
Held two meetings with community and business leaders, to provide the community with an opportunity to provide input on RCC’s Strategic Plan. Received and evaluated feedback, some of which was incorporated into the plan.

September 21, 2015
Held final meeting with RCC’s Strategic Plan editorial team, to review and edit final content.

November 17, 2015
RCC’s Board of Trustees approved the 2015-2020 Strategic Plan.

Once approved by the Board of Higher Education, RCC will send the Strategic Plan to the RCC community and trustees; and, the plan will be posted on the website.