MASSASOIT COMMUNITY COLLEGE

NECHE Self-Study 2026

Inside Cover

Intentionally
Left Blank

Intentionally
Left Blank

Table of Contents

MASSASOIT COMMUNITY COLLEGE

1966

ENDURANCE AND FAITH

Institutional Characteristics Form

Institutional Characteristics Form

Date: July 1, 2026

1. Corporate name of institution: Massasoit Community College
2. Date institution was chartered or authorized: 1965
3. Date institution enrolled first students in degree programs: September 1966
4. Date institution awarded first degrees: June 1968
5. Type of control:

Public	Private
☒ State	☐ Independent, not-for-profit
☐ City	☐ Religious Group
☐ Other	(Name of Church)
(Specify)	☐ Proprietary
	☐ Other: (Specify) ____________________

6. By what agency is the institution legally authorized to provide a program of education beyond high school, and what degrees is it authorized to grant? Massachusetts Board of Higher Education; approved to confer A.A., A.S., and A.A.S. degrees; also approved to confer Board-approved certificates for programs of 30 credits or more.

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

☒	Less than one year of work	☐	First professional degree
☒	At least one but less than two years	☐	Master's and/or work beyond the first professional degree
☐	Diploma or certificate programs of at least two but less than four years	☐	Work beyond the master's level but not at the doctoral level (e.g., Specialist in Education)
☒	Associate degree granting program of at least two years	☐	A doctor of philosophy or equivalent degree
☐	Four- or five-year baccalaureate degree granting program	☐	Other doctoral programs
		☐	Other (Specify)

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

☒	Occupational training at the crafts/clerical level (certificate or diploma)	☒	Liberal arts and general

☒ Occupational training at the technical or semi-professional level (degree)

☐ Teacher preparatory

☒ Two-year programs designed for full transfer to a baccalaureate degree

☐ Professional

☐ Other___________________

9. The calendar system at the institution is:

☒ Semester ☐ Quarter ☐ Trimester ☐ Other __________________

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

a) Undergraduate __15 credit hours

b) Graduate __N/A credit hours

c) Professional __N/A credit hours

11. Fall 2025 Student population:

a) Degree-seeking students:

	Undergraduate	Graduate	Total
Full-time student headcount	1,659	0	1,659
Part-time student headcount	3,162	0	3,162
FTE	2990.7	0	2990.7

b) Number of students (headcount) in non-credit, short-term courses: 538

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

Program	Agency	Accredited since	Last Reviewed	Next Review
Dental Assistant	National Healthcareer Association	1968	2025	TBD
Diesel Technology	Associated Equipment Distributors Foundation	2023	2024	2028
Early Childhood Education	National Association for the Education of Young Children	2008	2022	TBD
Medical Assistant	National Healthcareer Association and American Medical Technologists	1998	2024	TBD

Nursing	Mass BORN	1971	1998	TBD
Paramedic	Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions	2015	2024	2029
Radiologic Technology	Joint Committee on Education in Radiology Technology	2008	2021	2027
Respiratory Care	Commission on Accreditation for Respiratory Care	1980	2024	TBD
Veterinary Technology	American Veterinary Medical Association-Committee on Veterinary Technician Education Activities	2017	2022	2027

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

	Full degree	50%-99%	FTE
A. In-state Locations			
Canton, MA (900 Randolph St.)	X		668
Middleborough, MA (49 Union St.)	X		168
B. Out-of-state Locations			

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

Name of program(s)	Location	Headcount
N/A		

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

Name of program	Degree level	% Online	Fall 2025 Primary Major FTE
Business Administration Career – Accounting Option	Associate	100%	74.3
Business Administration Career – Management Option	Associate	100%	117.9
Business Administration Career – Marketing Option	Associate	100%	54.0
Business Administration Transfer	Associate	100%	236.1
Computer Science Transfer	Associate	100%	124.7
Computerized Accounting	Certificate	100%	8.1
Corrections	Certificate	100%	0
Criminal Justice – Career Option	Associate	100%	44.9
Criminal Justice Transfer	Associate	100%	90.9
Department of Development Services (DDS) Human Services Certificate	Certificate	57%	1.6
Early Childhood Education & Administration	Associate	62%	37.0
Early Childhood Education & Administration -Transfer	Associate	81%	46.7
Early Childhood Education Certificate	Certificate	70%	3.8
EEC Lead Teacher Certificate	Certificate	75%	8.3
Engineering Transfer – Chemical	Associate	74%	4.2
Engineering Transfer – Civil	Associate	75%	30.1
Engineering Transfer – Electrical	Associate	65%	35.5
Engineering Transfer – Mechanical	Associate	70%	40.9
Fire Science Technology	Associate	90%	62.6
Hospitality Management	Associate	67%	12.1
Human Services – Career Option	Associate	70%	29.4

Human Services – Transfer Option	Associate	85%	37.3
Java Programming	Certificate	100%	0
Law Enforcement	Certificate	100%	2.0
Liberal Arts Studies	Associate	100%	141.4
Liberal Arts Transfer	Associate	100%	158.4
Liberal Arts Transfer – Science Option	Associate	100%	24.5
Media Arts	Associate	95%	54.3
Microsoft Office Specialist	Certificate	89%	0
Private Security – Basic	Certificate	100%	0
Psychology	Associate	100%	179.5
Social Science Transfer	Associate	100%	22.3
Theatre Arts	Associate	70%	11.2

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

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

17. List by name and title the chief administrative officers of the institution. (Use the table on the following page.)

18. Supply a table of organization for the institution. While the organization of any institution will depend on its purpose, size and scope of operation, institutional organization usually includes four areas. Although every institution may not have a major administrative division for these areas, the following outline may be helpful in charting and describing the overall administrative organization:

a) Organization of academic affairs, showing a line of responsibility to president for each department, school division, library, admissions office, and other units assigned to this area;

b) Organization of student affairs, including health services, student government, intercollegiate activities, and other units assigned to this area;

c) Organization of finances and business management, including plant operations and maintenance, non-academic personnel administration, IT, auxiliary enterprises, and other units assigned to this area;

d) Organization of institutional advancement, including fund development, public relations, alumni office and other units assigned to this area.

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

Year	Milestone
1965	College is established by the Massachusetts Board of Regional Community Colleges.
1966	Dr. John Musselman is appointed Massasoit's first president. The College begins with 358 students and 22 faculty, holding its first classes at the Charles M. Frolio School in North Abington. Additional campuses in Duxbury and West Bridgewater are established and used during the next six years.
1968	College graduates its first class of 137 students.
1969	Ground is broken for the first five buildings of the Brockton Campus. Initial three-year accreditation is granted by the New England Association of Schools and Colleges (NEASC).
1971	Ten-year accreditation is granted by NEASC.
1972	Brockton campus officially opens.
1978	Five remaining buildings of the Brockton Campus are completed.
1979	Dr. George Ayers is appointed Massasoit's second president.
1980	Board of Regents of Higher Education replaces the Board of Regional Community Colleges.
1981	Massasoit's Board of Trustees assumes local control of the College. Five-year accreditation is granted by NEASC.
1983	Dr. Gerard F. Burke is appointed Massasoit's third president.
1985	Blue Hills Technical Institute, established in 1966 as a public technical institute granting the Associate in Applied Science degree, formally merges with Massasoit and becomes the Canton campus.
1986	Ten-year accreditation is granted by NEASC.
1997	Conference Center at Massasoit opens, offering 7,200 square feet of meeting space for local businesses and community organizations.
2006	Ten-year accreditation is granted by NEASC.
2010	College opens the Middleborough Center.
2015	Massasoit Police Department is recognized among the Top 25 departments in the nation.
2016	Massasoit celebrates its 50th Anniversary by bringing together the entire Massasoit community.
2016	Ten-year accreditation is granted by NEASC.
2017	Massasoit President Charles Wall and Bridgewater State University President Fred Clark sign a landmark agreement establishing the MCC2BSU program, streamlining the pathway to a four-year degree.

2017	Board of Trustees approves the appointment of William Mitchell as Interim President.
2018	Dr. Gina Glickman is appointed Massasoit's sixth president and becomes the first woman to lead the College.
2019	Massasoit formally announces that the College will have a presence at 226 Main Street in Brockton.
2021	Brenda Molife, Ph.D., is named Interim President of Massasoit.
2021	Ray DiPasquale is appointed Massasoit's seventh president.
2023	Massasoit opens its Downtown Brockton location.
2023	Massasoit students participate in MassReconnect, supporting eligible adult learners with free college across Massachusetts community colleges.
2024	Following the passing of President DiPasquale after a brief illness, the Board of Trustees names William Mitchell as Interim President.
2024	Strategic Plan 2024–2029 is approved by the Board of Trustees and the Board of Higher Education.
2024	Massasoit students participate in MassEducate, expanding free community college opportunities for eligible students.
2025	Massasoit breaks ground at the former LA Building site for the future Science Building.
2026	Massasoit breaks ground at the former Science Building site for the future Health Science Building.
2026	New Science Building opens.
2026	College begins a yearlong celebration of its 60th Anniversary.

CHIEF INSTITUTIONAL OFFICERS

Function or Office	Name	Exact Title	Year of Appointment
Chair Board of Trustees	Thomas E. Carroll, Jr.	Board of Trustees Chair	2025
President	William Mitchell	Interim President	2024
Presidential Operations	Jennifer Holbrook	Director of Presidential Operations	2026
Chief Academic Officer	Rita Jones-Hyde	Vice President of Academic Affairs	2026
Academic Dean	Karyn Boutin	Dean of Behavior Science, Public Service, & Education Dean of Middleborough Center	2001 2024

Academic Dean	Michael Roggow	Dean of Business & Entrepreneurial Leadership	2019
Academic Dean	Catherine Powers Ozyurt	Dean of Health Sciences	2022
Academic Dean	Donna Wright	Interim Dean of Liberal Studies and the Arts	2025
Academic Dean	Katie Ruggieri	Dean of Science, Technology, Engineering, & Math	2023
Chief Financial Officer	William O'Neill	Vice President of Administration & Chief Financial Officer	2024
Chief Student Services Officer	Joseph Harris	Vice President of Student Services and Enrollment Manage	2026
Institutional Research, Planning, and Assessment	Angelina Medeiros	Associate Vice President of Academic Affairs and Effectiveness	2025
Library	Vincent Livoti	Director of Libraries	2020
Chief Information Officer	William Morrison	Chief Information Officer	2017
Continuing Education	Angelina Medeiros	Associate Vice President of Academic Affairs and Effectiveness	2026
Grants/Research	Kendra Butters	Vice President of External Relations	2026
Admissions	Molly Pettengill	Director of Admissions	2025
Registrar	Jeffrey Mei	Registrar	2023
Financial Aid	Todd Hughs	Executive Director of Student Financial Services	2019
Human Resources	Margaret Gazzara Hess	Vice President of Human Resources	2015
Future of Work Institute	Carine Sauvignon	Vice President of Workforce, Innovation, and Strategic Partnerships	2026

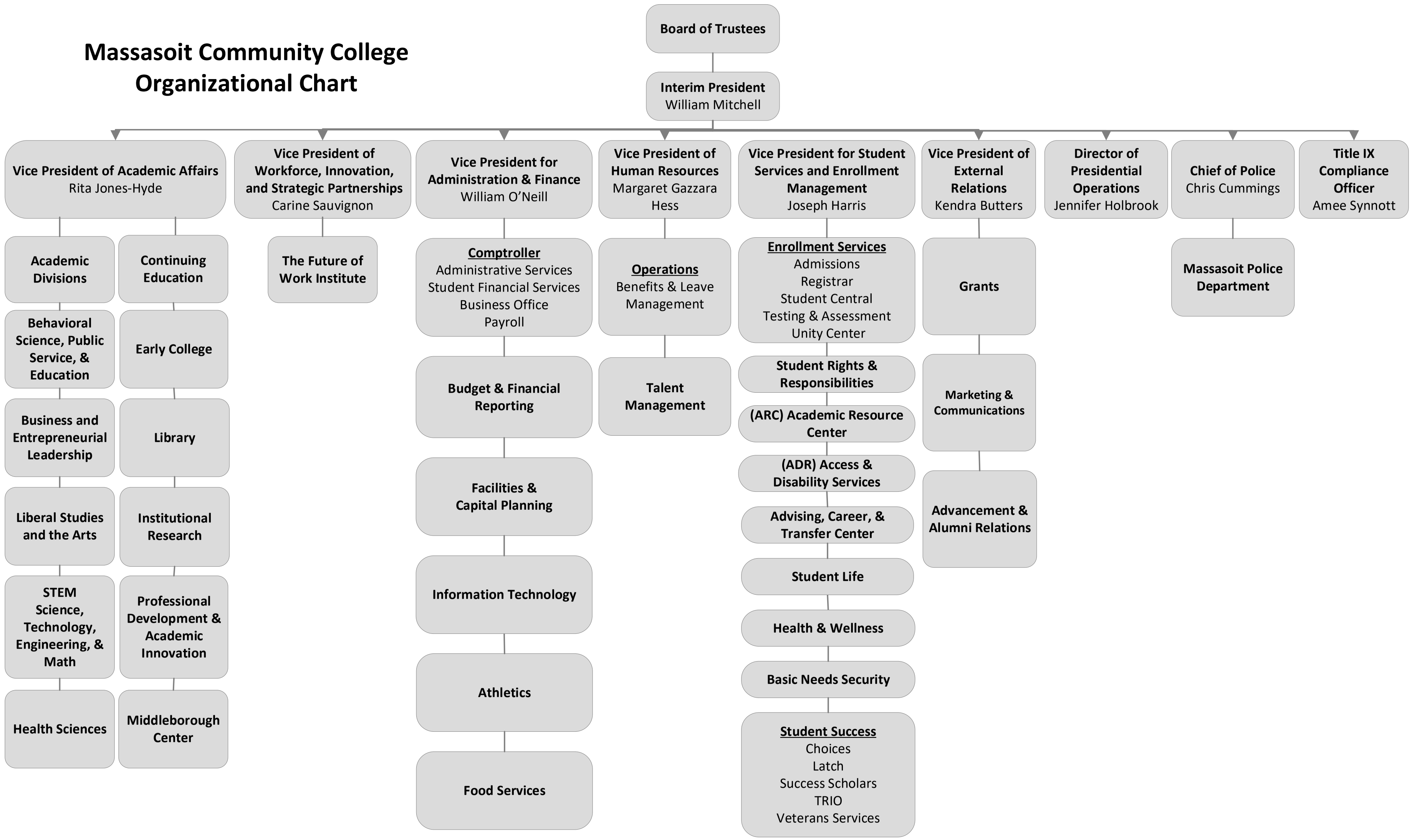
MASSASOIT COMMUNITY COLLEGE

1966

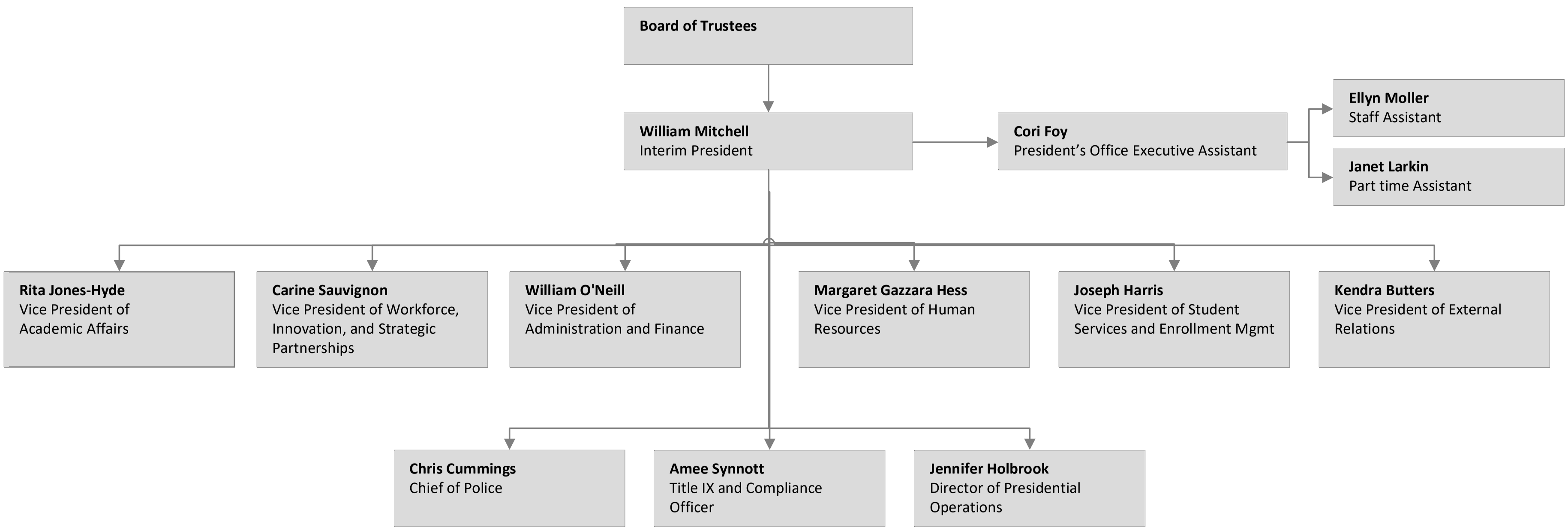
ENDURANCE AND FAITH

MASSASOIT's
Organizational Charts

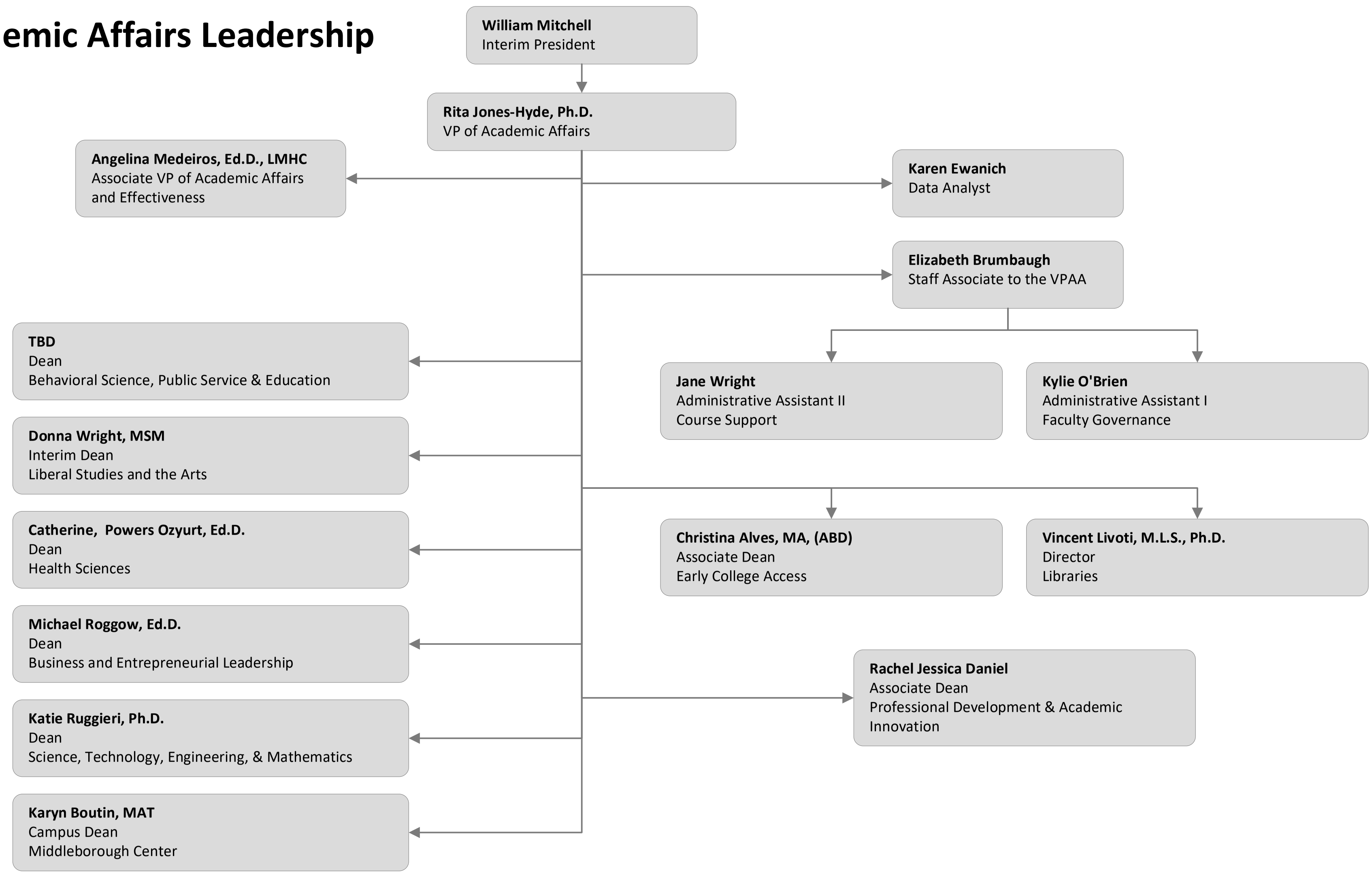
Massasoit Community College Organizational Chart



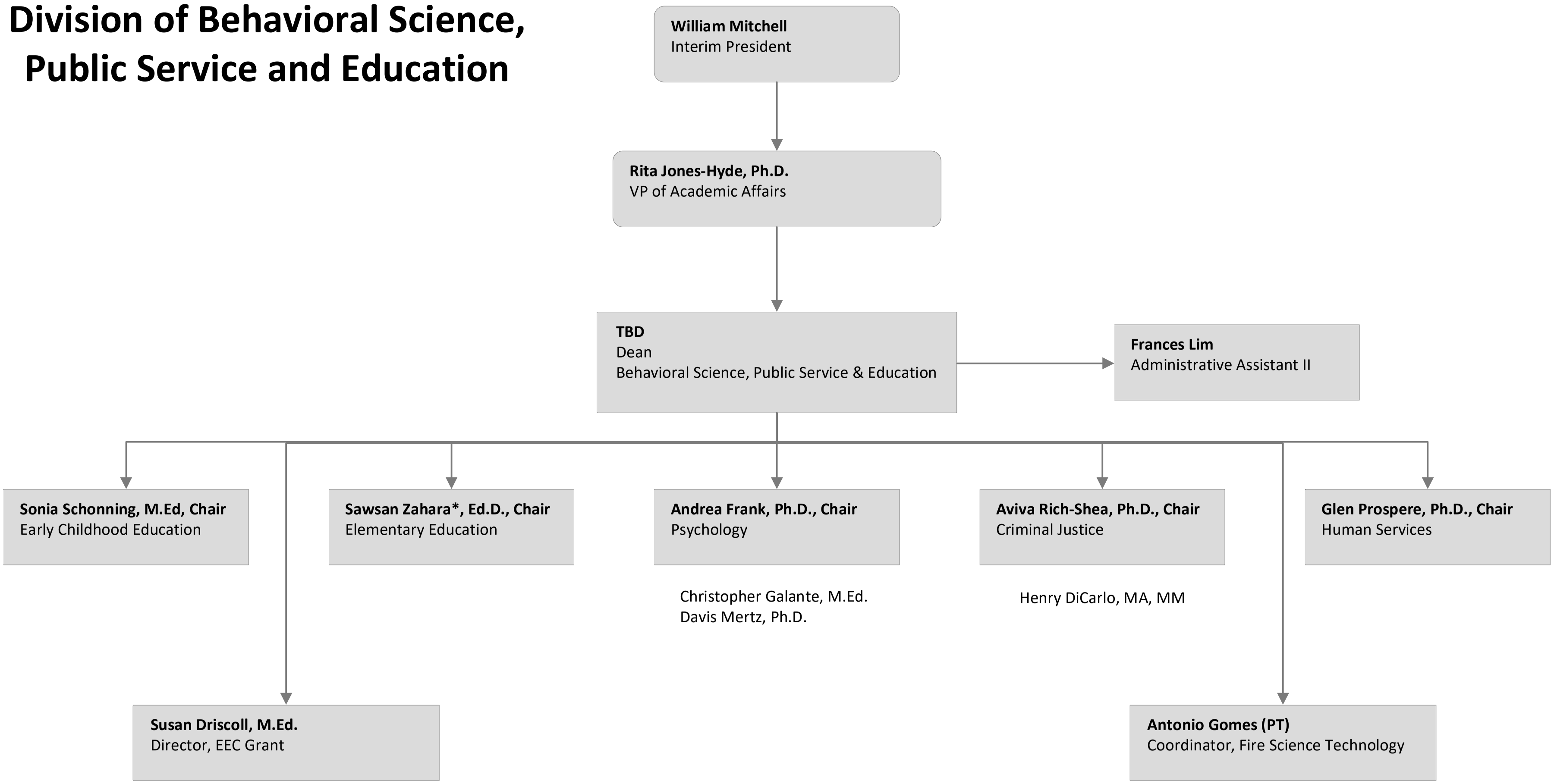
Presidents Office and Leadership



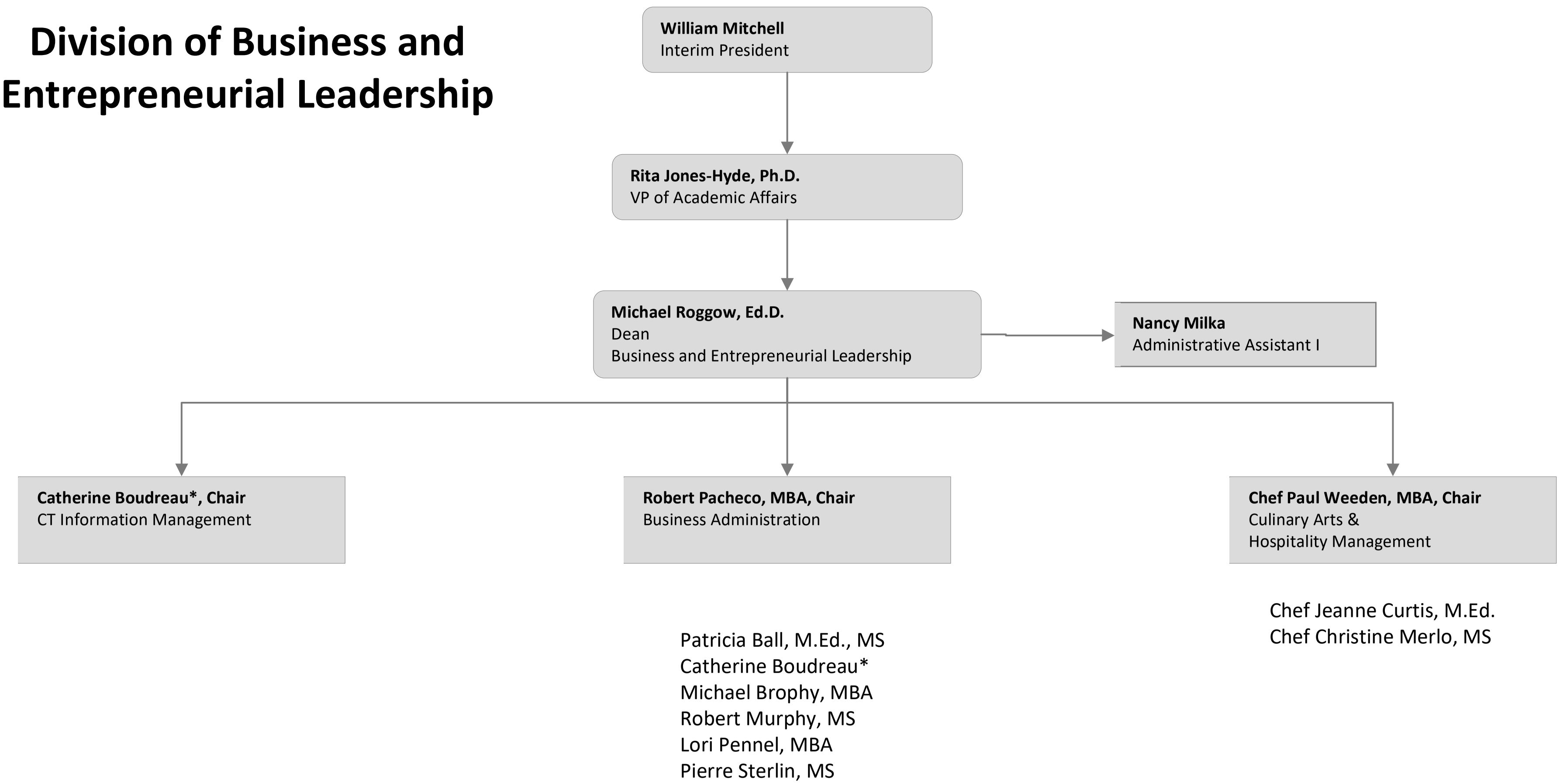
Academic Affairs Leadership



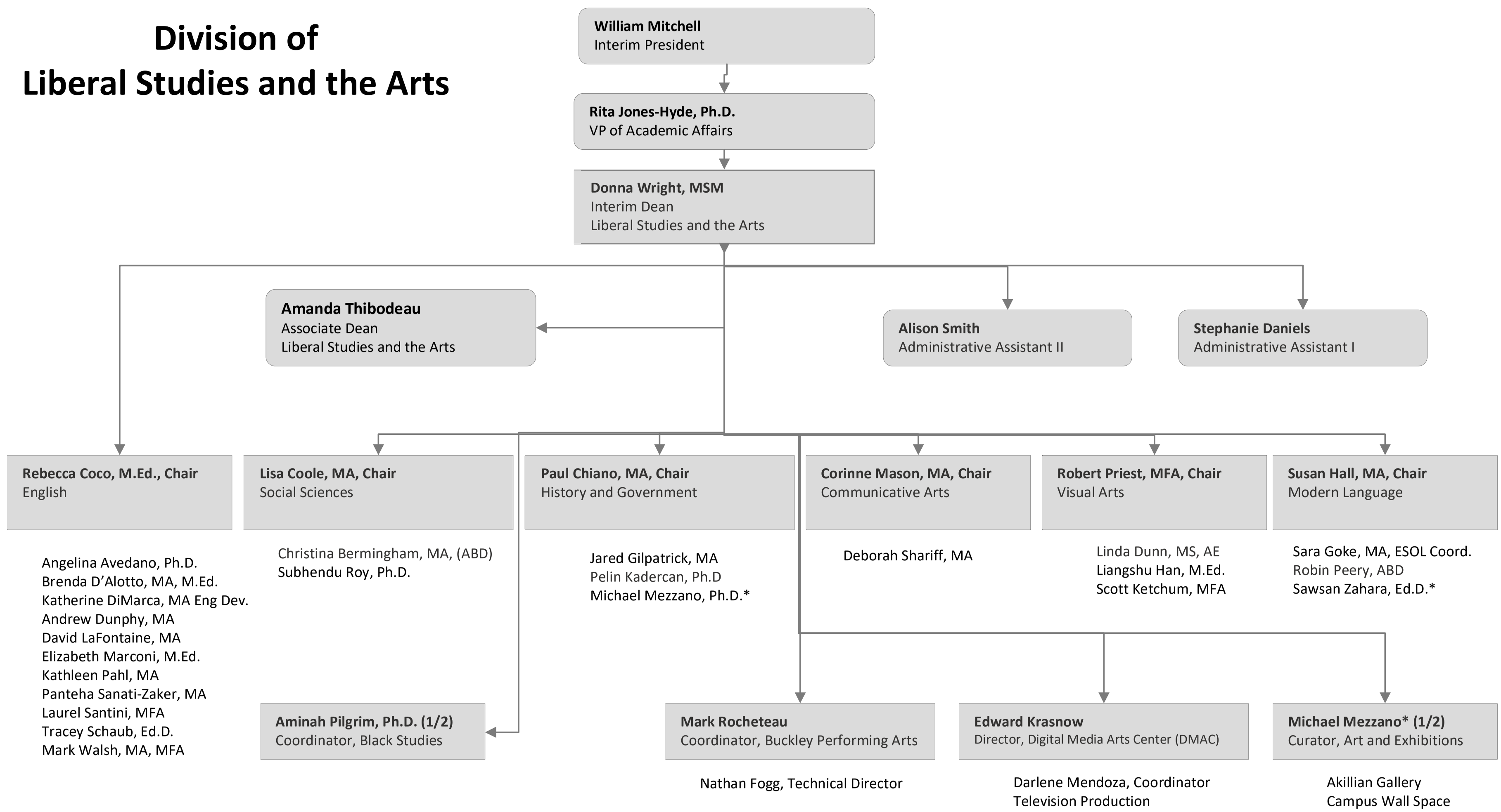
Division of Behavioral Science, Public Service and Education



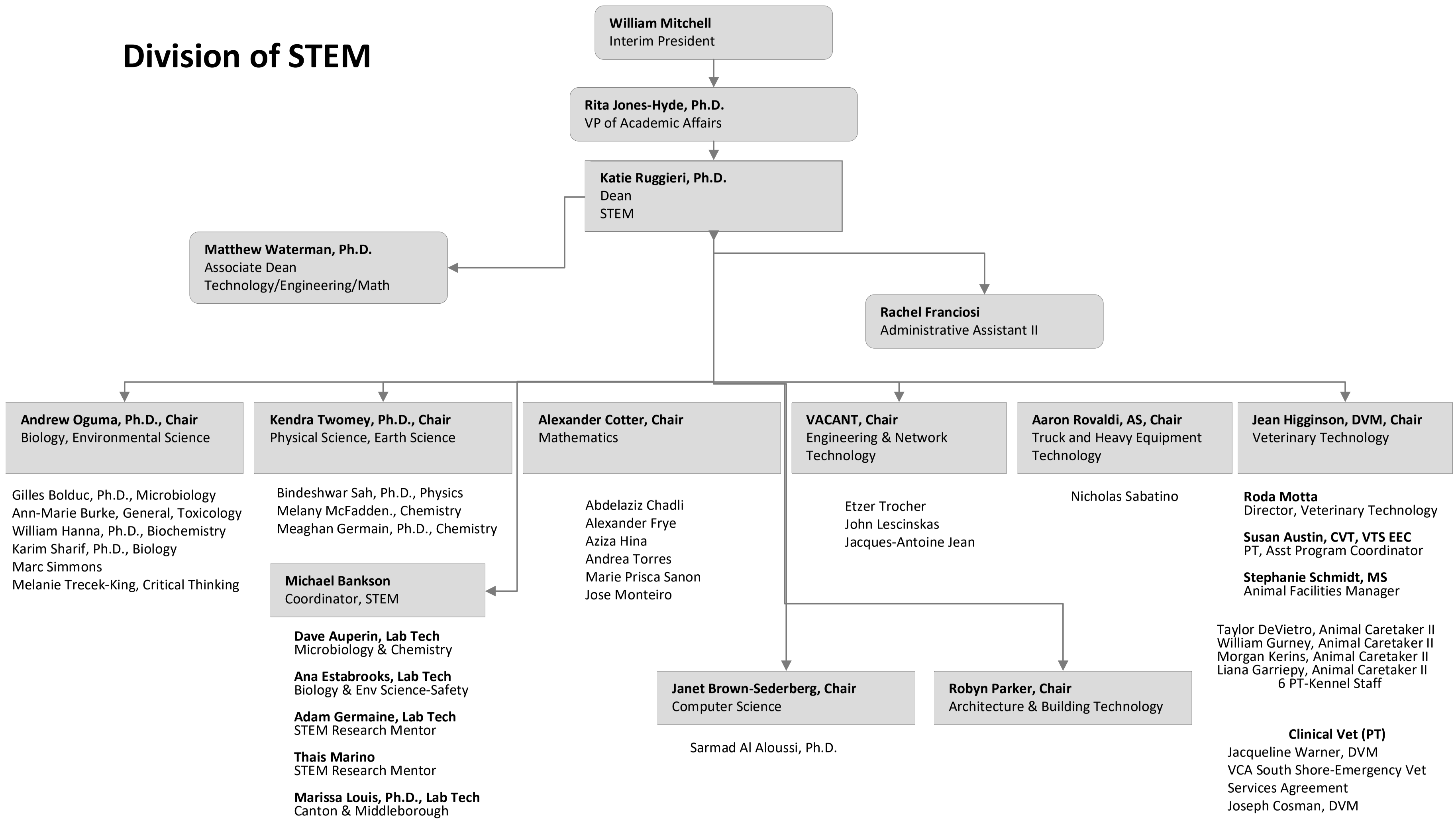
Division of Business and Entrepreneurial Leadership



Division of Liberal Studies and the Arts



Division of STEM



Division of Health Sciences

William Mitchell
Interim President

Rita Jones-Hyde, Ph.D.
VP of Academic Affairs

Catherine Powers Ozyurt, Ed.D.
Dean
Health Sciences

Ayla Santos
Administrative Assistant I

Lauriebeth McCrillis
Administrative Assistant I

Gail Bergin
Administrative Assistant II

Donna Krol
Part Time Clerical

Susan Clover
Associate Dean
Nursing

Theresa Willis
Administrative Assistant II (PT)

Holly Wielsma
Associate Dean
Emergency Medical Services

Janice Hagman, Chair
Nursing Education

Susan Cahill, MSN, RN
Eileen Comeau, MSN, RN
Bethann Davis, MSN, RN
Megan Jacobs, MSN, RN
Jeanne Pacheco, SNP, RN
Maura Rodenbush, MSN, RN
Patricia Willis, Ph.D., RN
Angela Bonin, MSN, RN
Joyce Hyslip-Ikkela
Stephanie Berry
Sarah Son-Theroux
Robbie Pearson, Nursing & Simulation Tech.

Sabrina Gambuto O'Shea, Chair
Dental Assisting (Dental Technology)

Susan Lipsitt, Dental Lab Tech
Christina Farinella
Michelle Mellow
Laura Najjar
Dr. Paul Hubley

Eve Jankey, BA, CMA, (AAMA), Chair
Medical Assisting

Charlene Harris, Lab Tech
Hanna Brucker

Kevin Doten, BS, RRT, Chair
Respiratory Care

Denise Logan, M.Ed., RRT
Cheryl Manning, AS, RRT

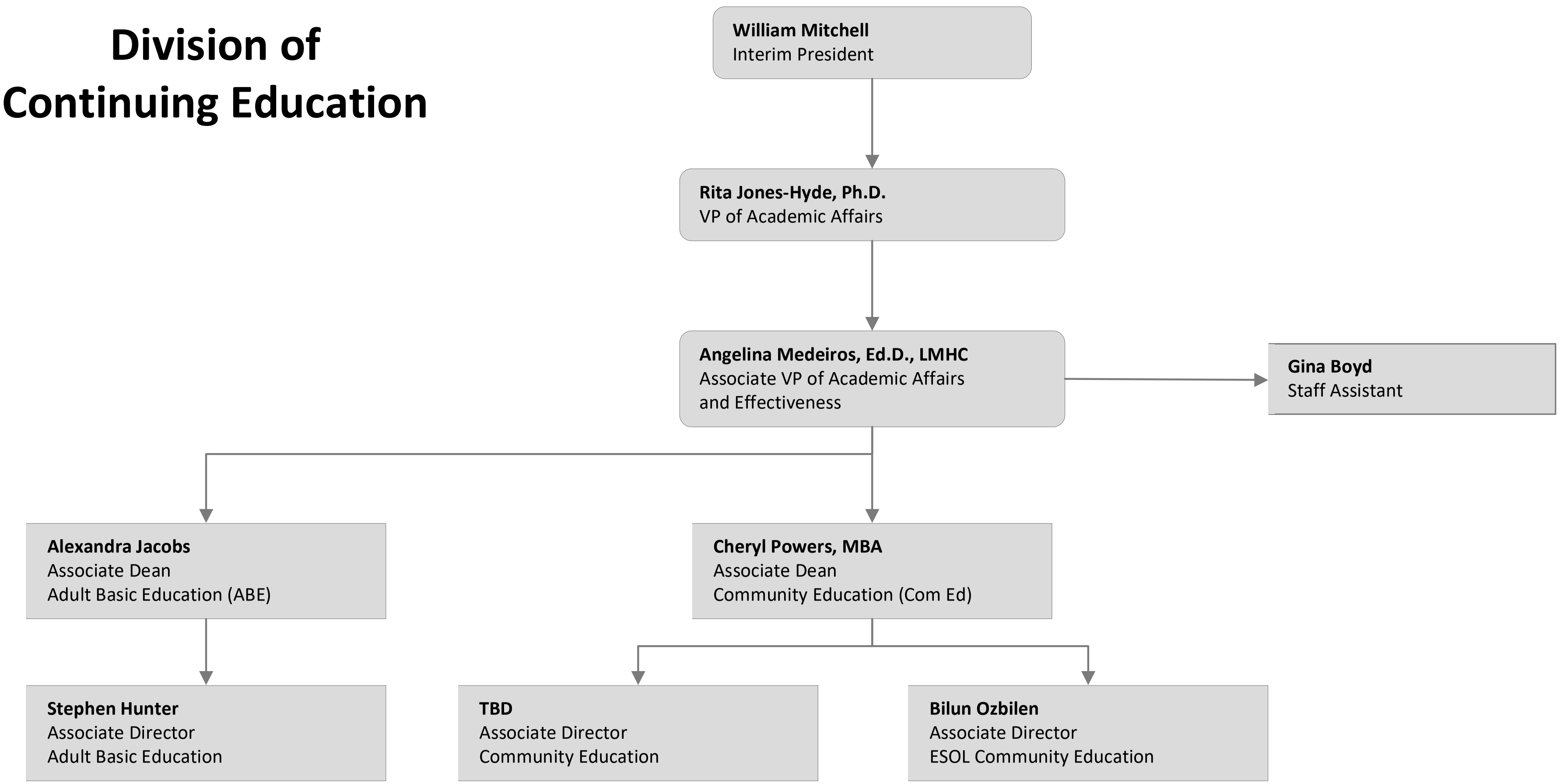
Anthony Kapadoukakis, Ph.D., RT (R), Chair
Radiologic Technology

Cheryl Burke, BS, RT (R)

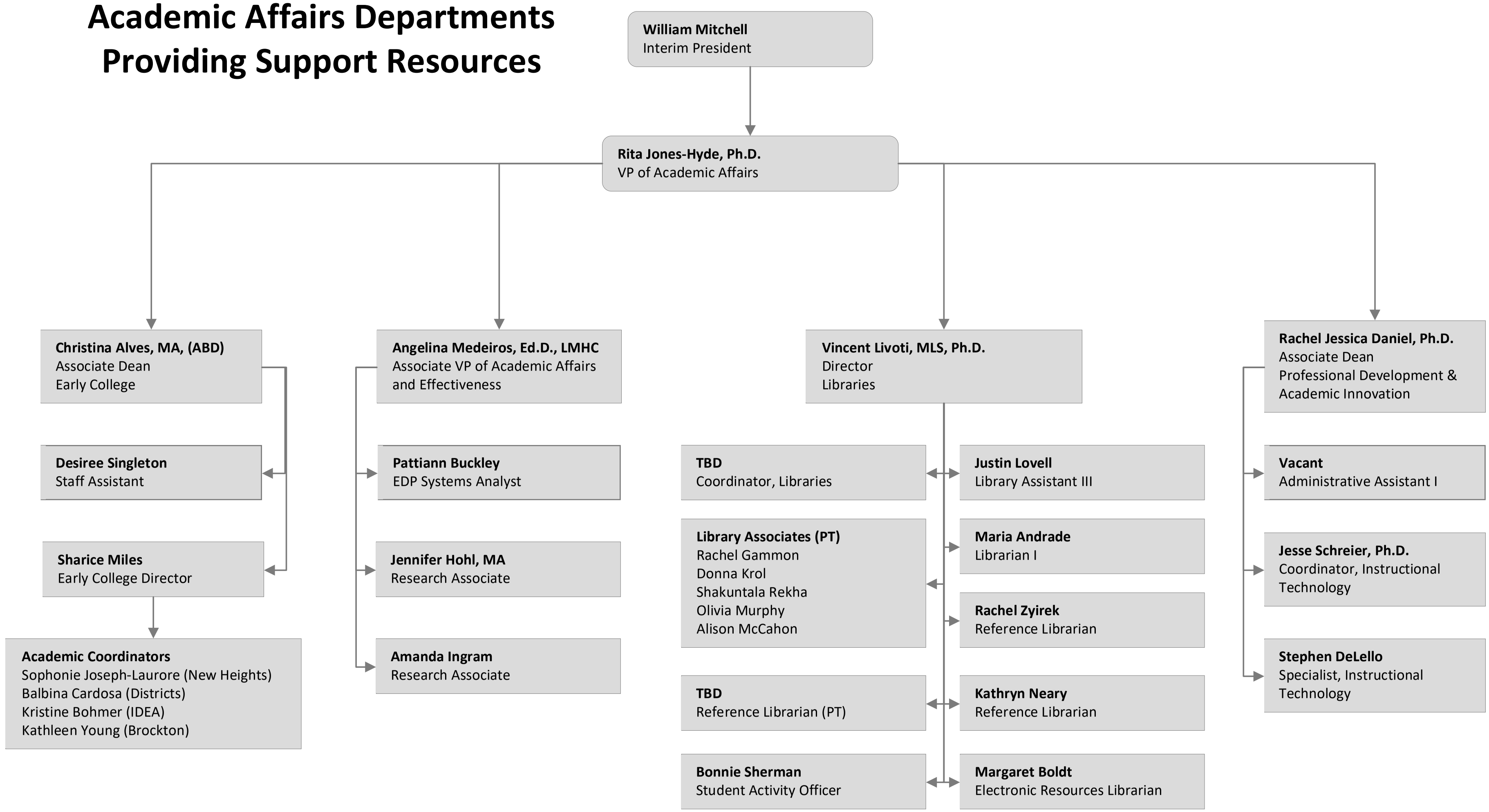
Donald Tebeau
Equipment Mgr. (Part Time)

Timothy Britt

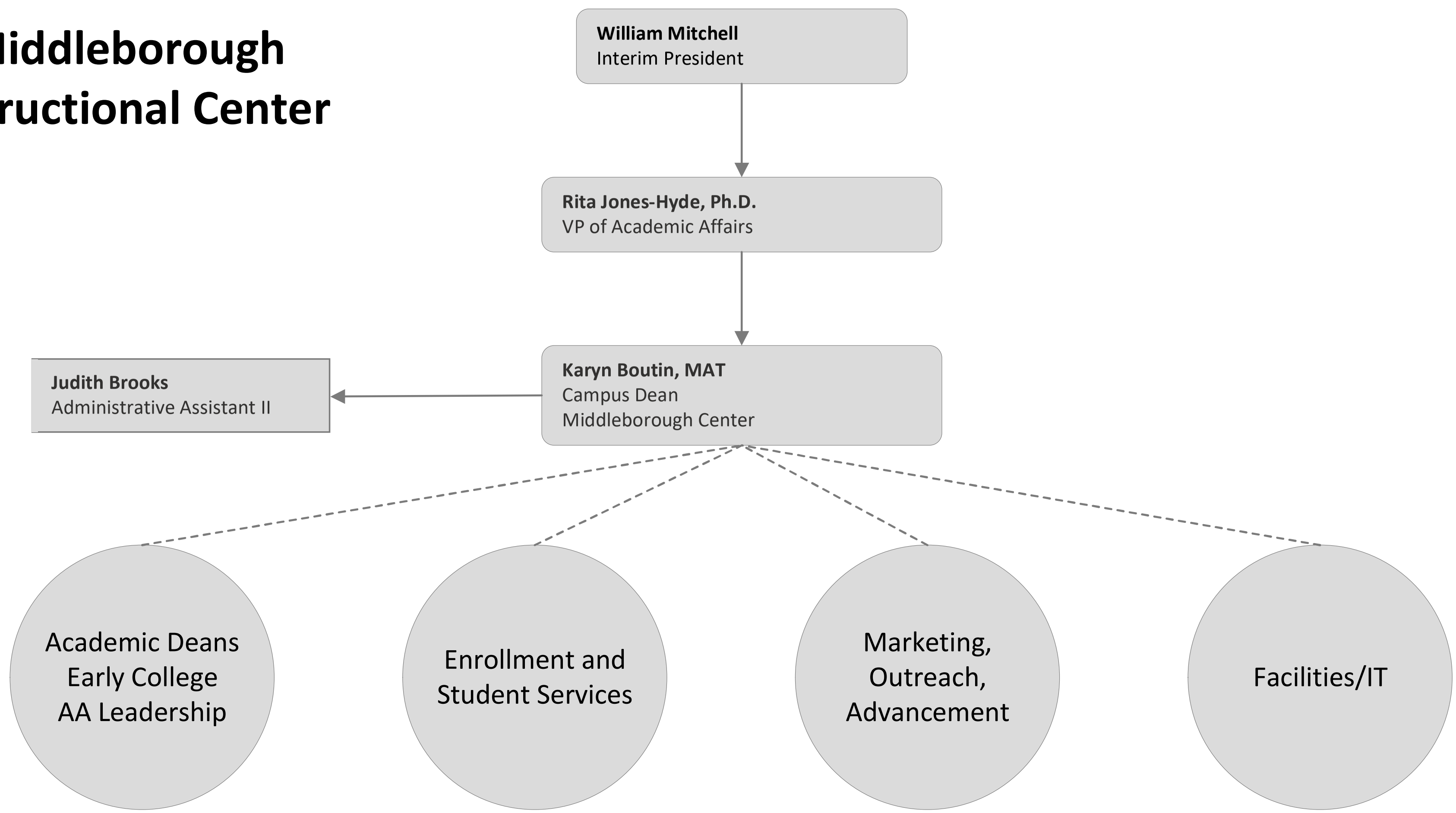
Division of Continuing Education



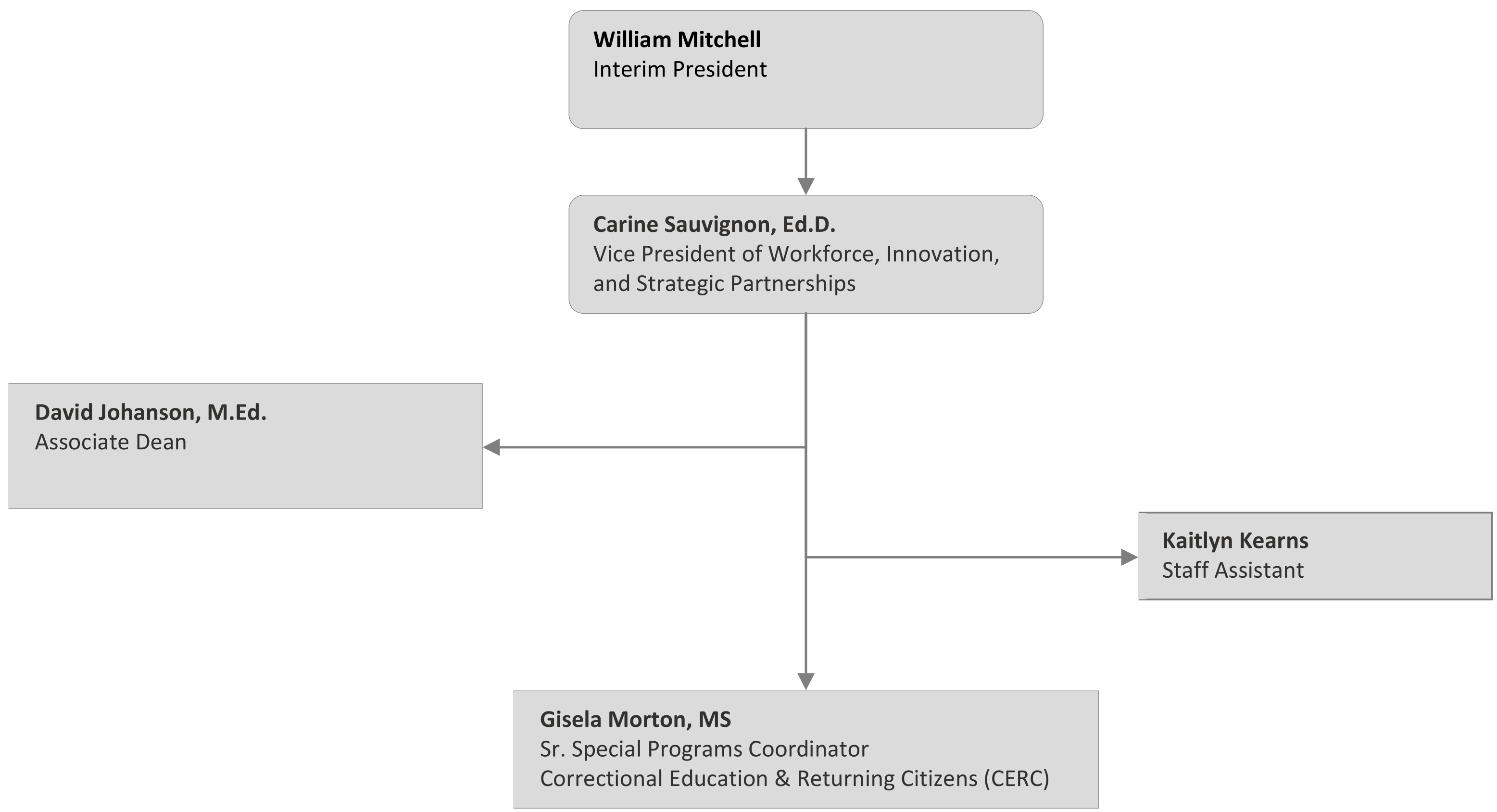
Academic Affairs Departments Providing Support Resources



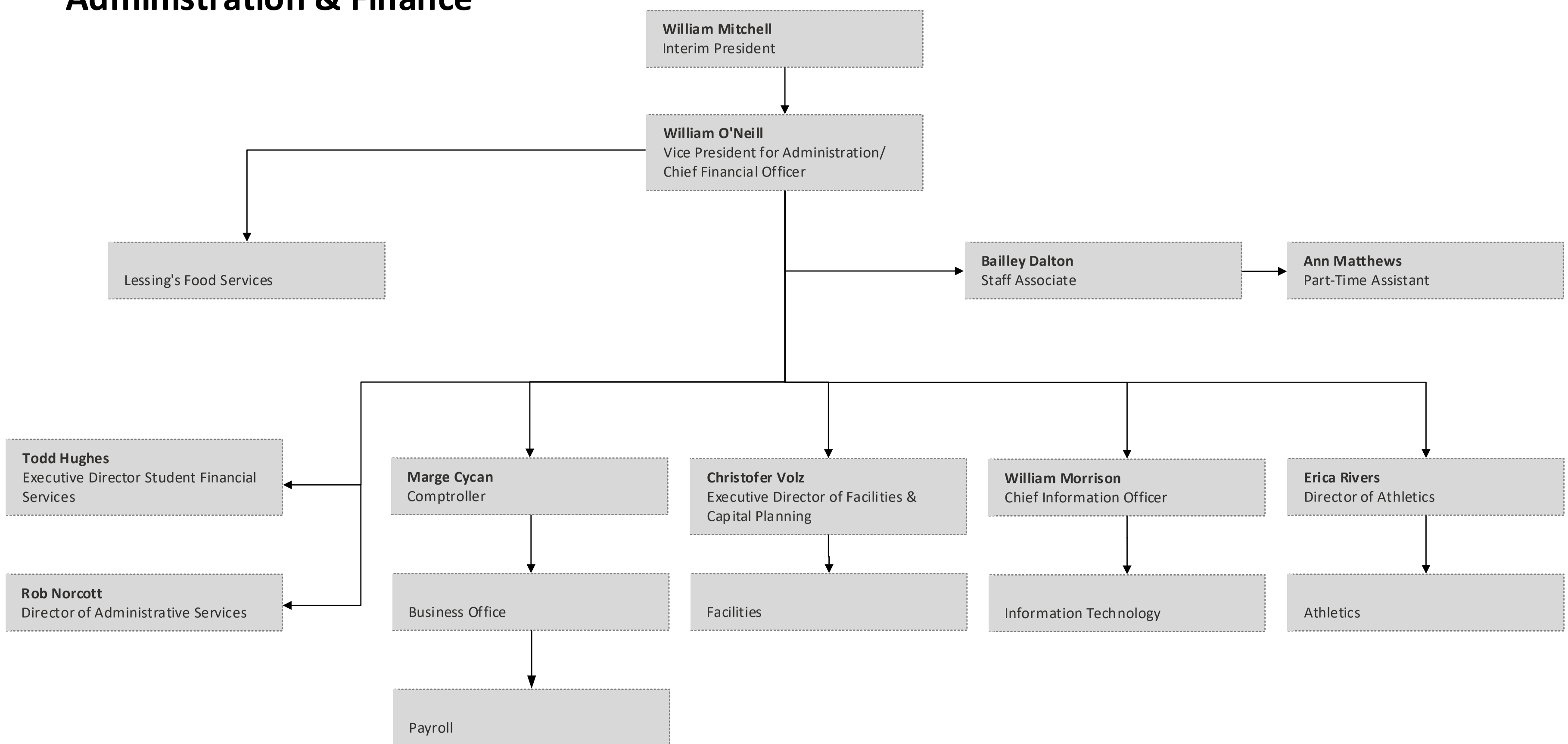
Middleborough Instructional Center



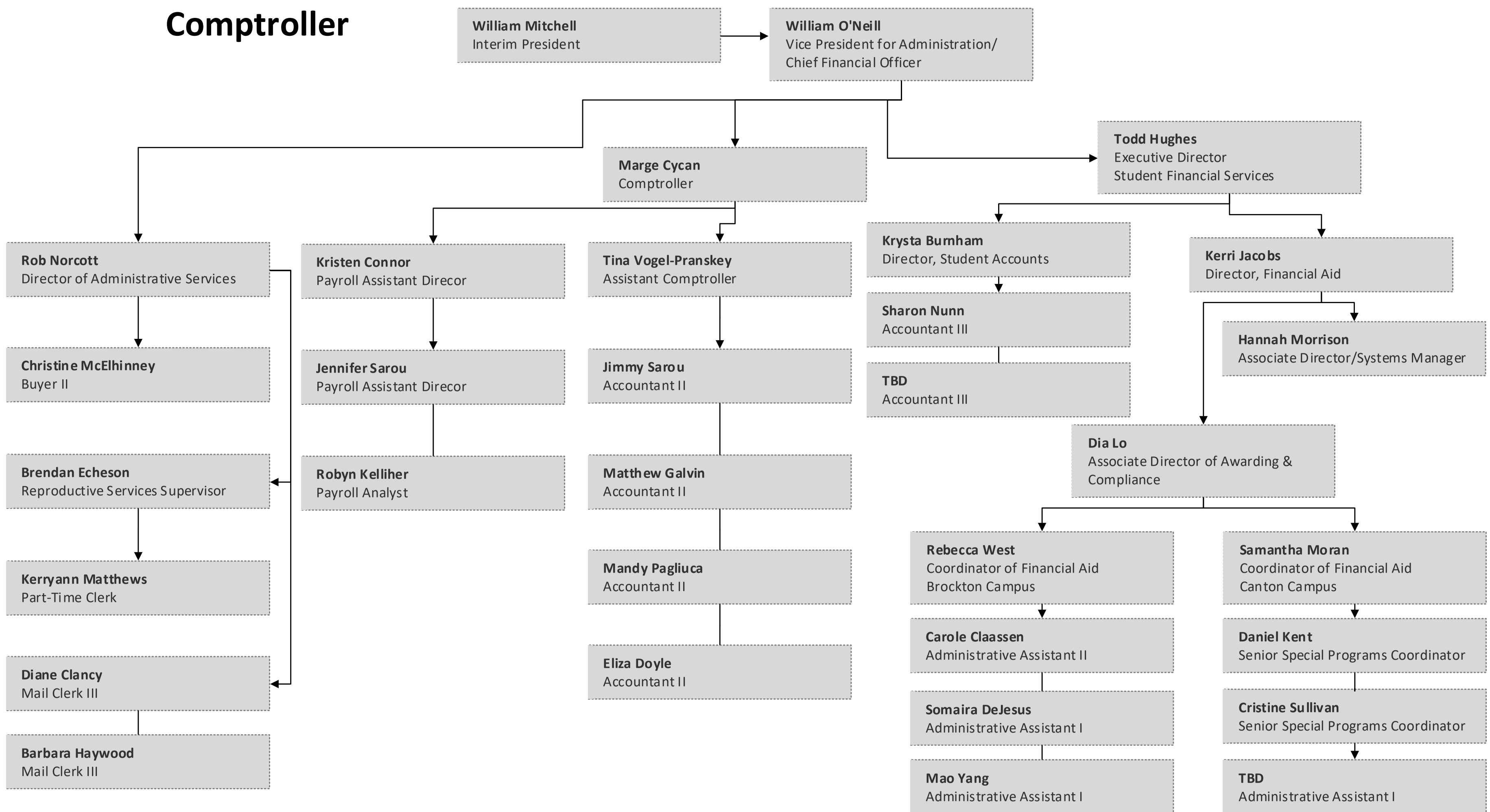
The Massasoit
Future of Work Institute



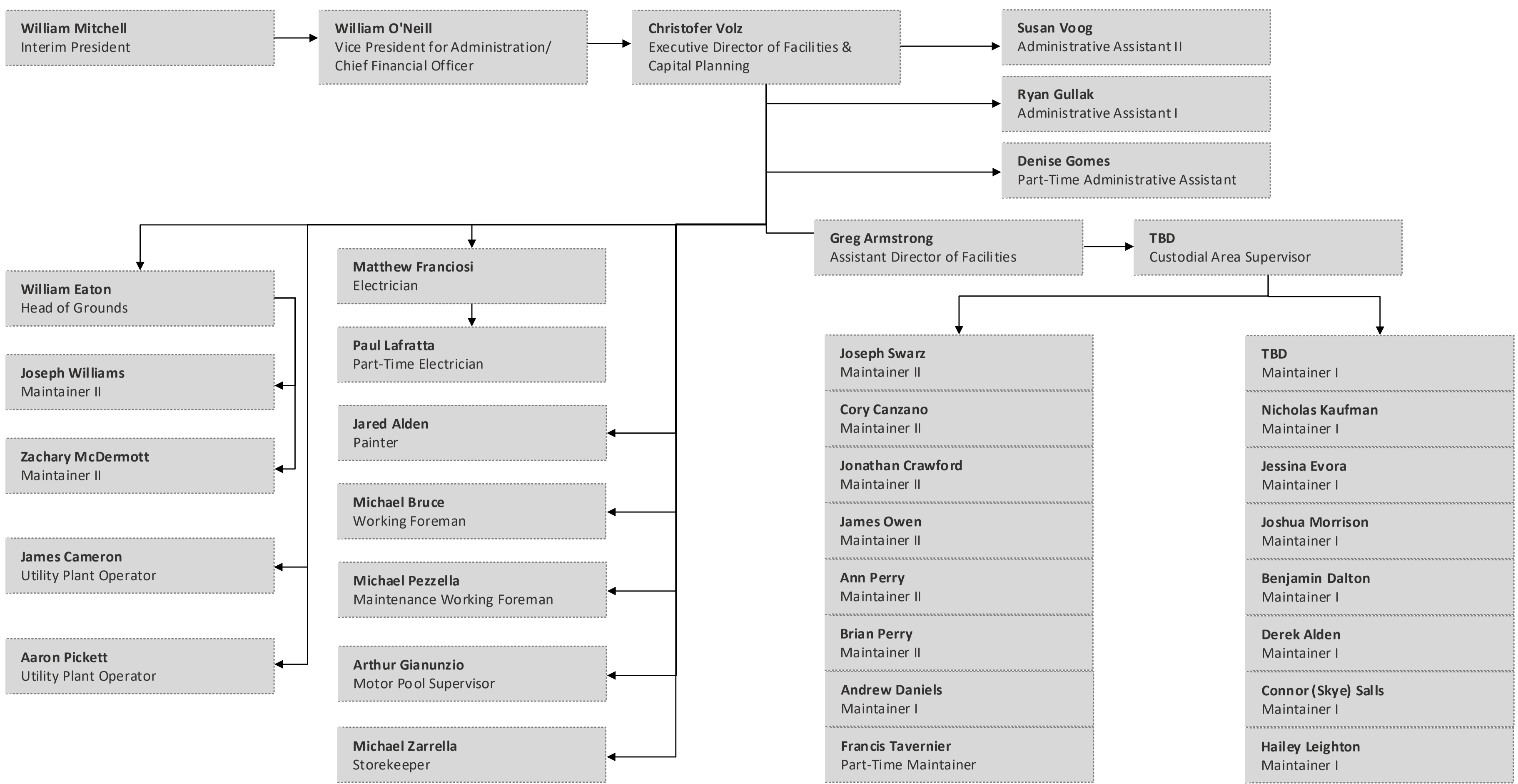
Administration & Finance



Comptroller



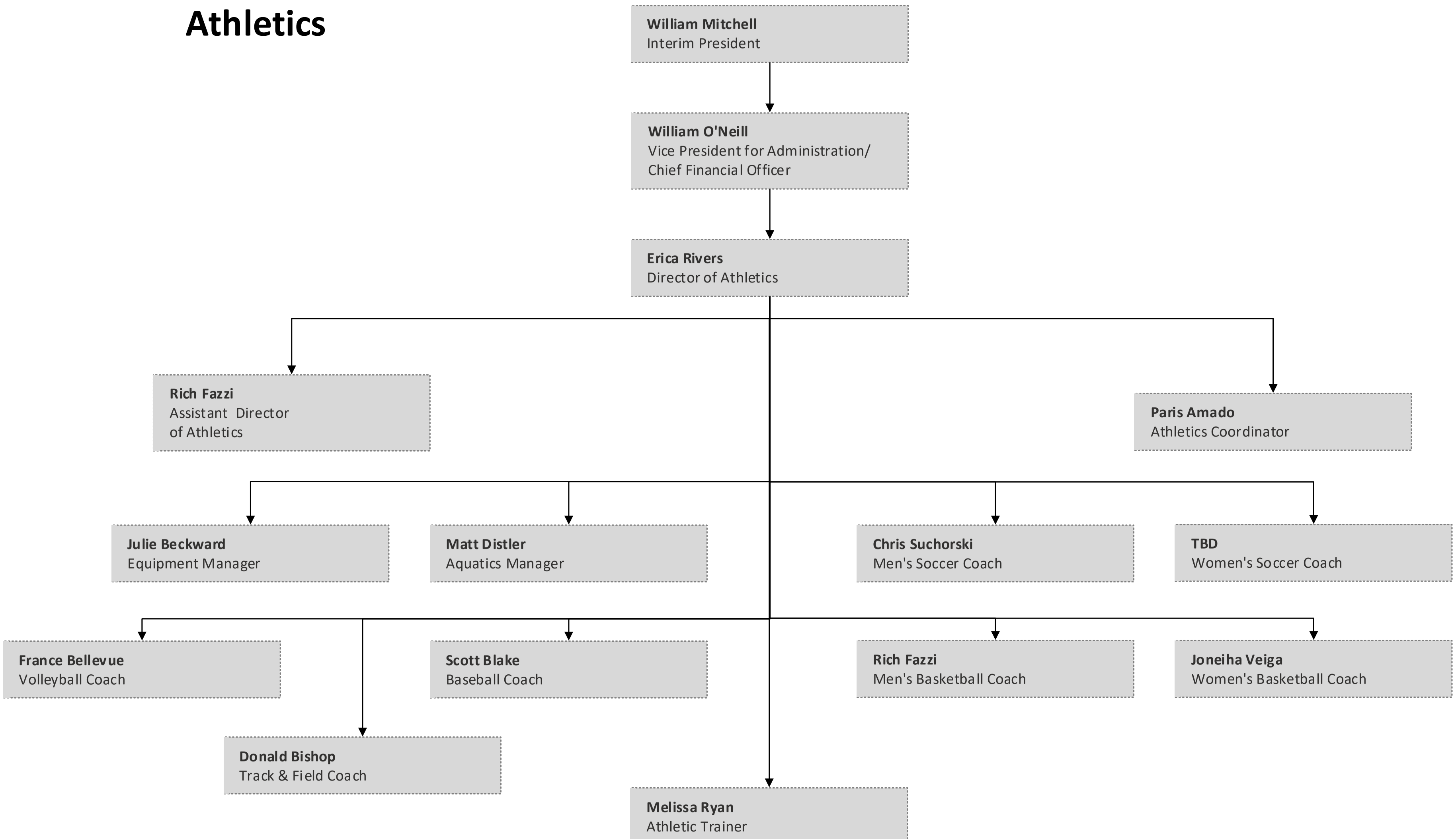
Facilities & Maintenance



Information Technology

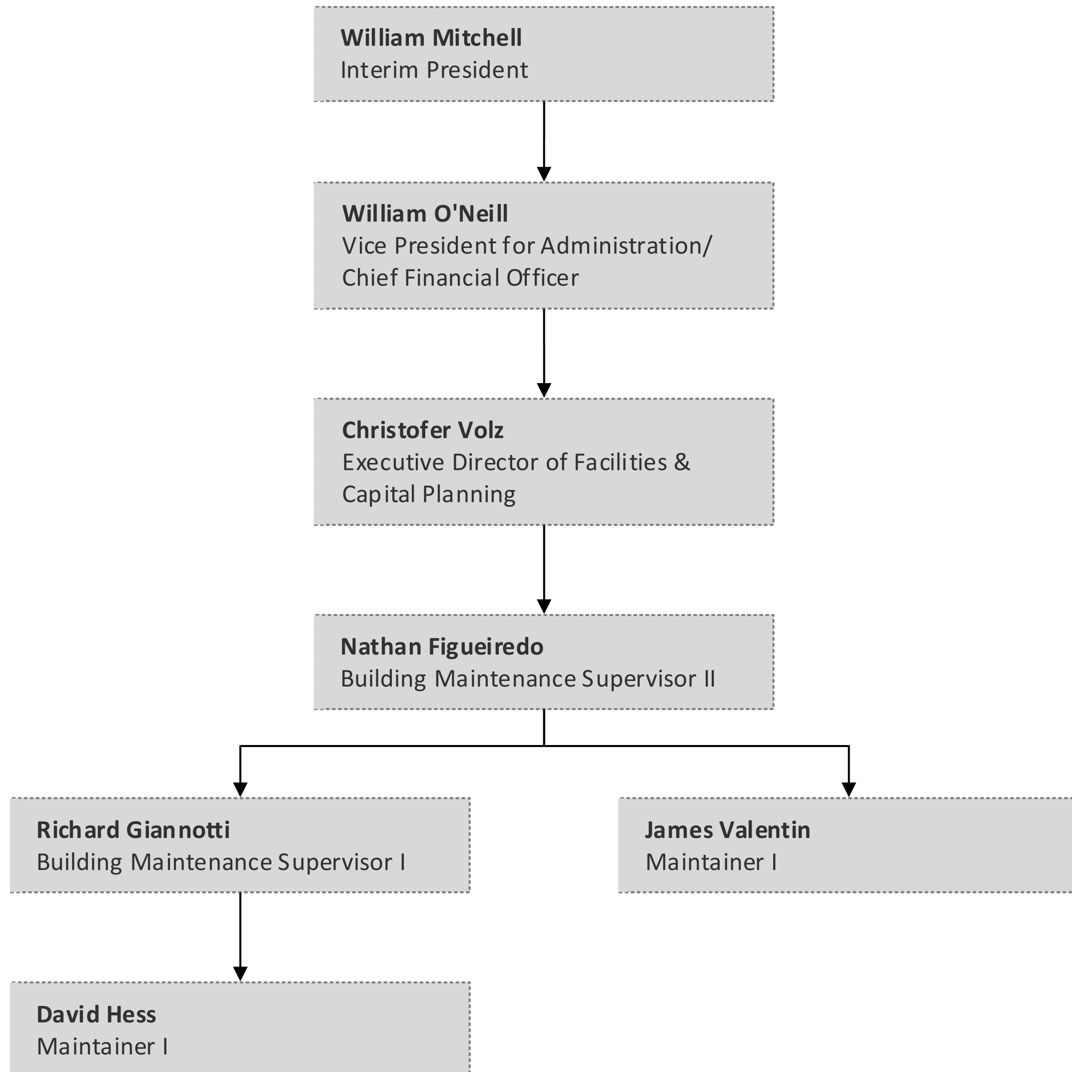
- **William Mitchell** – Interim President
  - **William O'Neill** – Vice President for Administration/ Chief Financial Officer
    - **William Morrison** – Chief Information Officer
      - **Amity Kelley** – Director of Enterprise Systems
        - Web Team
          - **Lloyd King** – Sr. Web Developer
        - Applications Team
          - **Kathy Meagher** – Lead Developer
          - **Robert Pierce** – Business Intelligence Analyst
          - **Hongmei Yu** – Business Intelligence Analyst
          - **Milagros Gulr** – EDP Systems Analyst IV
      - **Jack Barrett** – Deputy CIO
        - Network Team
          - **Patrick Mauretti** – Senior Network Administrator
          - **Karen Waters** – EDP Systems Analyst IV
          - **Juan Quispe** – EDP Systems Analyst III
          - **Christopher Griffin** – EDP Systems Analyst III
      - **Sarah Doyle** – EDP Systems Analyst I
      - **Ken Stewart** – Director of IT Service Delivery
        - Help Desk Team
          - **Sam Fox** – EDP Computer Operations Supervisor
            - **Arcelyia Brown** – Part-Time Help Desk
            - **Vladimir Delice** – Part-Time Help Desk
            - **Alexander Hamilton** – Part-Time Help Desk
            - **Wilson Rosa** – Part-Time Help Desk
            - **Jared Smith** – Part-Time Help Desk
            - **Vacant** – Part-Time Help Desk
        - Media Team
          - **Matthew Ofcarcik** – AV Equipment Tech I
          - **Andy Dalton** – AV Equipment Tech I
          - **Shannon O'Leary** – Instructional Support Tech
          - **Teresa Gonzales** – Senior Staff Assistant
        - Desktop Support Team
          - **Thomas Stanford** – EDP Systems Analyst I
          - **Joseph Mastrangelo** – EDP Systems Analyst III
          - **John Morrison** – EDP Systems Analyst III
          - **Raphael Alverio** – EDP Systems Analyst I
          - **Julio Gomes** – EDP Systems Analyst III

Athletics

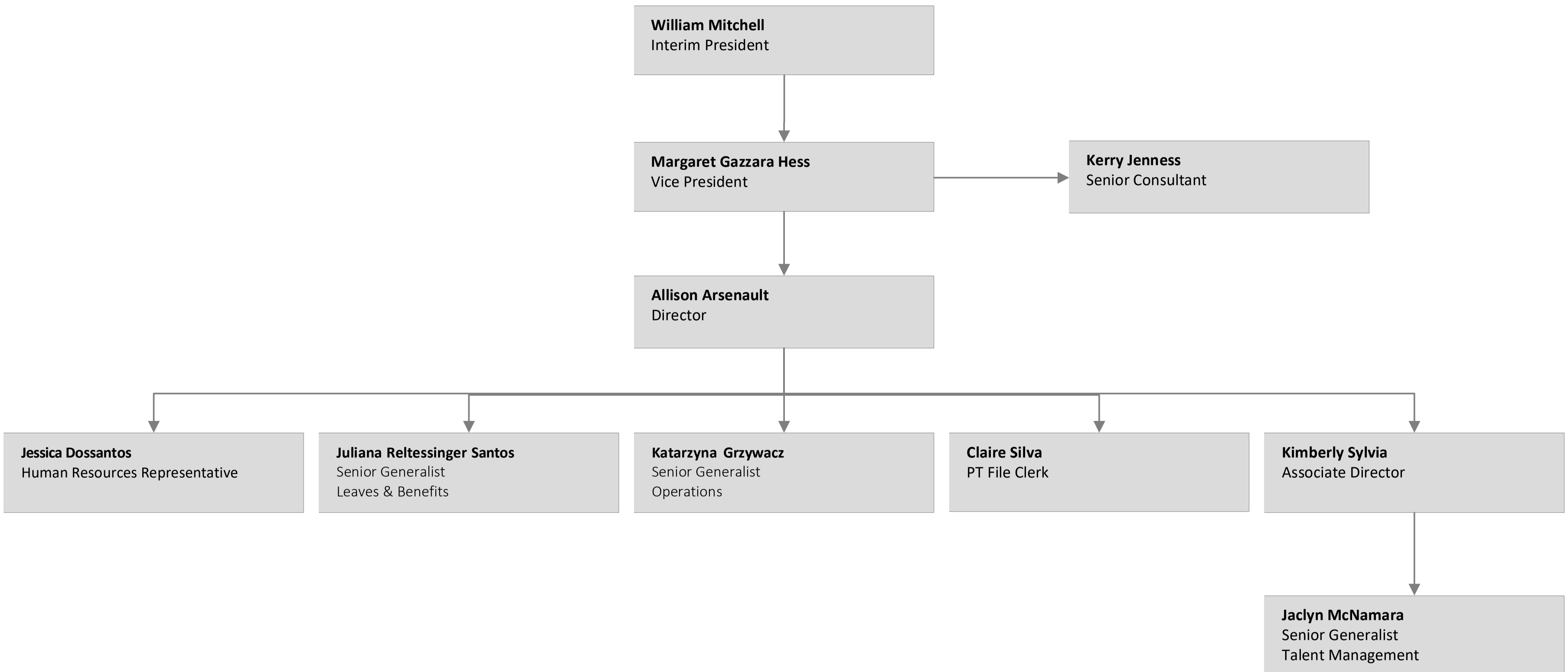


William Mitchell
Interim President
William O'Neill
Vice President for Administration/ Chief Financial Officer
Erica Rivers
Director of Athletics
Rich Fazzi
Assistant Director of Athletics
Paris Amado
Athletics Coordinator
Julie Beckward
Equipment Manager
Matt Distler
Aquatics Manager
Chris Suchorski
Men's Soccer Coach
TBD
Women's Soccer Coach
France Bellevue
Volleyball Coach
Scott Blake
Baseball Coach
Rich Fazzi
Men's Basketball Coach
Joneiha Veiga
Women's Basketball Coach
Donald Bishop
Track & Field Coach
Melissa Ryan
Athletic Trainer

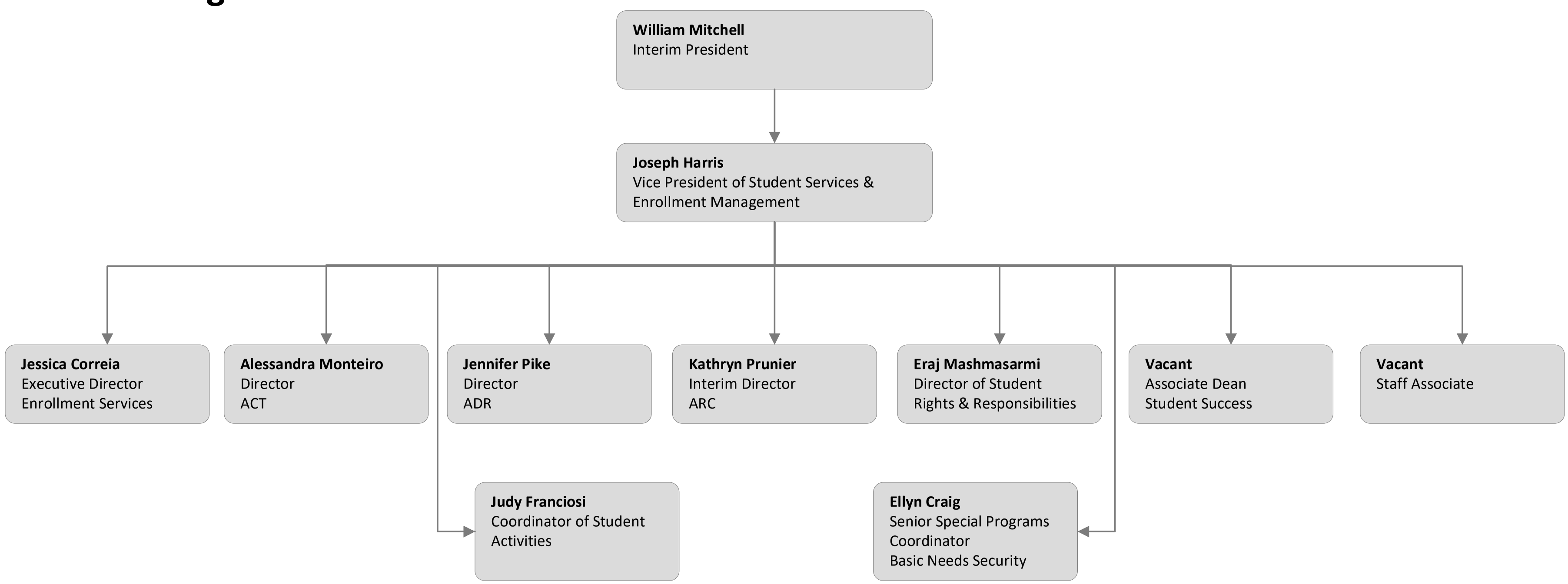
Canton Facilities



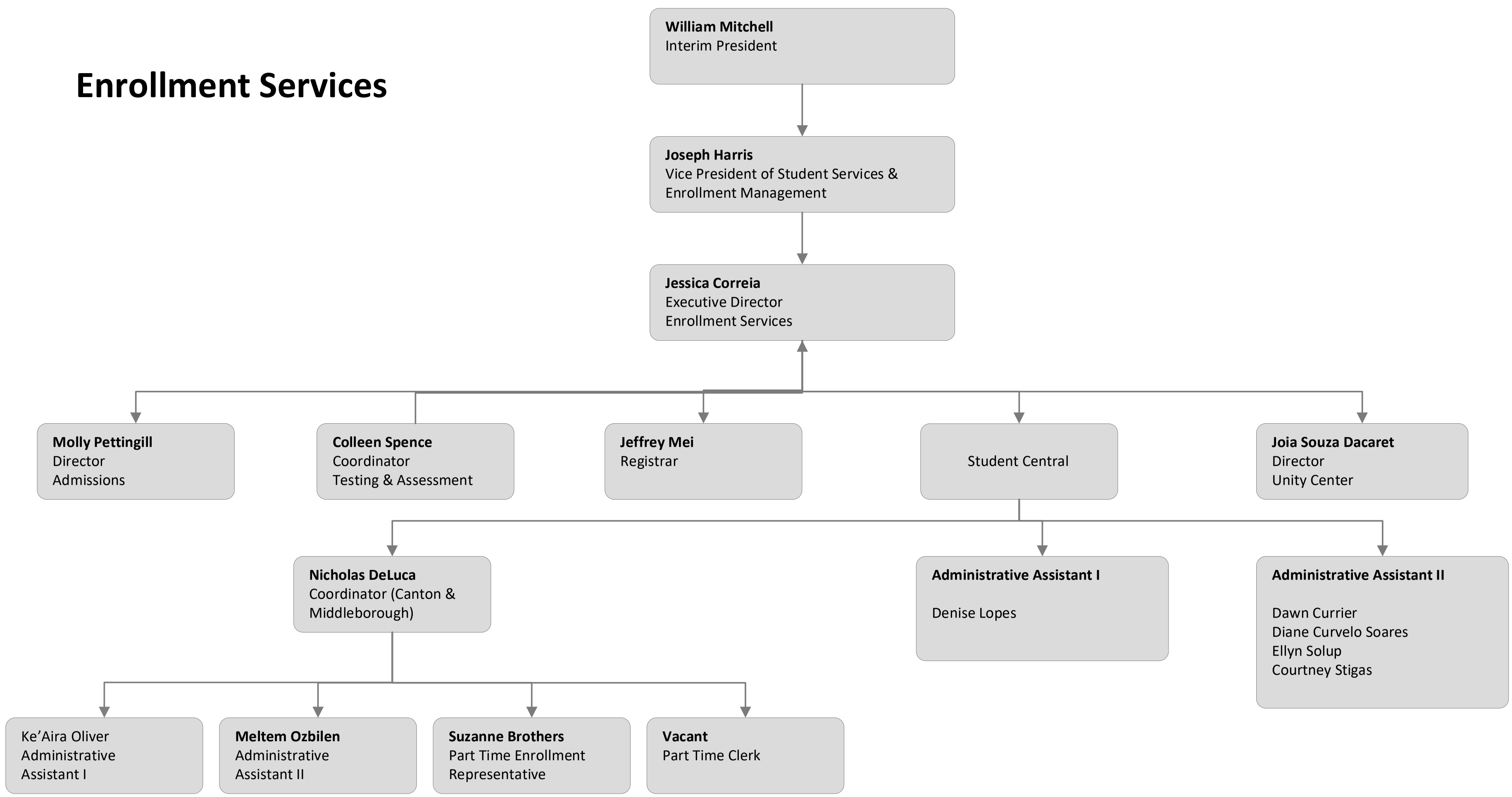
Division of Human Resources



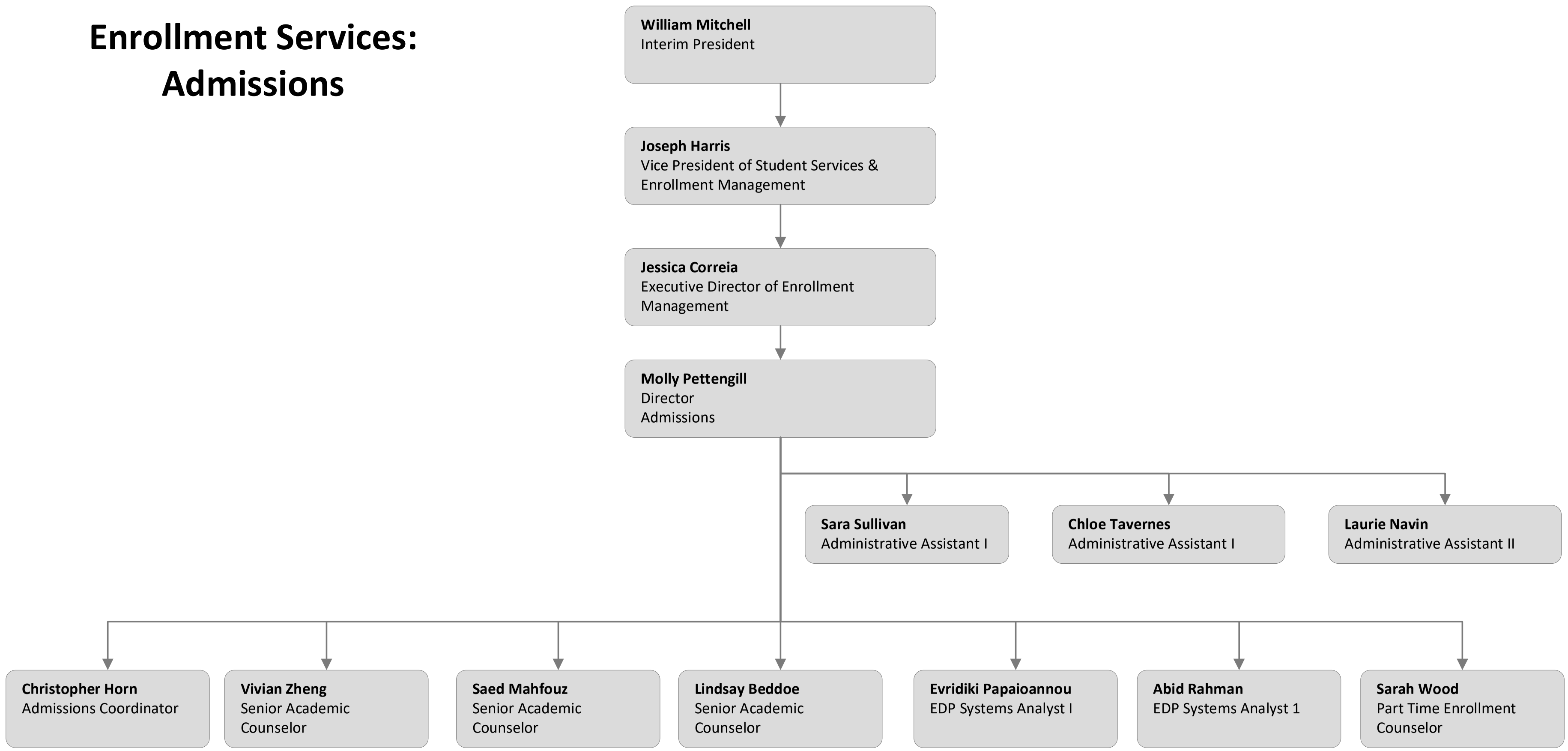
Office of the Vice President of Student Services & Enrollment Management



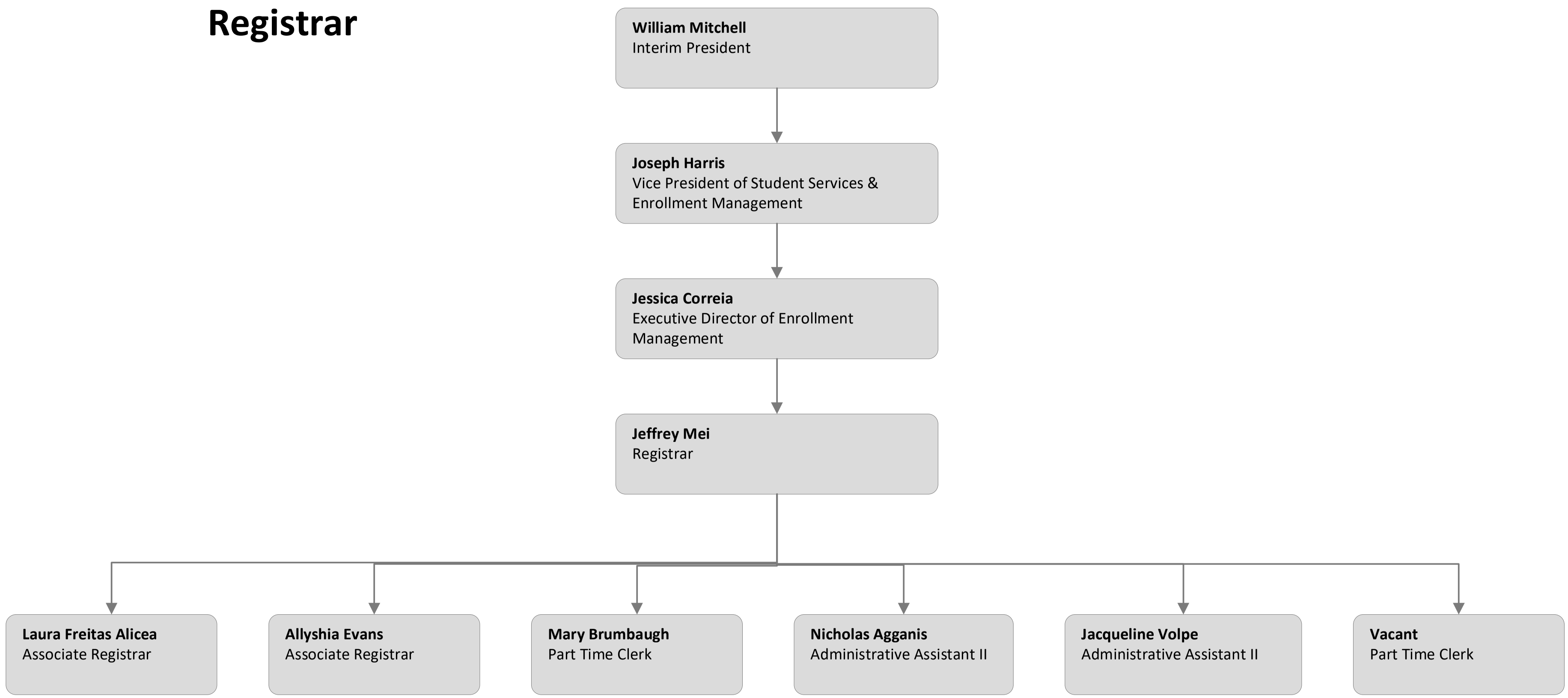
Enrollment Services



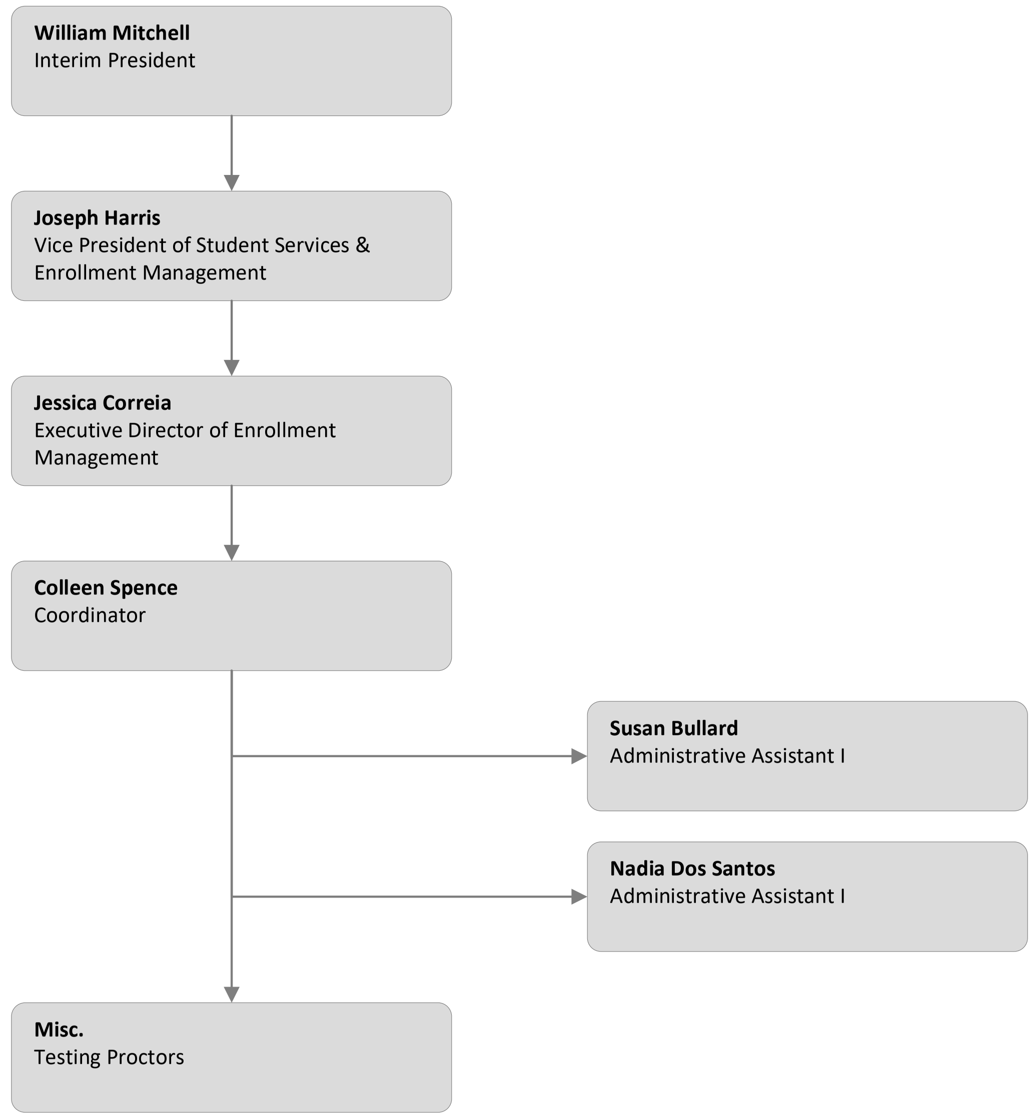
Enrollment Services: Admissions



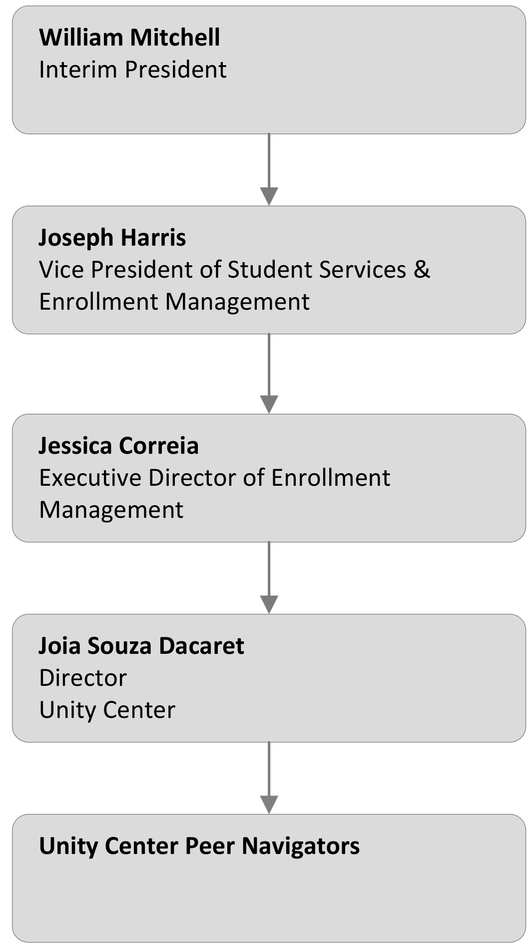
Enrollment Services: Registrar



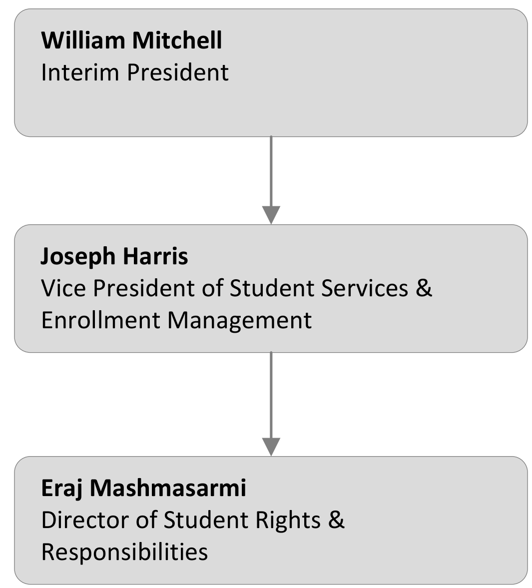
Enrollment Services: Testing & Assessment



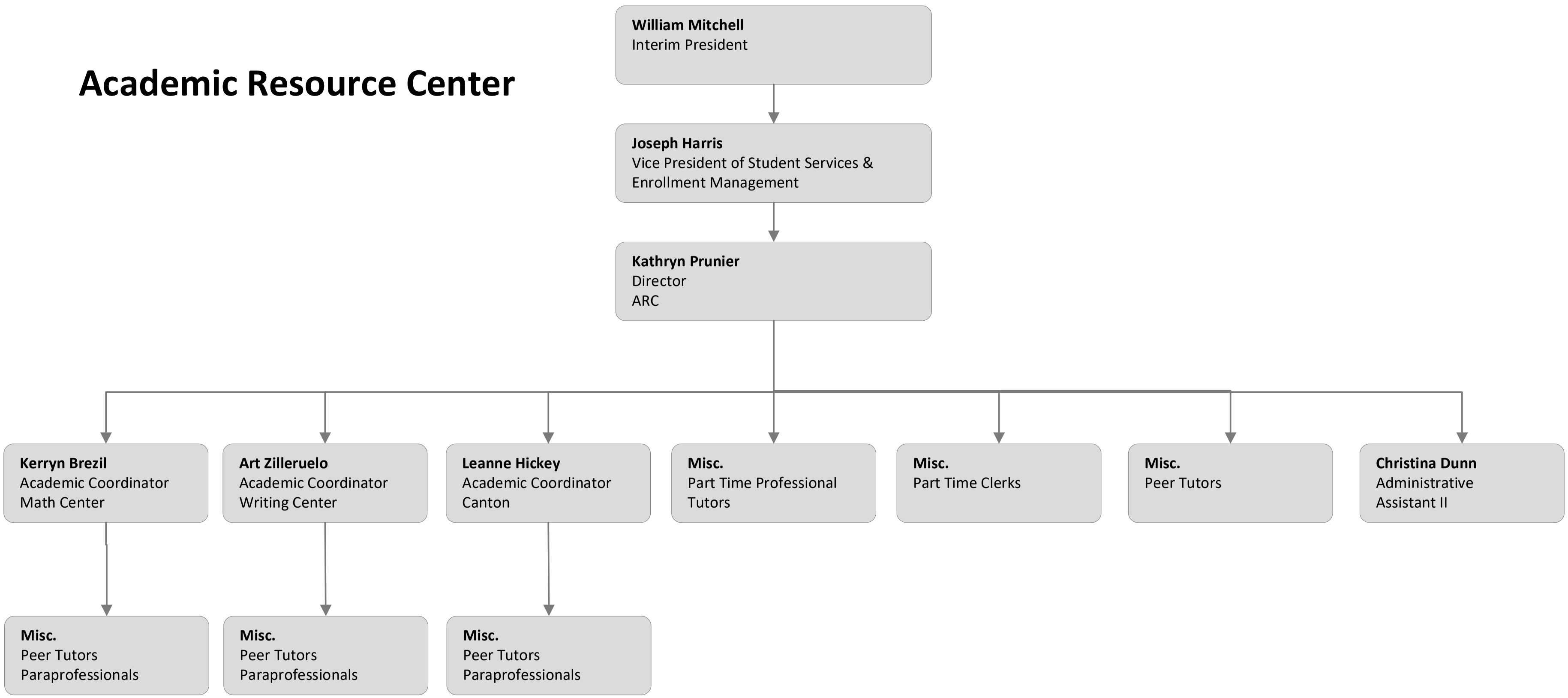
Enrollment Services: Unity Center



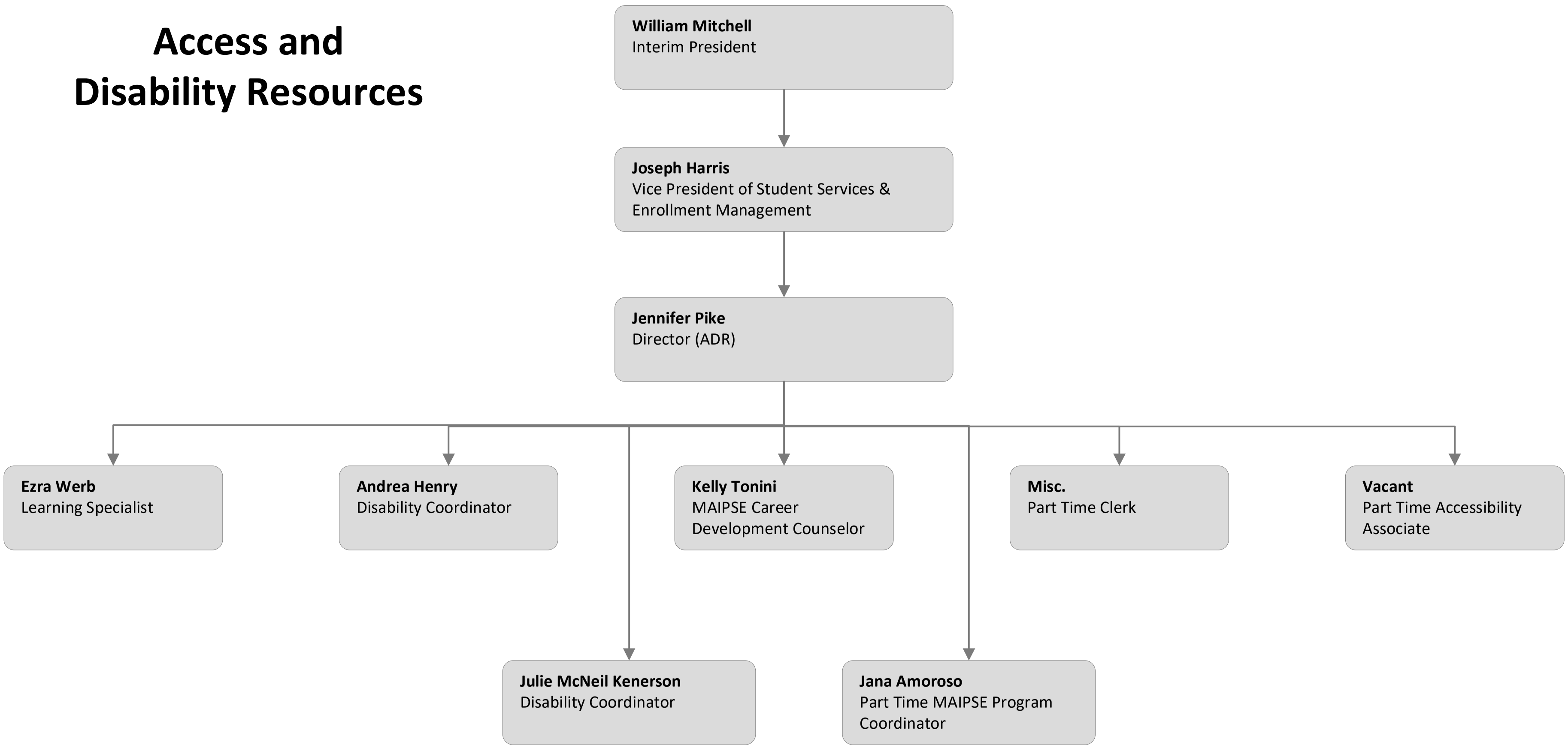
Student
Rights & Responsibilities



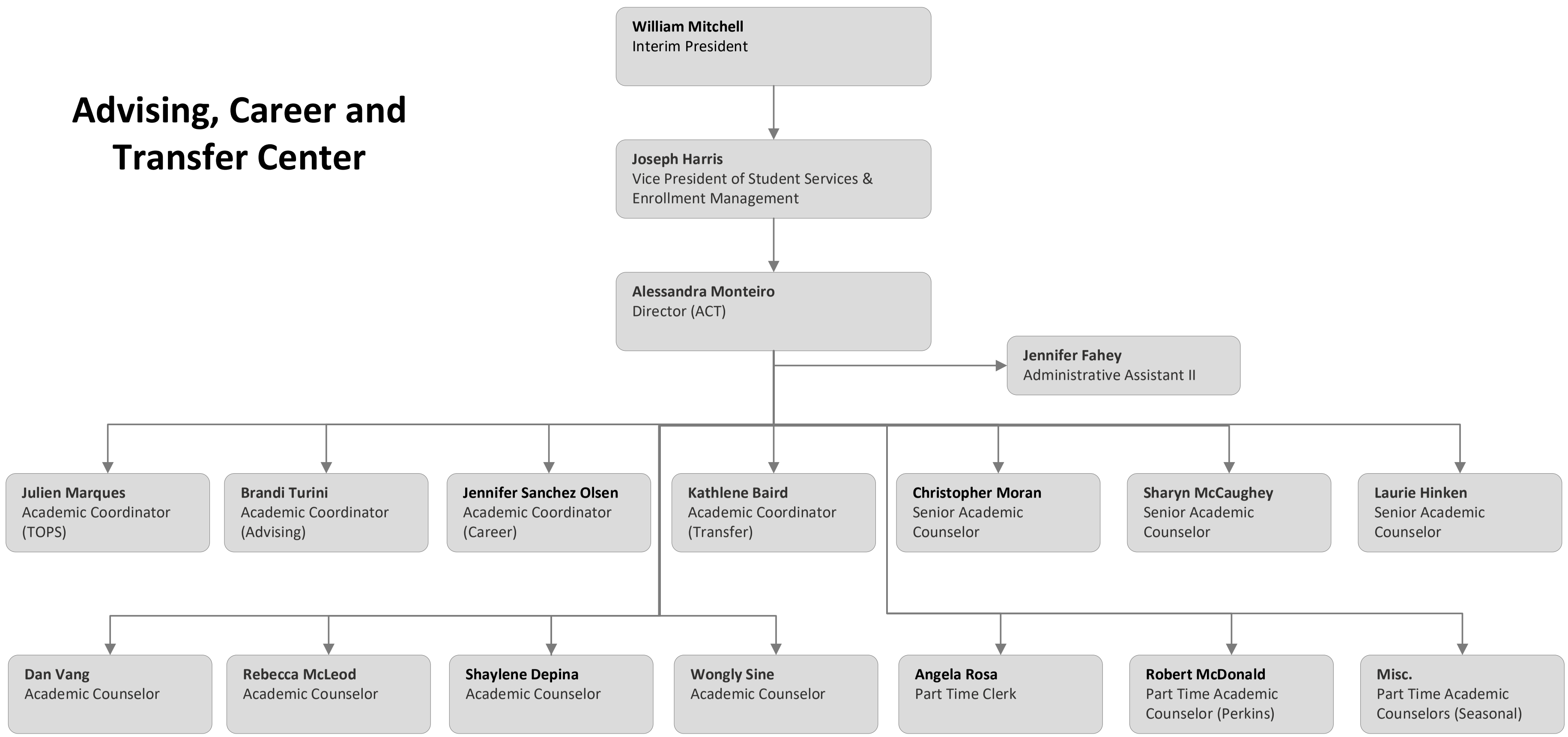
Academic Resource Center



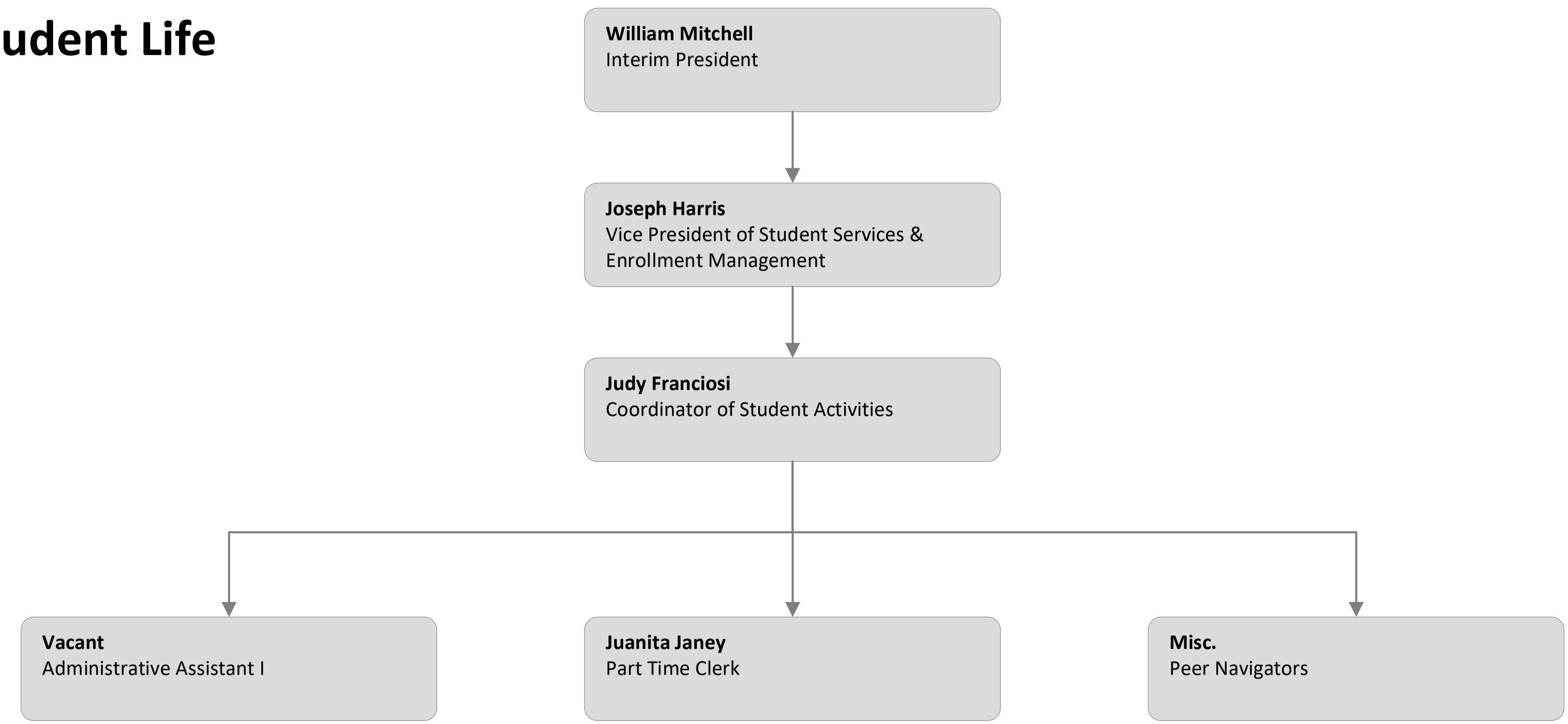
Access and Disability Resources



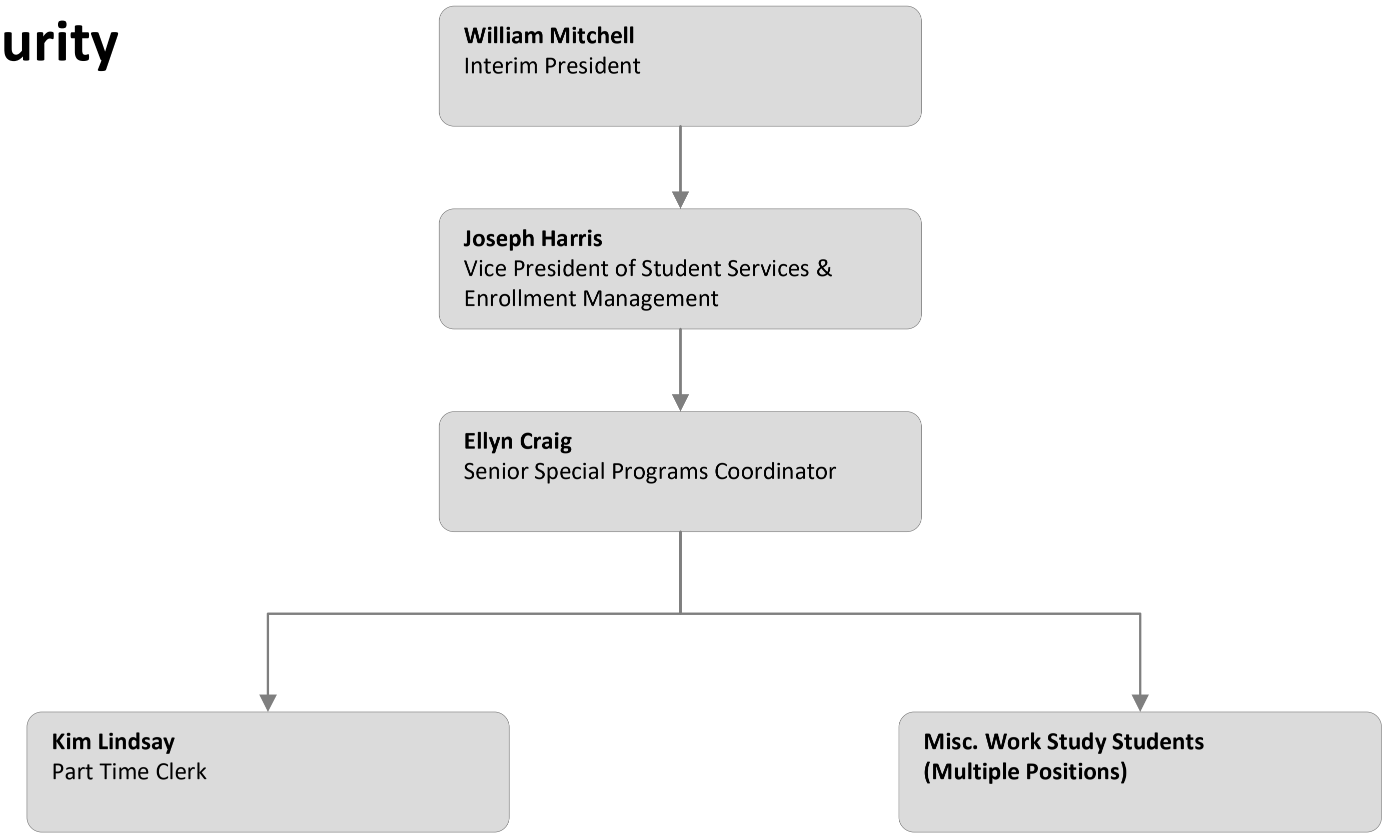
Advising, Career and Transfer Center



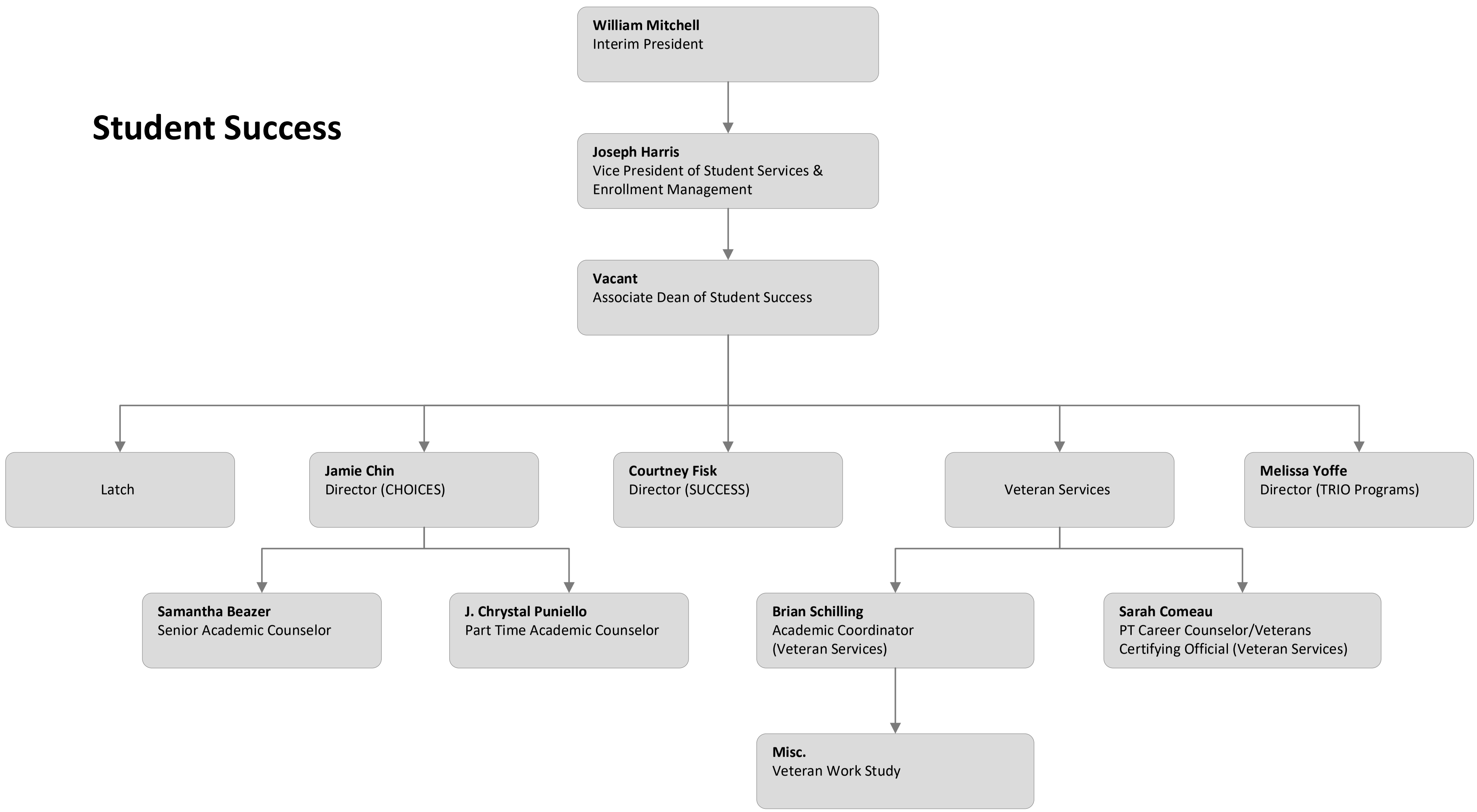
Student Life



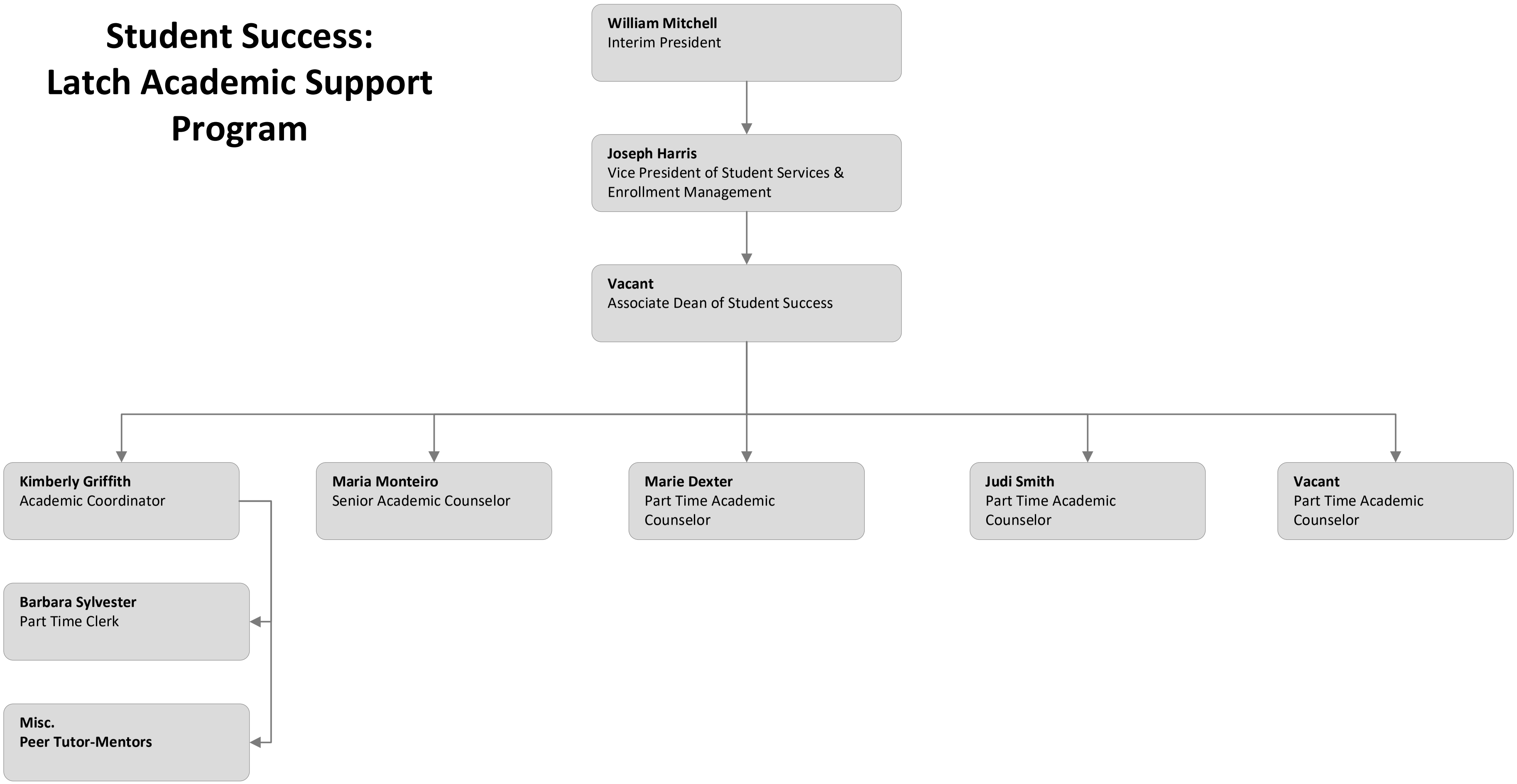
Basic Needs Security



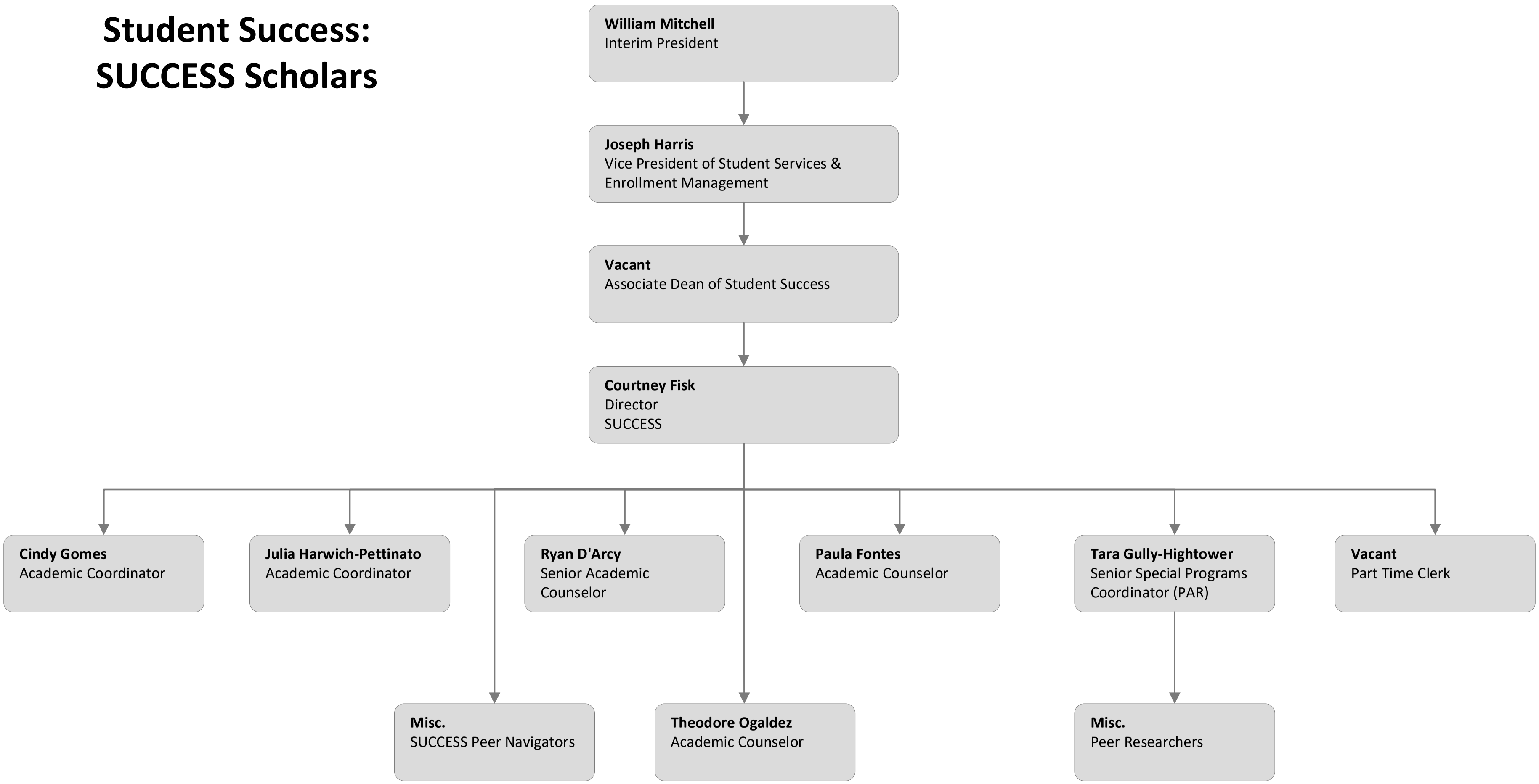
Student Success



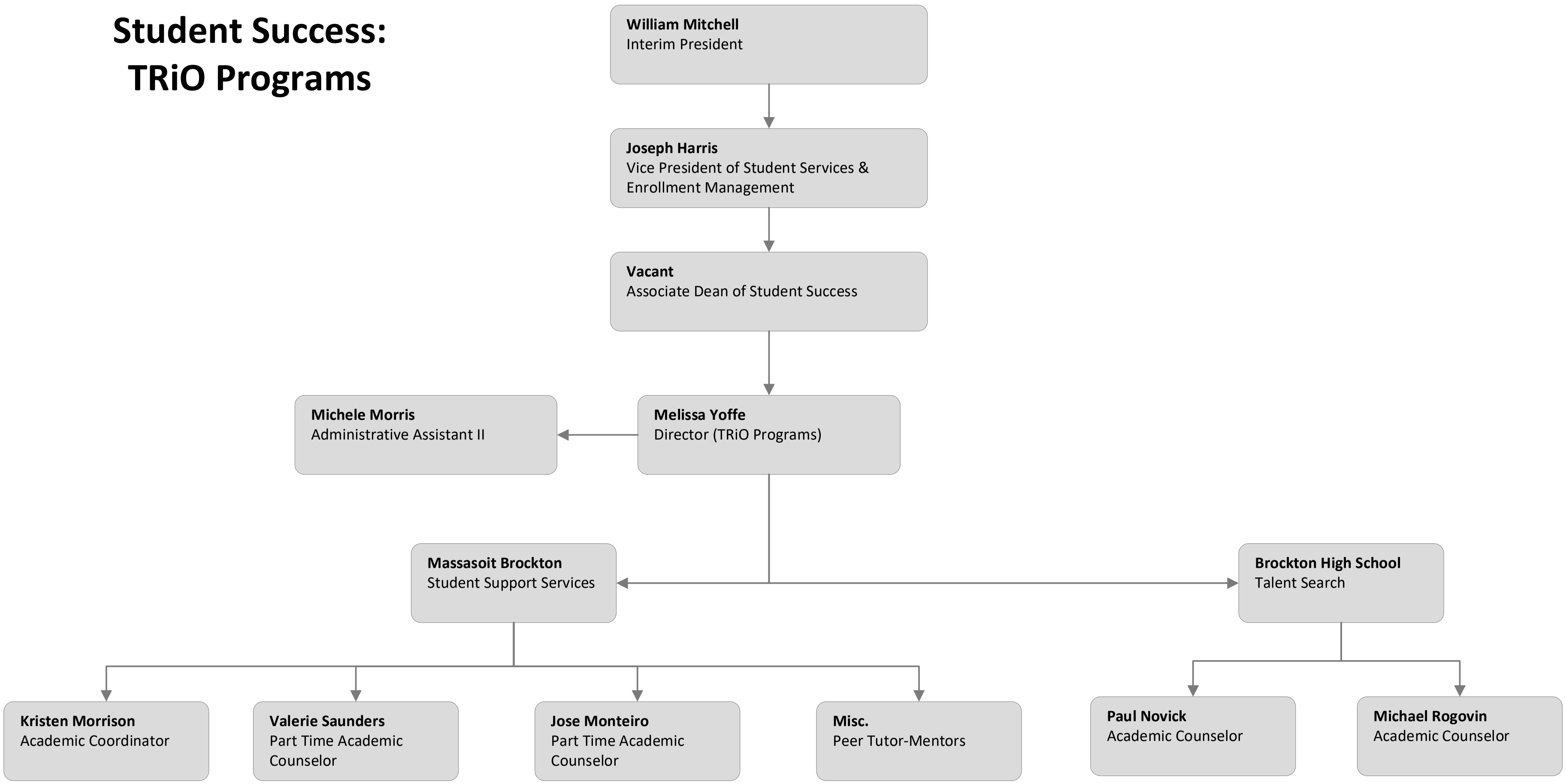
Student Success: Latch Academic Support Program



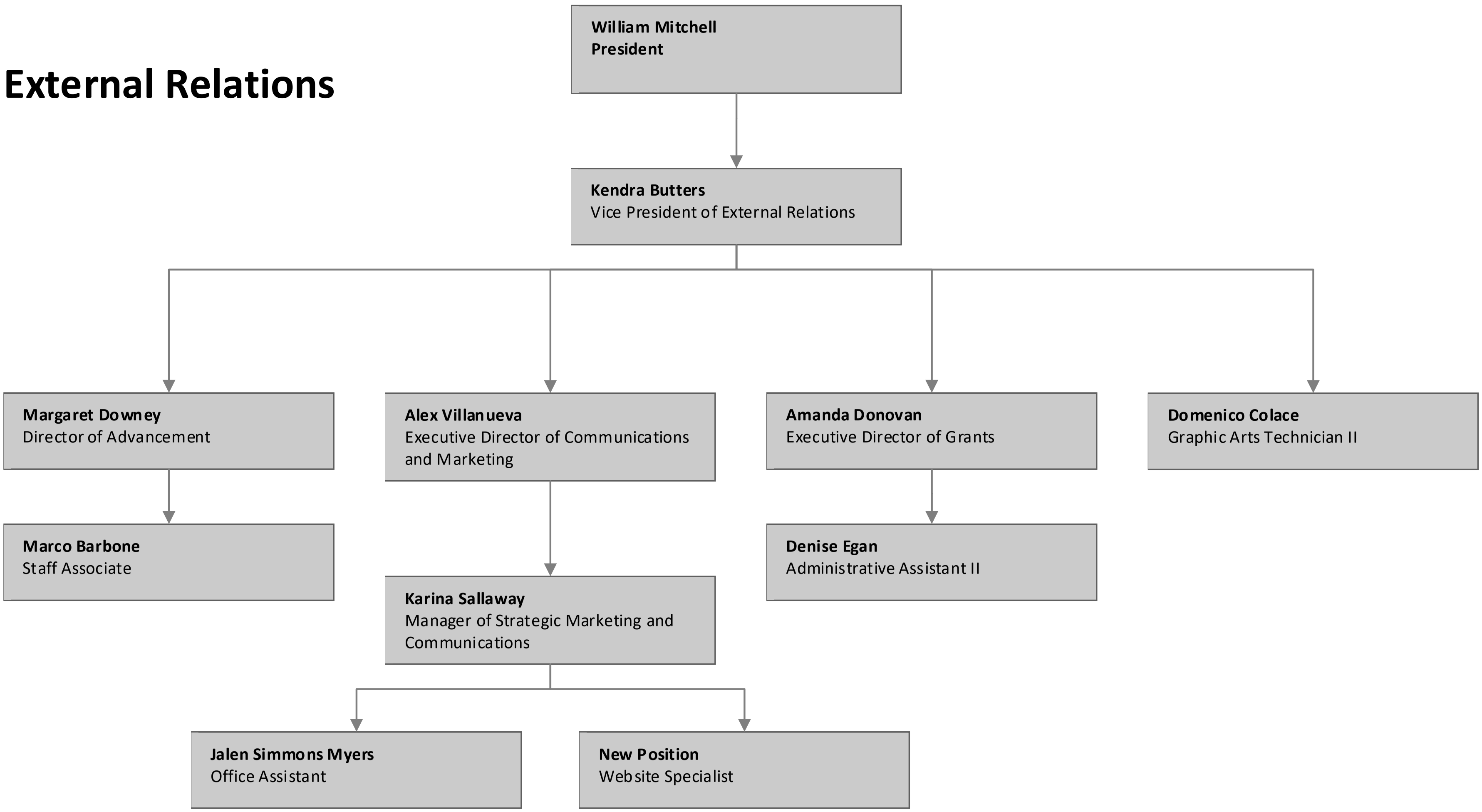
Student Success: SUCCESS Scholars



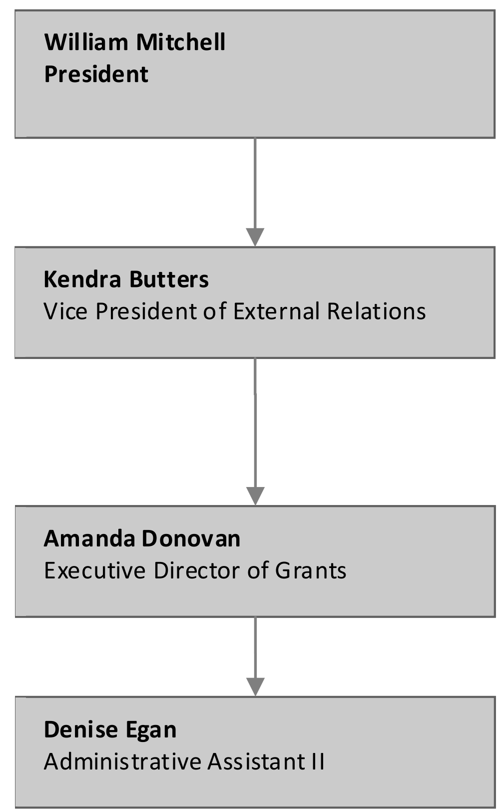
Student Success: TRiO Programs



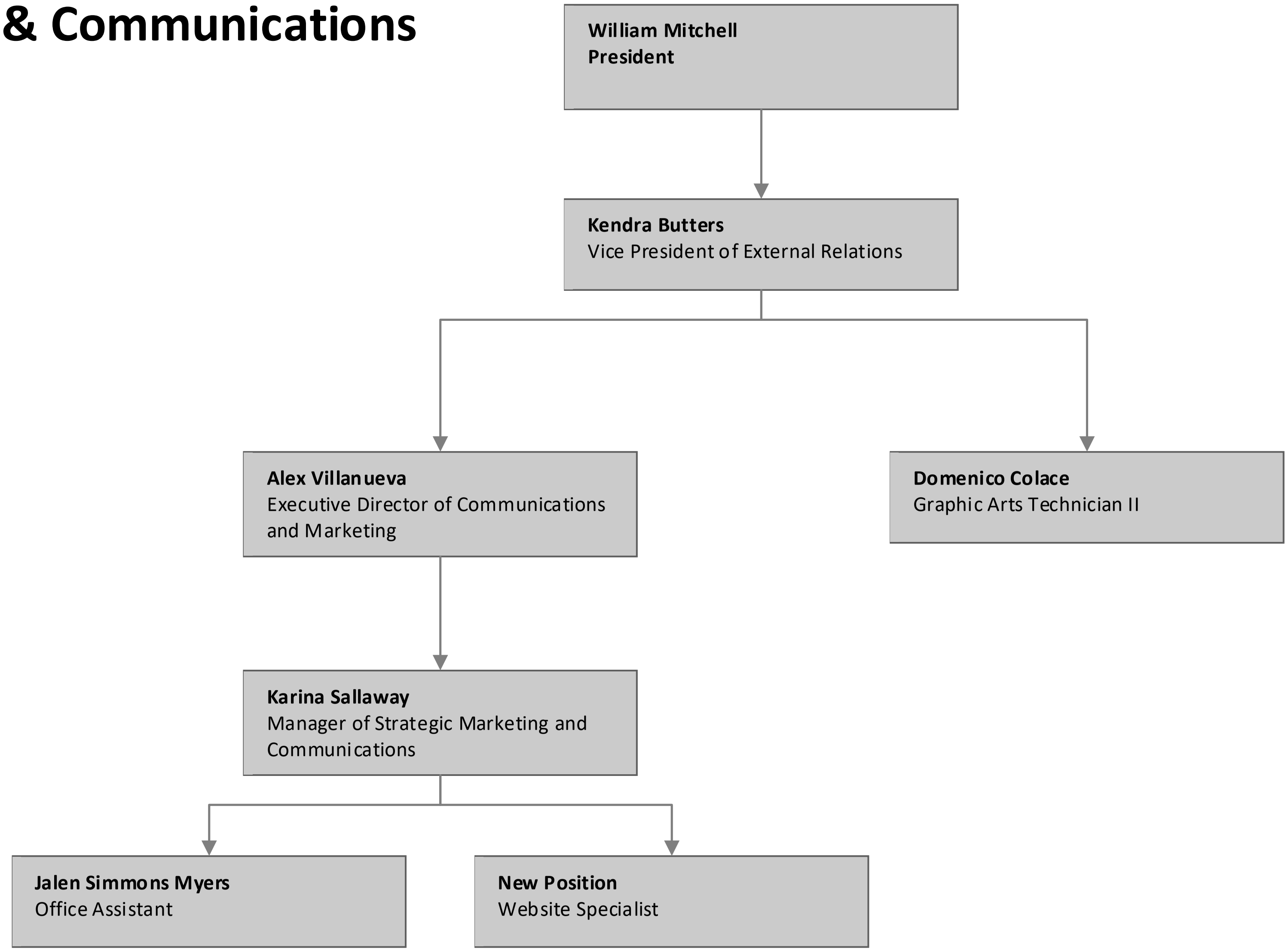
External Relations



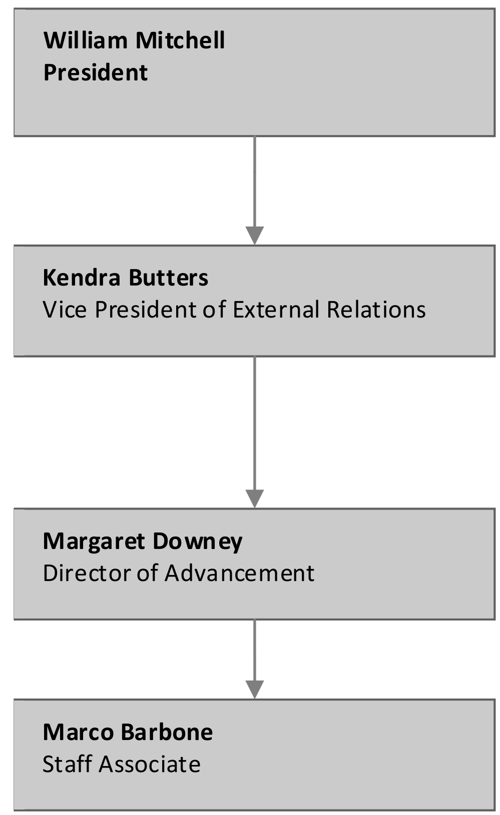
Grants


William Mitchell
President
Kendra Butters
Vice President of External Relations
Amanda Donovan
Executive Director of Grants
Denise Egan
Administrative Assistant II

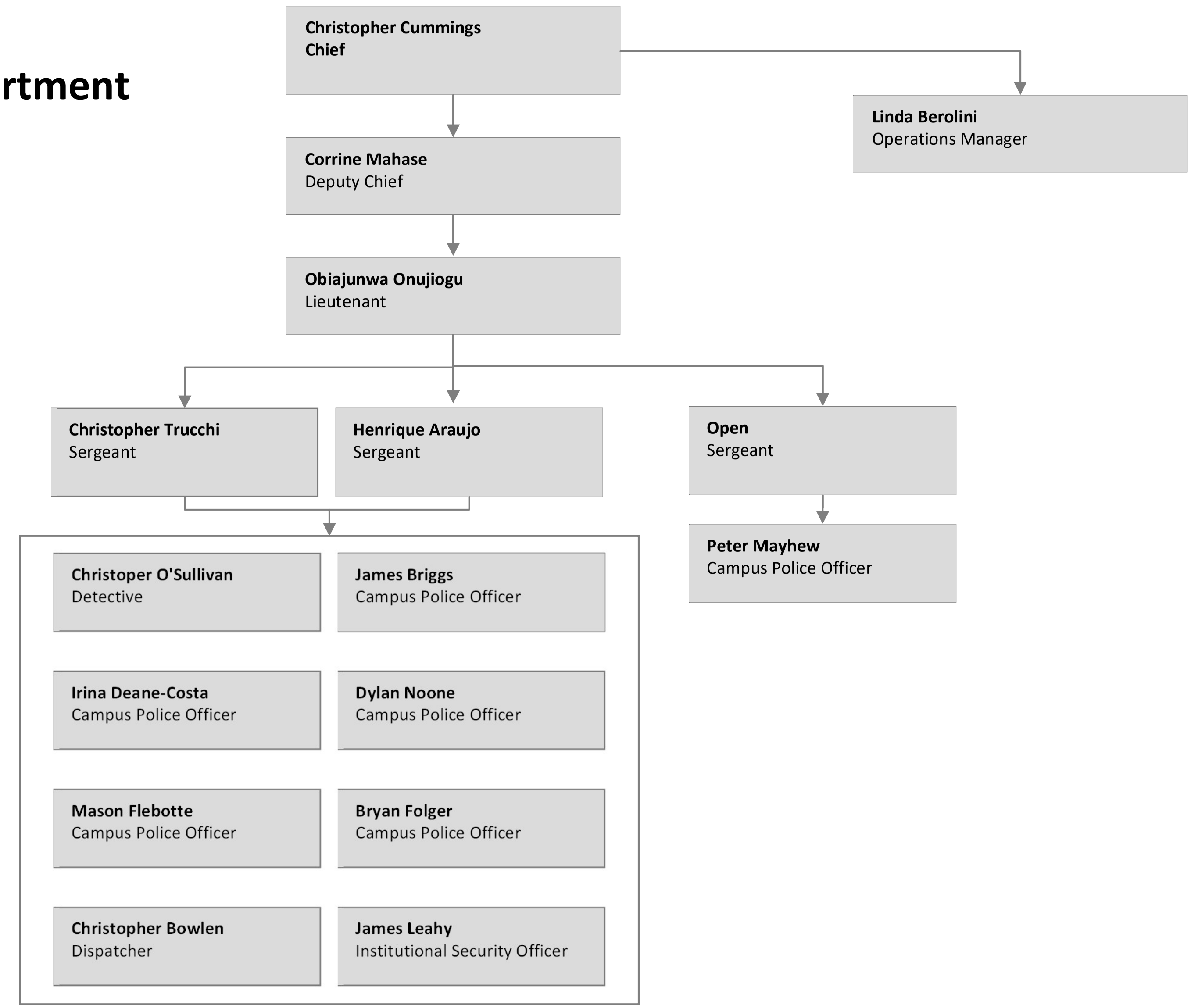
Marketing & Communications



Advancement and Alumni Relations



Campus Police Department



MASSASOIT COMMUNITY COLLEGE

1966

ENDURANCE AND FAITH

Table of NECHE Actions, Items of Special Attention or Concern

Date of Letter	Detailed Actions, Items of Special Attention, or Concerns	2021 NECHE Standard(s) Cited	Self-Study Page Number(s) Where Item is Addressed
March 2, 2022	Implementing a comprehensive and consistent approach to assess institutional effectiveness and student learning outcomes, with emphasis on building capacity to use evidence for institutional improvement	Standards 2.6, 2.8, 8.3, 8.8, 8.9, 8.10.	Page lxv, 9, 17, 20, 70, 74, 84
March 2, 2022	Achieving institutional goals to increase enrollment and improve graduation rates	Standard 8.6.	Page lxv, 4, 14, 92
March 2, 2022	Strengthening the College's financial stability.	Standards 7.5, 7.14, 7.15.	Page lxvii, 42
March 2, 2022	Providing professional development opportunities for faculty and staff related to the implementation of academic advising policies.	Standards 6.1, 6.6.	Page lxviii, 79
April 10, 2026	Provide an update on the Associate in Science, Liberal Arts Studies – Prison Education program offered at the Old Colony Correctional Center giving emphasis to the institution's success in: 1. finalizing the formal Memorandum of Understanding (MOU) between the institution and the Massachusetts Department of Correction (MADOC) and confirming MADOC's "best interest determination"; 2. continuing to enhance the program's support for students and faculty, with attention to the development of transfer pathways.	Standards 3.14, 3.18, 4.5, 4.8, 5.9, 6.13, 6.16, 6.17, and 8.2.	Page lxix, 19

MASSASOIT COMMUNITY COLLEGE

1966

ENDURANCE AND FAITH

Introduction to Self-Study Process

Massasoit Community College enters this comprehensive evaluation at an exciting moment in its history. In 2026, the College celebrates its 60th anniversary, marking six decades of expanding educational opportunities, supporting workforce development, and serving as a catalyst for social and economic mobility throughout Southeastern Massachusetts. At the same time, the College is nearing the midpoint of both its 2024–2029 Strategic Plan and its campus-wide Transformation Through Renovation Project. Together, these milestones provide an opportunity not only to acknowledge the College's accomplishments, but also to reflect upon its effectiveness and plan for the future.

Massasoit opened in September 1966 at the Frolio School in North Abington with 358 students and 22 faculty members. The College held its first commencement in June 1968, graduating 137 students. Before establishing its current locations in Brockton, Canton, Middleborough, and downtown Brockton, the College operated from sites in West Bridgewater and Duxbury. Now, Massasoit serves more than 10,000 students annually through more than 60 degree, certificate, workforce, and community education programs. While much has changed during the past six decades, the College's commitment to access, student success, and community impact remains steady.

The College's 2024–2029 Strategic Plan provides the framework through which Massasoit evaluates its progress. Developed through broad campus engagement and informed by institutional assessment, environmental scans, and statewide priorities, the Strategic Plan establishes a vision for Massasoit to be recognized as a regional leader. The plan serves as a dynamic guide, providing direction while allowing the College to adapt to changing circumstances and emerging opportunities.

Massasoit began its NECHE Self-Study process in September 2024 in preparation for the comprehensive evaluation scheduled for October 18–21, 2026. The Self-Study was designed as a collaborative, college-wide effort intended to engage faculty, staff, students, and trustees in an examination of mission fulfillment and strategic progress. The process launched with an introduction of the Self-Study to the College community, the formation of Standard Committees, and training for NECHE Steering Committee leadership. Committees reviewed previous accreditation findings, identified research questions, and developed plans for gathering evidence relative to the NECHE Standards.

The work of the Self-Study was guided by a Steering Committee composed of the NECHE Liaison and Standard Committee Chairs. Throughout the process, the Steering Committee provided guidance, reviewed committee progress, and supported evidence collection and analysis. A Microsoft Teams site served as the primary repository for meeting materials, draft chapters, and supporting documentation. By the end of 2024, committees had completed their initial review of institutional policies and practices and collected evidence that served as the foundation for analysis.

Throughout 2025, additional data were collected, analyzed, and discussed as committees moved through description to appraisal. Feedback from the Steering Committee and the broader college community informed the development of projections and recommendations for future improvement. Committee members were encouraged to engage in candid reflection, examining both college strengths and areas where continued growth is needed. These observations and analysis were outlined in draft chapter narratives.

The initial Self-Study narratives required considerable revision following NECHE's release of draft revised 2026 Standards for Accreditation in Summer 2025. Throughout Summer 2025 and continuing through January 2026, the NECHE writing team participated in an iterative drafting process in collaboration with the NECHE Standard Committees, ensuring that report content reflected the Commission's updated expectations while preserving the work already completed under the previous framework.

Campus engagement expanded during Spring 2026. A preliminary site visit with Dr. Cheryl Lesser provided guidance as the College prepared for the comprehensive evaluation. Draft chapters were released for public review beginning in February 2026, providing opportunities for faculty, staff, students, and Board of Trustees members to review and respond to the report. Draft materials were also submitted to NECHE during Spring 2026 for feedback, and recommendations from the Commission informed subsequent revisions.

Student perspectives informed the Self-Study through meetings and an institutional assessment. More than 100 students contributed feedback, ensuring the report reflects the student experience and voice.

During Summer 2026, the College completed final editing, formatting, accessibility review, and publication activities in partnership with the Office of Communications & Marketing. The completed Self-Study Report was submitted to NECHE on September 6, 2026, six weeks prior to the comprehensive evaluation visit. The College also published the required notice for public comment and continued preparations for the evaluation team's arrival.

Throughout the process, the NECHE SharePoint electronic workroom served as the repository for supporting documentation. The workroom contains institutional data, assessment reports, policies, committee documents, and other evidence supporting the narrative. This centralized repository provides the evaluation team with organized access to documentation underlying the Self-Study.

As Massasoit celebrates 60 years of service to Southeastern Massachusetts, this Self-Study provides an opportunity to not only document institutional accomplishments but also to evaluate current performance. This report demonstrates Massasoit's commitment to student success, equity, and accountability. Moreover, it also establishes a foundation for ongoing college-wide assessment and continuous improvement, positioning the College to strengthen its impact on students, communities, and the region for years to come.

NECHE Self Study Committee

Executive Committee

Rita Jones-Hyde (Co-chair, Co-writer)

Angelina Medeiros (NECHE Liaison, Co-writer)

Amanda Donovan (Co-writer)

Lizz Brumbaugh (Staff Support)

Standard 1	
Paul Chiano	**Co-Chair**
Amanda Donovan	**Co-Chair**
Amee Synnott	**Co-Chair**
Donna Wright	**Co-Chair**
Henry DiCarlo	Faculty/ED SS
Karen Ewanich	Staff/AA
Tara Gully-Hightower	Staff/PAR
Bill Hanna	Faculty/STEM
Katie Ruggieri	Staff/Dean
Karina Sallaway	Staff/Marketing
Marc Simmons	Faculty/STEM
Sawsan Zahara	Faculty/EDU SS

Standard 3	
Bill O'Neill	**Co-Chair**
Carine Sauvignon	**Co-Chair**
Lauren Dalton	Faculty/EDU & SS
Jennifer Holbrook	Staff/President's Office
David Johanson	Staff/STEM
John Lescinskas	Faculty/STEM
Vincent Livoti	Staff/Library
Bill Morrison	Staff/IT

Standard 2	
Rebecca Coco	**Co-Chair**
Rachel Jessica Daniel	**Co-Chair**
Joe Harris	**Co-Chair**
Kathleen Pahl	**Co-Chair**
Robin Peery	**Co-Chair**
Christina Alves	Staff/Early College
Christina Bermingham	Faculty/SS
Cathy Boudreau	Faculty/B&EL
Lisa Coole	Faculty/SS
Nick DeLuca	Staff/Counselor
Judy Franciosi	Staff/Activities
Paul Lazarovich	Faculty/LS &A
Denise Logan	Faculty/HS
Mary Ann Mozzone	Faculty (DCE)
Catherine Powers-Ozyurt	Staff/Dean
Prisca Sanon	Faculty/STEM
Etzer Trocher	Faculty/HS
Kendra Twomey	Faculty/STEM
Mark Walsh	Faculty/LS&A

Standard 4	
Ann Marie Burke	**Co-Chair**
Michael Roggow	**Co-Chair**
Angelina Avedano	Faculty/LS&A
Kathy Baird	Staff/Transfer
Meaghan Germain	Faculty/STEM
Milagros Guir	Staff/IT
Lori Pennel	Faculty/B&EL
Jesse Schreier	Staff/Online
Jennifer Hohl	Staff/IR

Standard 5	
Jessica Correia	**Co-Chair**
Alex Villanueva	**Co-Chair**
Cori Foy	Staff/President's Office
Eve Jankey	Faculty/HS
Julien Marques	Staff/Advising
Pamela Witcher	Cabinet

MASSASOIT COMMUNITY COLLEGE

1966

ENDURANCE AND FAITH

Institutional Overview

Massasoit is a public community college serving the diverse educational, workforce, and economic development needs of Southeastern Massachusetts. As one of the largest community colleges in the Commonwealth, Massasoit provides accessible opportunities to higher education, workforce preparation, transfer, and community engagement. Through its locations in Brockton, Canton, Middleborough, and downtown Brockton, the College serves students across a broad geographic region while maintaining a strong commitment to student-centered learning and support, equitable access, and community impact.

Massasoit offers associate degree programs in the arts, sciences, and applied sciences, as well as certificate programs. The College currently offers more than 60 degree and certificate programs across a wide range of disciplines, including health sciences, business, education, engineering, liberal arts, public safety, and skilled trades. Courses are offered in multiple modalities, including in-person, online, hybrid, accelerated, and flexible formats, allowing students to pursue their goals while balancing work, family, and other responsibilities.

The College serves a diverse student population. Enrollment growth in recent years has been fueled in part by the Commonwealth's investments in free community college through MassReconnect and MassEducate, expanded Early College partnerships, and targeted efforts to reduce barriers to enrollment and student success. In Fall 2025, Massasoit enrolled 6,158 students in credit-bearing programs, surpassing pre-pandemic enrollment levels. Nearly 2,000 students were first-time college attendees. Enrollment trends also reflected significant growth among part-time and adult learners, with increases across students aged 30 and older, reinforcing the College's role to support educational and workforce opportunities throughout the region.

Massasoit has multiple locations throughout the community. The Brockton Campus, situated on more than 100 acres in one of the Commonwealth's most diverse cities, serves as the College's main campus and includes academic buildings, science and health science facilities, a library, student center, athletic facilities, television and radio studios, performance spaces, student support services, and the College's Community Education division, which offers non-credit workforce and lifelong learning programs. During the Self-Study period, the College advanced its Transformation Through Renovation initiative, modernizing science, health science, and student learning spaces to improve and modernize teaching and learning opportunities on campus.

The Canton Campus offers programs in engineering, advanced manufacturing, veterinary technology, and houses the Commonwealth's only degree-granting Diesel Technology program, featuring state-of-the-art laboratories that provide hands-on, industry-aligned instruction. The Middleborough Center extends Massasoit's educational offerings by serving students from Middleborough and the surrounding communities. In downtown Brockton, the Future of Work Institute advances employer partnerships and fosters industry-recognized training that supports regional economic development.

Massasoit has also emerged as a regional leader in Early College programming. Through partnerships with local school districts, high school students have opportunities to earn college credits while completing their secondary education. These partnerships support college access, affordability, and educational attainment while strengthening pathways from secondary education.

Guided by its mission to support all students in their educational journey leading to careers, transfer, and lifelong learning, Massasoit is committed to fostering a dynamic and inclusive learning environment. The College's 2024–2029 Strategic Plan establishes a vision for Massasoit to be recognized as a regional leader that works collaboratively to provide a respectful, student-centered community with equitable opportunities that enhance individual and regional economic and social mobility. This vision is reflected throughout the institution's planning, resource allocation, assessment, and student success initiatives.

As Massasoit celebrates its 60th anniversary, the College continues to evolve in response to the changing needs of students, employers, and local communities. Through innovative academic programming, expanded access initiatives, and strategic partnerships, Massasoit remains focused on advancing student success and strengthening its impact throughout Southeastern Massachusetts.

Summary of Principal Self-Study Findings

Since the College's previous comprehensive evaluation, Massasoit has made significant progress in addressing each area identified for continued attention by the Commission.

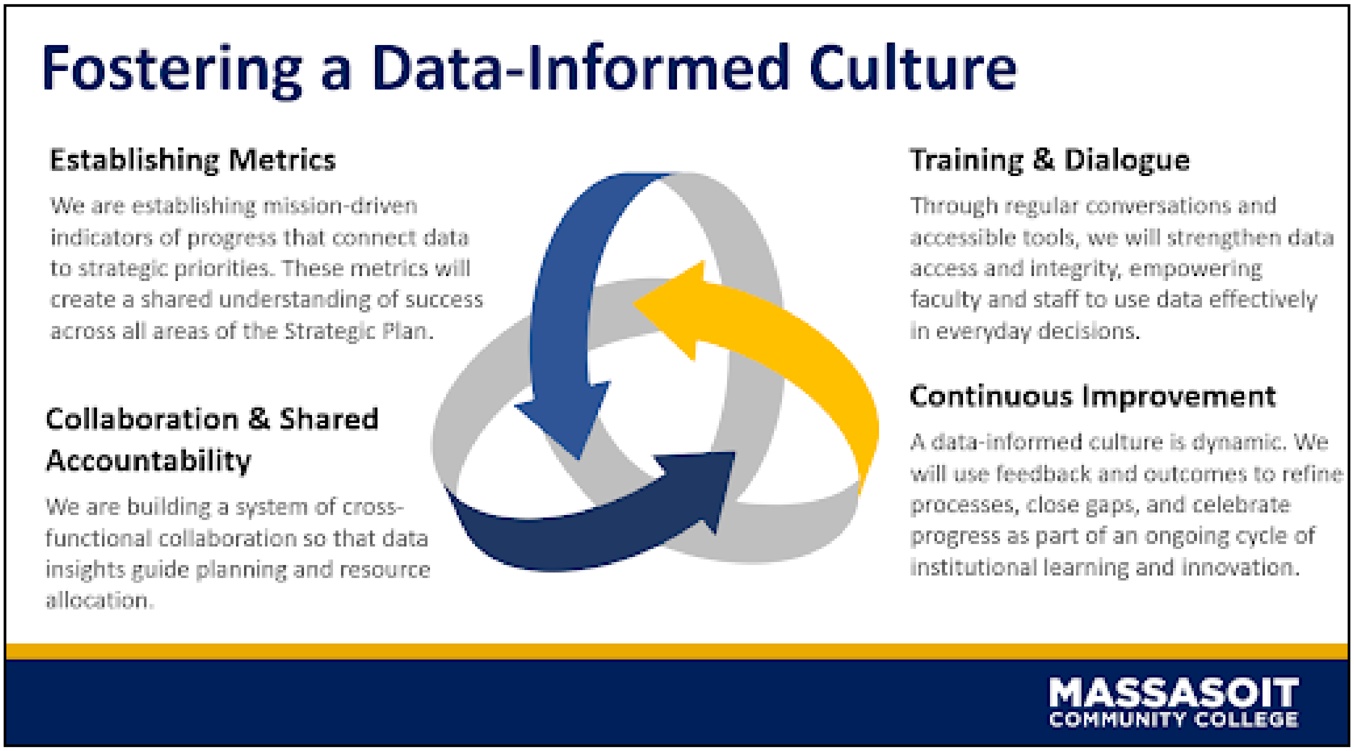
Area One: Implementing a comprehensive and consistent approach to assess institutional effectiveness and student learning outcomes with emphasis on building capacity to use evidence for institutional improvement

As discussed in Standards 2 and 4, Massasoit is evaluating the academic program review process created in 2017 and discussed in Massasoit's Interim Fifth Year Report and 2020 Two-Year Report. The College is pausing the process for internally evaluated associate degrees and certificates for Academic Year 2026–2027. The pause will allow the College to assess the strengths and challenges of the process and to enhance its assessment practices, particularly the assessment of student learning outcomes, program outcomes, and institutional learning outcomes. In addition, the review will include conversations with Department Chairs who are new to the process and those that have completed previous reviews, as well as administrators and the Faculty Assessment Fellow. The process will also include connections to Massasoit's Strategic Plan and will include an evaluation of certificate options. The College has taken steps to not only strength program reviews, but also to create a culture of data-driven decision making. Preliminary program data dashboards were presented to the Deans in Spring 2026, data for co-requisite English and math courses are now readily available, and Institutional Research is leading the way for helping Department Chairs, Coordinators, Deans, and other administrators understand and review data on a continuous basis.

Area Two: Achieving its goals to increase enrollment and improve graduation rates

The College has strived to develop a data-informed culture by establishing more systematic and integrated processes for data access, integrity, and utilization. Institutional Research continues to support functional areas by providing data analysis, survey development, and reporting assistance. To enhance these services, the department recently implemented a service-oriented model in which IR staff are assigned to specific functional areas to facilitate communication, improve access to data, and support evidence-based decision-making. During the Self-Study period, the department also expanded its capacity, developed preliminary Tableau analytics, and collaborated on in-depth studies of academic effectiveness. While additional progress is needed, these efforts have strengthened the College's ability to evaluate performance, measure progress toward strategic priorities, and use evidence to support continuous improvement. The model in Figure 1 below illustrates how the College is establishing and strengthening a data-informed culture.

Figure 1: Data-Informed Culture Model



Massasoit has made significant progress in rebuilding enrollment through enhanced enrollment management strategies, expanded Early College partnerships, workforce and community-focused programming, and the successful implementation of statewide initiatives such as MassReconnect and MassEducate. Together, these efforts have contributed to sustained enrollment growth and expanded educational access. As noted in Massasoit's E-Series Form (Workroom Document: NECHE E Series Option 4 Form), the College's comprehensive student success rate remains comparable to national peer institutions, while transfer-out rates consistently exceed peer averages, reflecting Massasoit's strong commitment to transfer as a primary student outcome. Part-time retention rates have also remained at or above national peer benchmarks, although recent fluctuations indicate the need for continued attention to the success of part-time learners.

While enrollment goals have shown positive momentum, the College recognizes that improving course completion, persistence, and graduation rates remains an institutional priority. Course completion rates have remained relatively stable but continue to trail statewide community college averages, and although graduation rates have improved modestly over time, they remain below national peer benchmarks. In response, the College has embedded student success priorities throughout its Strategic Plan, emphasizing proactive advising, co-requisite education reform, expanded academic support services, and equity-focused student engagement initiatives. The College is also strengthening its use of college data through course-level success analyses, transfer and post-enrollment outcome tracking, and labor market information. Institutional data are regularly analyzed through dashboards and performance metrics, allowing leadership to monitor trends, evaluate interventions, and make informed decisions to improve student outcomes.

Area Three: Strengthening financial stability

In its March 20, 2020 letter regarding Massasoit Community College's submitted progress report, NECHE remarked "Over the last three years, Massasoit has been strengthening its financial stability as evidenced by an increase in the Primary Reserve Ratio (from 14.2% to 18.9%) and Viability Ratio (from 1.44 to 1.91)." Since that acknowledgement, Massasoit's financial stability has only grown. All key ratios (Primary Reserve, Return on Net Position, Net Operating Revenue, and Viability) have all continued their positive trends and are significantly exceeding targets. These ratios indicate high liquidity, sustainable operational performance, and a strong capacity to cover debt. Annual positive operating surpluses, strong reserves, a healthy cash position, and minimal debt risk all combine to present a very strong and stable financial picture for the College. Massasoit remains on a strong, steady growth trajectory with significant financial flexibility. We have the ability to cover existing debt while also funding new initiatives. Therein lies the real strength in that the College's financial condition positions it to make investments aimed at serving our students, both current and future.

Ratio	FY25	Target
Primary Reserve	67.7%	25%
Return on Net Position	30.8%	3-4%
Net Operating Revenue	11.7%	2-4%
Viability	1226.2%	>100%

These ratios indicate high liquidity, sustainable operational performance, and a strong capacity to cover debt. With a robust, priorities-driven annual operating budget development process that is tied to a solid strategic plan being lived by the institution and governed by regular reporting, analysis, and internal controls, the College posted annual positive operating surpluses averaging $4.5M a year from FY2018–2025. This, in turn feeds both strong reserves and a healthy cash position as evidenced by the recent FY27 Proposed Spending Plan presentation to the College's Board of Trustees for their approval, in which it was noted the College currently held $47.8M in invested reserves and a $12M unrestricted cash position. When considered against our minimal debt risk, the College presents a very strong and stable financial picture. Year after year of unmodified financial audits certify this suggestion and confirm that the College's financial operation and internal controls are firmly in place and functioning at a high level.

Financial stability is a clear strength for Massasoit, and it affords both the flexibility to respond to challenges and the license to invest in the College's future. Massasoit Community College has long prided itself on maintaining strong and stable financial resources to empower the College to pursue its mission. Throughout the 2024 strategic planning process, the College leadership acknowledged the necessity of tying financial resources to the plan where it would serve as its lifeblood and, hence, the direction of the College for years to come. This was not a plan to be encased in a binder and stored on a shelf until it expired. To reinforce this message, presentations and requests to the College's Board of Trustees always tie back to specific components of the Strategic Plan, while the annual budget development process allows submitters at all levels in the organization the opportunity to highlight those same ties for consideration throughout the rest of the development and eventual allocation process.

Massasoit Community College finds itself at a dynamic point in its history, driven in large part by its financial stability. This is highlighted through the ongoing Transformation Through Renovation (TTR) project on campus. The College was awarded $41M by the Commonwealth of Massachusetts to undertake the full gut-renovation of two buildings on campus. Pursuing this project through the then-existing Commonwealth's higher education capital planning process, it wasn't until the third attempt that the College succeeded in securing the funding. A major factor driving the award was the College's commitment of $11.2M from its own funds to make the project happen. These funds played heavily in the final evaluation of the proposal and resulted in a project that will positively impact students, staff, and faculty for generations to come. In the early financial planning efforts to address its $11.2M commitment, the College considered potential splits utilizing cash, invested reserves, and borrowed capital. At the time, the plan considered the College's invested reserves totaling $25M, which is considered a "last dollar" contribution to the project. After years of planning and design, the project is currently at the 50% completion mark with one building about to come online. Recent discussions with the Commonwealth have alerted the College that it is approaching a point where the "last dollar" contributions will be required. The College's invested reserves have nearly doubled since it undertook the initial financial planning for the project, creating a whole new level of financial agility in determining the final plan.

The TTR investment impacts all areas of the College. It improves facilities and makes a huge dent in deferred maintenance challenges, while also serving as a recruitment and retention tool for students and faculty. The institutional-level opportunity to holistically vault the College into the future is apparent. With renewed emphasis on capital planning, deferred maintenance, enrollment projection, and the role the Advancement team can play in bringing new supporters and support to institutional efforts, the College is positioned, in its 60th year, to launch into fulfilling the institutional mission for generations of students to come. Living that Strategic Plan within the current operating landscape of Free Community College—the Commonwealth's annual investment in reducing barriers to students' pursuit of higher education goals by making community colleges free—exponentially increases the potential for this period to serve as a major inflection point for the College. It is with the safety and security from the College's financial stability that it is able to both turn to the future and focus on the present opportunities.

Area Four: Providing professional development opportunities for faculty and staff related to the implementation of academic advising policies

Continuing progress made in the Interim Fifth Year NECHE Report, the College strives to enhance professional development opportunities for faculty and staff specifically related to advising. Massasoit invests in professional associations, conferences, and trainings related to advising. All Massasoit advisors complete the Florida Atlantic University Appreciative Advising Institute shortly after hire, and the College further supports any advisor who wishes to become a Certified Appreciative Advisor. A smaller number of advising coordinators and directors have completed FAU's Appreciative Administration Institute. In addition, Massasoit maintains an institutional National Academic Advising Association (NACADA) membership, which provides benefits, discounts, and opportunities within the organization and its many services and resources. The College regularly supports advisors, coordinators, and directors in participating in NACADA professional development opportunities, including but not limited to NACADA's Annual Conference, NACADA's Region I Conference, NACADA's Administrators' Institute, and NACADA's Assessment Institute, as well as online trainings and webinars.

In addition to NACADA, Massasoit maintains an institutional National Association of Student Personnel Administrators (NASPA) membership, which provides access to a network of innovation, mentorship, and support. Further, the College regularly supports advisors, coordinators, and directors in participating NASPA professional development opportunities, including but not limited to NASPA's Annual Conference and NASPA's Conferences on Student Success in Higher Education, as well as online trainings and webinars. Furthermore, an additional institutional membership includes the American Association of Collegiate Registrars and Admissions Officers (AACRAO). AACRAO is a non-profit professional association working to make higher education more responsive to learners. The College regularly supports the Chief Student Affairs Officer's (CSAO) attendance at both the AACRAO Annual Conference and AACRAO Strategic Enrollment Management Conference. In 2025–2026, the College also supported the CSAO's participation in the AACRAO Strategic Enrollment Management Institute. One of the focuses of AACRAO for more than a decade has been to expand the field of enrollment management to include the entire lifecycle of a student. As such, much of their work focuses on advising/student support.

In addition to the institutional memberships, Massasoit hosts several in-house trainings. The ACT Center regularly hosts Advise the Advisor Trainings with and for college faculty and staff on advising best practices and advising specific groups of students, such as Health Sciences students. Massasoit's Student Success Team regularly hosts cohort-specific training for college faculty and staff on advising best practices for specific, historically underrepresented cohorts of students, including but not limited to students with disabilities, parents, veterans, and first-generation students. And finally, The Center for Employee Enrichment and Development (CEED) partnered with the Advising team to provide professional development on advising practices. The workshop was open to the campus and scheduled around faculty availability. The workshop emphasized the ACT Center's approach to advising as well as resources, including a CANVAS training that is available to all advisers on campus. The recorded workshop and CANVAS training access are listed in the weekly professional development email under resources to help continuously promote the professional development opportunity.

Area Five: Old Colony Correction Center, Center for Emerging Adults, Returning Citizens and Correctional Education (CERC)

Following the Commission's March 2026 acceptance of the implementation report for the Associate in Science, Liberal Arts Studies–Prison Education Program (PEP) at Old Colony Correctional Center, the Commission requested an update on two areas of emphasis: (1) finalizing the formal Memorandum of Understanding (MOU) with the Massachusetts Department of Correction (MADOC), including confirmation of MADOC's "best interest determination," and (2) continuing to enhance the program's support for students and faculty, with attention to the development of transfer pathways.

The College has made substantial progress toward finalizing the MOU with MADOC. The agreement is in the final stages of institutional review. The MOU will provide the framework for program operations, clearly defined roles and responsibilities of each partner, formalized collaboration between the College and MADOC, and document MADOC's determination that the PEP is operating in the best interest of incarcerated students, consistent with federal requirements. Completion of the MOU and best interest determination will satisfy the required federal documentation and support the continued implementation, compliance, and sustainability of the program.

The College continues to strengthen educational pathways for incarcerated students by planning opportunities that extend beyond the associate degree. The College is engaged in the development of a new partnership that will expand transfer opportunities for students participating in PEP. Since the agreement has not yet been fully executed, details of the initiative remain confidential. Once finalized, the partnership will support curriculum alignment, coordinated transfer planning, student support services, and the development of bachelor's degree pathways designed to promote educational attainment, successful reentry, and long-term career advancement.

Collectively, these initiatives demonstrate that Massasoit has addressed the Commission's identified areas for continued attention and has embedded continuous improvement into institutional planning and decision-making. Additional evidence is presented throughout Standards 2, 3, and 4.

MASSASOIT COMMUNITY COLLEGE

1966

ENDURANCE AND FAITH

Standard Narratives

Standard One: Mission, Organization, Governance, and Planning

Mission

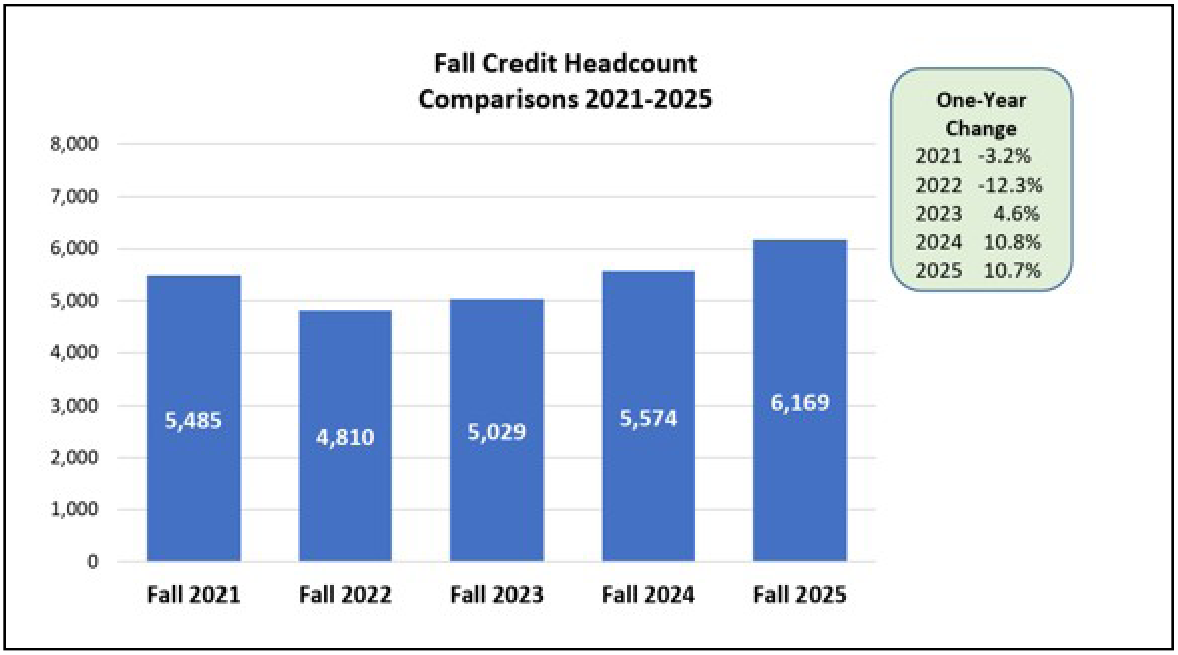
Description

Massasoit Community College's **Mission Statement**:

> Massasoit Community College is a dynamic, diverse learning community that supports all students in their education, leading to a career, transfer to four-year institutions, and the pursuit of lifelong learning. Faculty and staff are committed to student success and strive to offer accessible and innovative programs with comprehensive support services to prepare students for membership in a global society.

Massasoit's mission reflects its role as a public community college serving a diverse regional population and providing accessible education for workforce advancement, transfer, and lifelong learning. The College serves Brockton, Canton, Middleborough, and surrounding communities and is one of the largest of the 15 Massachusetts Community Colleges. As referenced in Figure 1.1, in **Fall 2025**, Massasoit enrolled 6,169 students (3,452 FTE), representing an 11% increase from Fall 2024 and continued enrollment growth since Fall 2023. This sustained growth reflects the College's commitment to access and community economic and social mobility.

Figure 1.1: Fall Credit Student Enrollment



Student demographics further reflect the College's commitment to its mission. In Fall 2025, 69% of reporting students identified as first-generation college students, 15% enrolled in English as a Second Language coursework, 7% registered with Disability Services, and 12% participated in dual enrollment or early college programs. The average student age was 26 years, including 24 years for full-time students and 27 years for part-time students, illustrating Massasoit's service to both traditional-aged and adult learners.

Developed collaboratively and approved by the Board of Trustees, the College's mission defines its distinctive institutional purpose and is prominently displayed on the College's website and integrated into institutional policies and practices. The Mission Statement, as discussed in Massasoit's NECHE Interim Fifth-Year Report, has not been revised since 2016. However, the mission was reviewed and reaffirmed in conjunction with strategic planning efforts, most recently during the development of the 2024–2029 Strategic Plan. The accompanying vision aligns with strategic priorities established by the Massachusetts Department of Higher Education and reinforces the College's commitment to serving historically underserved populations. Massasoit's Values— Student Success; Access and Affordability; Diversity and Inclusion; Excellence; Community, Civic Engagement, and Regional Economic Development; and Sustainability—guide institutional planning, resource allocation, academic programming, student services, and community partnerships.

Consistent with its mission and values, Massasoit clearly communicates Institutional Student Learning Outcomes (ISOLs) and academic expectations. These expectations are outlined through the College Catalog, program materials, and other institutional resources. Academic programs are designed to develop quantitative literacy, oral communication, information literacy, critical and creative thinking, civic engagement, integrative learning, and global learning, ensuring students understand how their education prepares them for careers, transfer, and active participation in society.

Appraisal

Massasoit demonstrates strong alignment between its mission and educational offerings through its emphasis on access, workforce preparation, transfer pathways, and comprehensive support for diverse student populations. Institutional planning documents, the College Catalog, and program materials consistently articulate goals and expectations, providing transparency for students and external stakeholders while reinforcing the College's mission.

The College has made deliberate efforts to communicate its mission across the College. The mission is displayed in classrooms, institutional publications, and governance materials. Further, faculty and staff were engaged in structured discussions regarding the mission during the March 2025 Professional Development Day (Workroom Document: March 2025 Professional Development Day Overview). Participants generally agreed that the mission accurately reflects Massasoit's identity as a diverse, student-centered institution committed to access and support. However, the discussions identified opportunities to further embed the mission into institutional culture and daily practice. Faculty and staff emphasized the importance of continuing to operationalize the mission through strategic planning, student support initiatives, and ongoing attention to emerging student needs, including expanded mental health resources and additional academic support services.

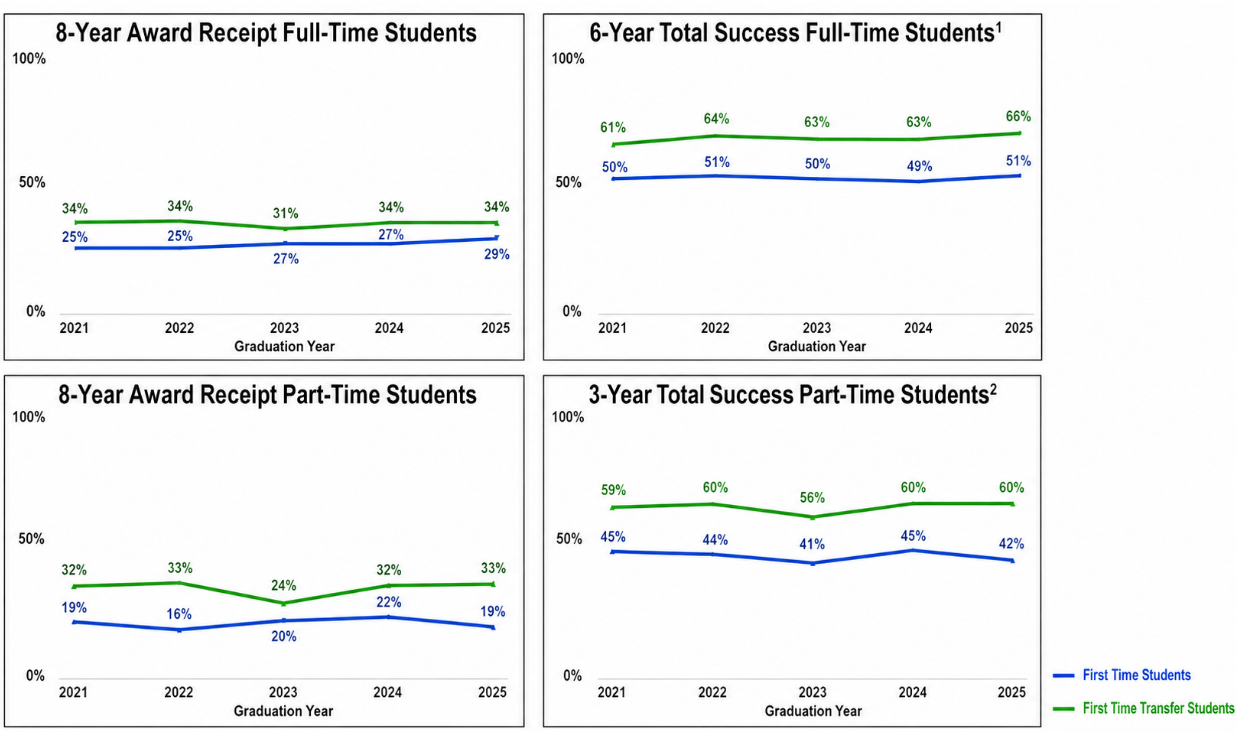
Participants also recognized the value of engaging students more intentionally in conversations about the mission and how it is experienced across the College community. In Spring 2026, the College asked for student feedback on the NECHE Student Feedback Worksheet (Workroom Document: NECHE Student Feedback Form March 2026). Question one helped begin the conversation faculty and staff noted in 2025. Students were asked, "What does Massasoit's mission mean to you, based on your experience as a student? According to the written responses, some student comments associated the mission with providing education that is free or affordable: "It means I, as a 20 year old, can pursue my desire for higher education without the fear of debilitating student loans;" "To get a degree at a free cost and help give you resources for free;" "It helped me get an education for free;" and "The pursuit of accessible education no matter the individual circumstances." Students also mentioned a sense of community. For example, "It means a lot to me as a student. Theres [sic] a strong sense of belonging here;" "Massasoit was my guide to learning to love school again. I've made so many great connections and refound [sic] my confidence as a student here;" and "Massasoit's mission means community to me. Everyone is very welcoming and always helpful, showing how strong the community really is."

Additional student responses indicated they were not aware of the mission: "I don't know what that is;" "What is Massasoit's mission? I just started;" and "I'm not familiar with their mission statement." Students also indicated the mission may not be carried out or that they do not have a connection to the Mission: "Massasoit's mission means absolutely nothing to me;" "To me, Massasoit's mission is about access - but in reality, access doesn't always mean support. The college gives people the opportunity to enroll, but staying supported and navigating the system can be a challenge. The mission sounds strong on paper, but as a student, you often have to figure things out on your own;" and "It doesn't mean anything." These comments demonstrate that some students understand Massasoit's mission, although they may not always know how it is being carried out in relation to them. The College will explore options to ensure that the mission is further communicated and understood by students.

Student success outcomes provide evidence that the College is fulfilling its mission long term. These outcomes have remained relatively stable over time, demonstrating sustained institutional effectiveness in supporting multiple pathways to student success that align with the College's mission of promoting educational opportunity, workforce advancement, transfer, and lifelong learning. Examining award recipients and total success outcomes across student populations offers insight into persistence, completion, and overall educational attainment, while identifying trends that inform strategic planning and continuous improvement efforts.

Figure 1.2 presents eight-year award recipients and total success rates for first-time and non-first-time students enrolled on both a full-time and part-time basis from 2020 through 2024. Among full-time students, award recipient rates for first-time students remained stable, ranging from 25% to 28%, while non-first-time students consistently achieved higher rates between 32% and 36%. A similar pattern is observed for total success, with first-time, full-time students maintaining rates between 54% to 57%, compared with 67% and 71% for non-first-time students. Among part-time students, award recipient rates were lower overall but followed the same trend, with first-time students earning awards at rates of 15% to 18%, compared with 24% to 32% for non-first-time students. Likewise, total success rates for part-time, first-time students ranged from 41% to 47%, while non-first-time students achieved substantially higher rates of 59% to 66%. The data highlight persistent differences in long-term outcomes based on student entry status and enrollment intensity. While continuing students consistently achieve stronger outcomes, first-time and part-time students complete credentials and achieve successful outcomes at lower rates. Improving these outcomes remains an institutional priority. As described in Standard Four, these findings reinforce the importance of targeted advising, retention initiatives, and academic support services while demonstrating the effectiveness of existing supports for continuing students. The data provide insight into long-term student outcomes and identify patterns that inform mission fulfillment and institutional planning.

Figure 1.2: NECHE Undergraduate Success Dashboard



Planning and Evaluation

Description

The College's planning processes are intentional, engaging governance bodies, faculty, staff, and administrators, in both institutional and functional area planning. The President, Senior Leadership Team, and President's Cabinet lead institutional planning and operational decision-making. In addition to formal academic governance, the College utilizes standing and ad hoc committees as well as departmental leadership to provide subject-matter expertise, stakeholder input, and implementation support for various initiatives. These structures ensure that planning processes incorporate appropriate oversight, leadership, and stakeholder engagement consistent with the College's mission and organizational structure.

Massasoit has undertaken several major planning efforts leading to the development of the 2024–2029 Strategic Plan. The College's NECHE Interim Fifth-Year Report describes the 2020 conference and COVID-related disruptions to the College's original planning timeline (p. 13), and the Massasoit webpage About the Strategic Plan: Background and History provides a holistic timeline starting with 2018. During this period, the College experienced both the pandemic and significant leadership transitions: "The COVID pandemic brought about a series of disruptions, putting our original plans on hold and preventing the College from moving ahead strategically. On January 25, 2021, Massasoit's President Gena Glickman retired, and Dr.

Brenda Molife was appointed as an interim President. Despite these challenges, the College continued its search for a new permanent president. On August 9, 2021, Mr. Ray DiPasquale, the seventh President of Massasoit Community College, began his tenure. Ray DiPasquale passed away unexpectedly on Thursday, April 4, 2024." Throughout these changes, the College relied on a foundation of internal data sources and external environmental analysis to inform its strategic direction.

The 2024-2029 Strategic Plan drew upon concept papers developed through broad community engagement in 2018–2019 and was informed by analyses completed in 2019, including the EMSI Economic Value Report and the EMSI Economic Overview and Program Demand Gap (PDG) Analysis (Workroom Documents: 2019 EMSI Report and 2019 EMSI Economic Overview and PDG Analysis). These studies examined regional demographic and economic trends, labor market demand, projected occupational growth, industry needs, educational attainment, and the alignment of Massasoit's academic offerings with workforce opportunities. The planning process was further informed by the Massachusetts Department of Higher Education's vision for student success articulated in the 2022 New Undergraduate Experience Report, which reinforced the College's commitment to equity-minded, student-centered practices and the removal of systemic barriers to student achievement (Workroom Document: New Undergraduate Experience Report).

As the planning process evolved, these foundational analyses were supplemented with updates from the 2021 NECHE Interim Report and a comprehensive Environmental Scan completed in Fall 2023, ensuring that strategic priorities continued to reflect current institutional performance, labor market trends, and stakeholder feedback. The work was further advanced through the efforts of a newly established Strategic Planning Committee and the leadership of Vice President Gail Gibson-Sheffield. Massasoit's Board of Trustees approved the 2024-2029 Strategic Plan on February 21, 2024 (Workroom Document: Board of Trustees Approved Minutes February 21 2024). Although Dr. Gibson-Sheffield's unexpected passing on April 15, 2025 was a significant loss for the College community, the evidence-based planning framework she helped establish continues to guide implementation, assessment, and ongoing refinement of the Strategic Plan.

Since the period covered by the last NECHE Interim Report, the College's prior strategic plan provided an initial framework for priorities related to access, enrollment, academic renewal, and community engagement, but implementation and formal tracking were uneven due to the combined impact of COVID-19 and leadership transitions. Some goals advanced meaningfully, such as expanded online and hybrid offerings, strengthened transfer pathways, and early work on equitable enrollment, while other objectives were delayed or not systematically assessed. These experiences informed the design of the 2024–2029 Strategic Plan, which carries forward key priorities from the earlier plan and embeds them in clearer action items, defined metrics, and regular reporting structures, ensuring that strategic goals are actively monitored. The pillars of the College's current Strategic Plan are outlined in Figure 1.3 and include: Equitable Enrollment and Student Support; Academic Renewal and Innovation; Reimagined College Identity; Equitable Engagement and Community Belonging; and Organizational and Employee Excellence.

Figure 1.3: 2024–2029 Strategic Plan

Furthermore, during 2018–2023 prior to the 2024–2029 Strategic Plan being approved, Massasoit underwent a protracted period when there was no formal college strategic plan. During these years, the College's annual spending plan, and the development process that built that plan each year, were the only public expression of the College's priorities. The College's strategic allocation of resources and the management of those resources created a culture of stewardship at Massasoit. The result was a high level of buy-in from fiscal managers at all levels of the organization which resulted in year after year of improved financial conditions.

The College integrates strategic priorities into program approvals, curriculum development, and student services. Strategic goals are embedded in annual operating goals, budget development, and departmental objectives across academic and administrative areas. A larger discussion of how the goals are tracked through the budget development process is available in Standard Three (Workroom Document: FY27 Budget Request Process and Forms). Institutional Research (IR) provides data and analysis to support planning, including enrollment trends, student success metrics, program metrics, and statewide performance indicators. These data are shared publicly on the College's website and internally within the College's portal.

Appraisal

Despite challenges caused by COVID-19 and leadership transitions, the College strives to maintain a culture of planning and continuous improvement. Massasoit demonstrates a strong commitment to translating its Strategic Plan into measurable outcomes. Progress toward each strategic goal is tracked and communicated regularly to the College community through all college meetings, open forums, and Board of Trustee presentations. Table 1.1 summarizes key initiatives and outcomes from year one shared at the May 2025 Board of Trustees Meeting. Adjustments are made as needed to achieve measurable and intentional results, reflecting Massasoit's ongoing dedication to mission fulfillment, institutional effectiveness, and continuous improvement.

Table 1.1: Strategic Plan Outcomes Year 1

Strategic Goal	Year 1 Initiatives	Year 1 Outcomes/Progress
Equitable Enrollment	Expanded ESOL offerings; piloted paired 098/101 English course; partnered with American Association of Collegiate Registrars and Admissions Officers (AACRAO) Consulting to implement a Customer Relationship Management (CRM) system	Increased access and support for diverse student populations; streamlined admissions, enrollment, and student support processes
Academic Renewal	Realigned academic departments; launched searches for key leadership and faculty positions; strengthened reverse transfer pathways	Academic reorganization plan completed; leadership positions filled or underway to support continuity and growth; improved transfer and completion support
College Identity	Expanded Canton course offerings; planned Middleborough site programming	Increased regional presence and access
Community Engagement	Launched search for Chief Diversity Officer	Strengthened commitment to equitable engagement and inclusive campus culture
Operational Excellence	Planned professional development; enhanced onboarding; continued open forums	Improved employee development, communication, training, and organizational capacity

A Strategic Plan progress report presentation (Workroom Document: Strategic Plan Trustee Presentation November 2025) was also conducted during the November 2025 Board of Trustees meeting. Strategic Plan Year Two priorities reflect an increasing focus on strengthening data infrastructure, improving cross-functional coordination, and establishing clear timelines for evaluating strategic outcomes. The College has identified key next steps, including formalizing timelines for strategic plan assessment, evaluating early implementation outcomes, expanding the use of institutional dashboards, and further aligning budget development with institutional priorities. Additionally, institutional engagement efforts, including the implementation of the Engage platform and expanded stakeholder participation in planning and NECHE self-study preparation, demonstrate a commitment to inclusive planning processes.

A follow up presentation with the Board was held in May 2026 (Workroom Document: Strategic Plan Trustee Presentation May 2026). The presentation highlighted the College's continued progress in operationalizing the second year of the 2024–2029 Strategic Plan, with particular emphasis on fostering a data-informed culture, strengthening enrollment operations, advancing academic renewal, and expanding community partnerships. The presentation also identified opportunities for continued improvement, including strengthening benchmarking practices, revising the academic program review process, and expanding community engagement. Trustees were further informed of the close alignment between the Strategic Plan and the College's NECHE Self-Study.

While strategic initiatives are tracked and reported, the College is developing the capacity to fully integrate data-informed evaluation across functional areas and operational and programmatic decision-making. This topic arose during the March 2025 Professional Development Day discussion sessions regarding NECHE accreditation topics. Some stakeholders perceive a need for more organized, institution-wide approaches to assessment, particularly where data are involved. For many years there have been challenges in quickly accessing disaggregated data which, in turn, delayed timely decision-making and departmental planning. Reliable data are essential for resource allocation and measuring institutional goals. To address these challenges, the College invested in enhancing the IR department, which now aims to expand access to data through Tableau dashboards and standardize planning and assessment cycles to ensure consistent, data-informed decision-making across functional areas.

Governance

Description

Massasoit operates under a structured governance system that supports clear roles, responsibilities, and communication among its constituencies. Massachusetts law requires that all public colleges have a Board of Trustees that serves as the governing board of the Institution. The Board meets regularly, with a minimum of 10 meetings per academic year. It is composed of 11 total members. Of these, nine are gubernatorial appointments, one of whom must be an alumnus, all serving five-year terms. Gubernatorial appointees are first vetted by the Board of Higher Education's Public Education Nominating Council, which evaluates potential trustees based on established criteria (Workroom Document: PENC Criteria for Nominating Trustees). Also serving on the Board is one full-time student elected by the student body annually, and one alumnus elected by the alumni association for a five-year term. Board procedures are outlined in the bylaws, most recently amended and approved on September 17, 2025.

Board members have a fiduciary responsibility to the institution, with duties that include providing high-level institutional oversight (Workroom Document: PENC Trustee Responsibilities). Board members support the educational mission, review strategic plans, assess institutional performance, approve the budget, and avoid conflicts of interest. The College supports the Board's efforts by providing regular reports on enrollment, financial performance, strategic plan progress, and institutional effectiveness indicators. Trustees take an oath affirming that they understand, accept, and will fulfill their responsibilities (Workroom Document: Trustee Oath of Office). Additionally, Trustees must complete training on Open Meeting Laws, Public Records Law, Conflict of Interest Law, State Procurement Law, State Finance Provisions under Chapter 29, Fraud Prevention, Governance, and Fiduciary Responsibilities (Workroom Document: State Training for Trustees). This training and oversight ensure that Trustees are prepared to govern effectively, uphold ethical standards, and ensure institutional integrity in alignment with NECHE expectations.

Trustees receive no compensation other than expenses. Terms are renewable only once, and members may not be employees of public education, supporting Board autonomy. The Board operates in alignment with the Board of Higher Education, reflects diversity among its members, supports the College's mission through its commitment to access, affordability, sustainable programming, and student success, and requires Trustees to report potential conflicts of interest pursuant to state ethics requirements.

The Board appoints the President, who serves as the Chief Executive Officer with delegated authority to manage all college operations. Presidential evaluations by the Board provide an assessment of how well the College is meeting its goals and the expectations of its Board for the College's service area. Evaluations are aligned with the Board of Higher Education's goals for the Commonwealth of Massachusetts.

The President provides institutional leadership to the College as a whole and to the Senior Leadership Team, who oversee divisions including Academic Affairs, Student Services and Enrollment Management, Human Resources, External Relations, and Administration and Finance. President's Cabinet includes a broader team of administrators and deans responsible for leading the College's employees in support of its students. Academic Deans report to the Vice President of Academic Affairs and manage academic departments, supporting faculty in curriculum development, program review, and assessment. Faculty, professional staff, and student participation in governance is structured through the Academic Senate and Student Government Association (SGA).

The Academic Senate and its subcommittees (Curriculum, Standards, Technology, and Professional Development) provide a mechanism for faculty to influence curriculum, academic standards, and program development. This internal governance system supports shared decision-making and ensures faculty leadership in curriculum policies and practices. The updated Academic Governance Handbook and Bylaws address outdated processes, improved transparency in leadership selection, and established formal term limits for committee chairs. Furthermore, an additional update in April 2024 to the Academic Governance Bylaws increased committee membership to three faculty members for those divisions that have more than 21 full-time faculty members to support the 2025 realigned academic divisions (Workroom Document: Academic Governance Manual and Bylaws).

Student governance is facilitated through the SGA. Elections are held each fall, and students may serve a maximum of four consecutive semesters in the same position. The SGA serves as a liaison between students and the administration, participates in institutional planning and decision-making, and allocates funds to support nearly 20 student clubs and organizations. The Association operates under a formal constitution, which establishes its structure, roles, and governance processes (Workroom Document: Student Government Association Senate Constitution 25-26). The SGA reviews its constitution and bylaws every two years. The most recent revision, completed in 2024, included benchmarking against peer community colleges and alignment with Robert's Rules of Order. The next review is scheduled for 2026.

Student representatives have participated in several institutional committees and initiatives, including the STEM and Allied Health Building Design Committee, the Strategic Planning Committee, and the Food Services Committee. Through this participation, students have contributed input on facilities planning, institutional priorities, and services that directly impact the student community. In addition, SGA representatives have participated in open forums and candidate engagement sessions during leadership searches, ensuring that student perspectives inform leadership selection and institutional priorities.

Communication flows both vertically and horizontally at Massasoit. The President convenes weekly Senior Leadership meetings, biweekly Cabinet meetings, and several all college meetings each year. The Academic Senate and its subcommittees work on a monthly schedule to help expedite policy and curriculum reviews. Strategic priorities and progress are communicated through all college meetings and open forums for Academic Affairs and Student Services and Enrollment Management as well as division and department meetings.

Appraisal

The College's governance structure provides a strong framework for shared governance, faculty leadership, institutional oversight, and strategic decision-making. The Board of Trustees demonstrates commitment to institutional quality and integrity through its fiduciary responsibilities, oversight functions, and required ethics and governance training, ensuring alignment with NECHE expectations and the College's mission. The Board presents to the Commissioner for the Board of Higher Education an executive summary of the Board's evaluation of the President each year that includes a review of the process; performance data used to support the board's conclusions; board recommendation regarding a proposed compensation adjustment; summary addressing the two areas of presidential responsibility—institutional and statewide level; and supporting materials, documents and evaluation report. FY2026 statewide system-level priorities are focused on expanding access, enrollment, attainment, career success, and other long-term outcomes for all students, including current and historically underrepresented students.

At the annual Board of Trustees retreat, members conduct a retrospective assessment of the Board's effectiveness and governance practices. As part of this process, the Board reviews current and anticipated trustee vacancies; evaluates the collective skills, expertise, and experiences of its members; and identifies opportunities to strengthen future Board composition. Trustees also assess the effectiveness of communication between College administration and the Board, as well as communication among Board members and Board leadership. In addition, the Board reviews the previous year's meeting agendas to ensure that its work reflects the responsibilities and authority established under Massachusetts General Law Chapter 15A and the Board of Trustees Bylaws. The results of these assessments inform recommendations for improving Board operations, governance practices, communication, and strategic oversight.

The Academic Senate and SGA provide established mechanisms for faculty and student participation in institutional governance. Student participation on institutional committees and involvement in leadership search processes demonstrate meaningful opportunities for student input. However, student participation in formal governance remains below desired levels and has varied in recent years, limiting student representation in institutional decision-making. For example, there are currently no student representatives on the academic governance committees although there were positions held in the recent past. The College recognizes this opportunity and is committed to strengthening student engagement to ensure that student voices remain integrated into academic governance, institutional planning, and policy development.

Although communication occurs through multiple channels, including leadership meetings, the Academic Senate, SGA, and community meetings, engagement levels vary across constituencies. Recent revisions to the Academic Governance Handbook and Bylaws demonstrate the College's commitment to continuous improvement by increasing transparency, addressing outdated governance practices, and strengthening committee representation. Similarly, ongoing adjustments to Academic Senate representation seek to ensure balanced participation across academic divisions and further enhance shared governance. Continued efforts to strengthen communication and feedback mechanisms aim to improve the consistency with which recommendations and stakeholder input inform institutional decisions. Similarly, governance self-assessment practices require greater consistency to support accountability and continuous improvement.

Projections

Action Item	Timeline	Responsible Area
Strengthen mission integration through enhanced onboarding, professional development, and student engagement activities to reinforce the mission as a framework for institutional decision-making.	2026–2027	Human Resources, Communications, Academic Affairs, Student Success, and Enrollment Management
Standardize planning, assessment, and evaluation cycles across academic and administrative units to strengthen alignment with the Strategic Plan and promote consistent, continuous improvement practices.	2026–2028	Senior Leadership Team, Institutional Research, Academic Affairs
Expand access to institutional data through dashboards and reporting tools to support timely, evidence-based planning and resource allocation across the College.	2026–2028	Institutional Research, Information Technology, Senior Leadership Team
Enhance communication and feedback mechanisms across governance bodies to improve transparency, stakeholder engagement, and the integration of recommendations into institutional decision-making.	2026–2027	President's Office, Senior Leadership Team, Academic Senate, Student Government Association
Increase faculty, staff, and student participation in shared governance through targeted outreach, leadership development, and broader representation on institutional committees.	2026–2028	Academic Senate, Student Government Association, Academic Affairs, Student Success and Enrollment Management

Standard Two: The Academic Program, Faculty, and Students

Academic Program

Description

Massasoit Community College consists of two campuses, Brockton and Canton, as well as a Middleborough instructional site and downtown Brockton office space. Its student population is consistent with the Mission of the College and is an open access institution on Massachusetts's South Shore. The top towns for Fall 2025 credit students included local South Shore cities: Brockton (1,914 students), Randolph (288), Taunton (268), and Stoughton (258). Similar to the College's service area and to its highest feeder school, Brockton High School, Massasoit has a diverse student population. According to the **Fall Enrollment Book 2025**, Massasoit has 57.4% students of color, including 15.3% Black/Non-Hispanic, 13.4% Hispanic, 11.9% Haitian, 9.3% Cape Verdean, and 4.8% Two or More Races (pg.1). In addition, of the 6,169 students enrolled for credit in Fall 2025, 14.7% identified as ESL, 31.3% were Pell Eligible, 7.4% reported a disability, 3.0% were veterans, 12.2% high school students, and 69.1% first-generation students.

Furthermore, the College has seen a steady increase in enrollment since 2022, and particularly since 2024. The **Connections Community Report** 2024–2025 states that Fall 2024 enrollment (5,574 total students) showed an increase of 10.8% from the previous fall. The Spring 2025 enrollment (5,707 total students) showed an even larger increase of 16.1% from the previous year (pg.4). The Connections Community Report attributes this change to internal and statewide initiatives: "In 2024-2025, Massasoit experienced a healthy double-digit increase in enrollment from the previous academic year. Early work to improve the enrollment process and a renewed interest in community college fueled by the state's two free community college programs - MassEducate and MassReconnect - have contributed to the College's growth."

Massasoit students choose from 44 associate degrees, three board-approved certificate programs, and 22 college-approved certificates as well as community and continuing education non-credit opportunities. Associate degree options include an Associate in Arts (A.A.), Associate in Science (A.S.), or Associate in Applied Science (A.A.S.), all of which require a minimum of 60 credits. Once matriculated, students must complete all required courses and achieve a cumulative GPA of at least a 2.0 to **graduate**. Course grades and GPAs are calculated using Massasoit's **Grading Information**. Students can complete a variety of degrees 100% or 50% or more **online**, as well as on the Brockton and Canton campuses and Middleborough instructional site, and can complete classes in **five modalities**: in-person, in-person hybrid, videoconferencing, videoconferencing hybrid, and flex online/asynchronous. Massasoit's Brockton campus houses Nursing, Radiology Technology, Respiratory Care, Media Arts, and Theatre Arts. Canton includes Visual Arts, Veterinary Technology, Engineering, HVAC, Diesel Technology, Dental Assisting, and Medical Assisting. As of Fall 2025, students can complete Liberal Arts, Criminal Justice, Social Science, Psychology, Early Childhood Education, and Business at Massasoit's Middleborough site. Additional non-credit **career and technical programs** are available on the Massasoit website.

The three different associate degrees have similar core curriculums—in fact, the A.S. and A.A.S. degrees have the same core. Programs associated with each core are designed to culminate in a career or transfer pathway. Some programs qualify for MassTransfer, while others such as Black Studies and Business Administration Careers lead to employment. Certificates also lead to specific fields of study such as early childhood education, video production, community banking, and specializations in culinary arts.

To help differentiate the career and transfer associate degree options, the College Catalog includes a brief description of each degree. For example, the media arts degree can lead to both career and transfer: "The Media Arts program is designed to prepare a student for careers in broadcasting, including television, radio production, performance, editing, and writing. . . This program also prepares the student for transfer to four-year colleges and universities, which offer programs in radio and television broadcasting, broadcast journalism, and mass communications" (College Catalog 2024-2025 pg. 44). The above shows how the Media Arts program is based on hands-on experiences in the television and radio studios, and the information helps students determine which program works best for their future goals.

Courses in degrees and certificates follow a semester credit hour. The College clearly defines the semester credit hour as "a unit of credit earned for attending and successfully completing a course during a given semester. A class that awards 3 semester hours represents 150 minutes of instructional time per week for 15 weeks with the expectation of at least two hours of additional work or the equivalent. Laboratory courses may carry additional credit hours, usually at the rate of one credit per two-hour lab. Sixty or more semester hours (but not more than 70) are required for graduation from degree programs depending on the curriculum in which a student is enrolled. Certificate programs may require fewer semester hours." The credit attached to each course is available in the College Catalog, course search, and academic map. In addition, classes are predominantly offered in 15-week full semesters, 10-week accelerated classes, five-week summer courses, and two-week winter intersession classes.

Massasoit ensures the quality and sustainability of its academics through its instructional design and decision-making processes for developing, implementing, and sustaining academic programs. New programs, suspensions, deactivations, and revisions undergo a review process and are tied to the Strategic Plan and academic goals. Program proposals and revisions undergo an academic governance process that includes departmental, Dean, Curriculum Committee, Academic Senate, Chief Academic Officer (CAO), and Chief Executive Officer (CEO) approvals. All of these processes begin with a faculty member or department reviewing program and community needs. The documentation requires a budget, market analysis, plan of study, and connections to the College's Mission and Strategic Plan. If a program completes the process and is approved, the Academic Dean who oversees the program incorporates the financial needs into the divisional budget. The budgeting process includes documented ties to the Strategic Plan by category. A full description of the budgeting process is found in Standard Three. After the internal process is complete, new programs and certificates as well as program and certificate modifications are sent to the Massachusetts Department of Higher Education for approval as necessary.

When the institution changes requirements or suspends a program, the College plans for students to complete the program they were enrolled in. For example, in Spring 2026, Massasoit suspended four education certificates and the criminal justice careers program. From the beginning of the process, the departments created a teach out plan, completed the proper documentation through the academic governance process, submitted the changes to the Massachusetts Department of Higher Education, and received approval for the suspensions.

Academic Deans oversee individual programs contained in five divisions that were realigned in 2024–2025: 1) Behavioral Science, Public Service, and Education; 2) Science, Technology, Engineering, and Math (STEM); 3) Liberal Studies and the Arts; 4) Health Sciences; and 5) Business and Entrepreneurial Leadership. The Vice President of Academic Affairs (CAO) oversees the Academic Divisions, Library Services, Early College Access, **Institutional Research**, Professional Development and Academic Innovation (PDAI), **The Future of Work Institute**, and **Continuing Education**. The CAO is responsible for the quality of the academic programs as well as supporting academic innovation, teaching excellence, and the Strategic Plan. The CAO and other vice presidents (Vice President of Human Resources, Vice President of Student Services, Vice President for Administration/CFO, and Vice President of External Relations) serve on the senior leadership team and meet weekly with the President (CEO). The CAO also meets weekly with the Academic Deans and biweekly with an extended team including Directors, Deans, and Associate Vice Presidents from professional development, continuing education, early college, and The Future of Work Institute. The format and content of the meetings help create continuous conversations about academic support, curriculum, and innovation.

Massasoit's standards for each program are based on institutional student learning outcomes (ISLOs), program level outcomes (PLOs), and student learning outcomes (SLOs). The College publishes its ISLOs on the College **website**, and the ISLOs are based on American Association of Colleges and Universities (AAC&U) categories: Written Communication, Quantitative Literacy, Oral Communication, Information Literacy, Critical and Creative Thinking, Civic Engagement, Integrative Learning, and Global Learning. The combination of Critical Thinking and Creative Thinking is unique to Massasoit. Furthermore, each academic department that houses an academic program includes the program level outcomes and academic requirements on the departmental webpage. For example, the **Biology Transfer** webpage includes program outcomes and an academic map.

In addition to being based on the core curriculum and three levels of outcomes, academic programs focus on continuity, progression, and depth of study. The program requirements have been made into academic maps which are split into four semesters to provide guidance on how to complete the program in sequential and by semester order. The maps are designed for full-time students and provide information about courses that are only offered in specific semesters, that do or do not have pre-requisites, and that require a minimum grade to progress. Students can also access the courses required for their program through Degree Works; however, Degree Works does not show semester information and requires students to use additional links to pre-requisites.

All students who receive an associate degree or certificate show a proficiency in the English language. Classes are taught in English, except those that are immersive, such as Spanish and American Sign Language. Furthermore, Massasoit offers courses in Academic English as a Second Language (ESOL) to students for whom English is not their first language, so that they are better prepared to continue their degree programs and courses. The Academic ESOL Program is reserved for students with intermediate to advanced English language skills who are interested in receiving credits towards the completion of an associate degree. To register, students self-identify as English Language Learners, and their reading and comprehension skills are assessed via the Level of English Proficiency (LOEP) and Accuplacer ESOL exam. The exam helps determine whether the student is prepared for the Academic ESOL sequence or should begin their language progression through one of two non-credit ESOL programs at the College: Adult Basic Education or Non-Credit ESOL. The College currently offers four courses in Academic ESOL: College ESL I, College ESL II, Reading for ESL Students, and Conversation and Pronunciation in ESL.

To help ensure the quality of our academic courses and programs, Massasoit has established syllabi standards, scheduled classroom observations, and program review processes. Massasoit requires student learning outcomes, attendance, catalog descriptions, the basis of grading, and grading procedures to be stated on syllabi according to the **Massachusetts Community College Council (MCCC) Day union contract** as well as the **Division of Continuing Education (DCE) contract** (Workroom Folder: Sample Syllabi). Professors submit syllabi for review by the end of the first week of classes. Department Chairs review full-time faculty syllabi and Academic Deans review adjunct faculty syllabi. Furthermore, both full-time and part-time faculty undergo observations based on the MCCC Day contract (pg. 60) and DCE contract (pg. 53) respectively. The observation process is discussed in the Faculty and Academic Staff section of this standard.

Massasoit has a program review process for each of its internally/institutionally reviewed academic programs and certificates. Programs that follow the five-year cycle also submit an annual report focused on the progress the program has made on their plan of action since its previous program review. Programs with external evaluators follow the review schedule set by the individual accreditor. Massasoit has nine externally accredited programs: Nursing, Dental Assistant, Early Childhood Education, Respiratory Care, Radiologic Technology, Medical Assistant, Paramedic, Veterinary Technology, and Diesel Technology (**2024–2025 Community Report** pg. 9).

The five-year program review process begins with training for the Department Chair and Dean that includes a discussion of requirements, introduction to data, and timeline for completion. Once the review has begun, the departments address eleven categories as part of their overall analysis of the program: overview, outlook for program graduates, design and curriculum review, leadership, student learning outcomes review, SLO map and evaluation, enrollments and student progress, student success initiatives, external auditor, and evaluations summary/plan of action (Workroom Document: Academic Program Review Template pg.1). Several key elements of the process include affirming or revising the program and student level outcomes as well as connecting the degree or certificate to the College's mission and strategic plan.

Massasoit also focuses its academic programming on meeting students where they are in their progress and breaking barriers to completion through co-curricular courses and early college access programs. Since Fall 2025, only co-requisite courses will be offered for those students who need additional support for math and English. For example, students can either take ENGL 098+ENGL 101 (English Composition I with support) or English Composition I. In addition, math introduced a co-requisite model to accelerate student progress and improve success rates in credit-bearing math courses. Under this model, students who place into developmental math will enroll directly in college-level courses paired with an integrated support course, eliminating the traditional multi-semester developmental sequence. The new approach spans the Algebra Pathway (e.g., College Algebra, Precalculus), the Non-Algebra

Pathway (e.g., Introduction to Statistics, Topics in Mathematics), and Specialized Pathways (e.g., Contemporary Math, Mathematics for Elementary Teachers). Co-requisite support courses, such as MATH 061 Integrated Support for Non-Algebra Pathway, will provide "just-in-time" remediation tailored to the skills required for each paired credit course. This design allows students to earn college credit while simultaneously addressing gaps in foundational skills with the intent of reducing time to degree completion, improving retention, and aligning math instruction more closely with students' academic programs and career goals. The Math Department, with the support of the Dean and Associate Dean of STEM, will also engage in ongoing informal assessments to monitor student outcomes as well as how faculty and staff are navigating and adapting to the new model.

In addition, Massasoit offers Early College and Dual Enrollment programming that expands access to higher education for students across the South Shore. These programs play a critical role in allowing students to earn college credit while still in high school, reducing the time and cost required to complete a postsecondary credential. Through the Office of Early College Access, Massasoit partners with school districts to offer college coursework, academic advising, and intentional pathways that help students explore academic interests, build confidence, and accelerate progress toward a postsecondary credential. Early College pathways are designed to introduce students to college-level expectations in a supportive environment, reduce the time and cost required to complete a degree, and improve enrollment and completion outcomes.

Massasoit currently has two state-designated Early College partnerships: New Heights Charter School of Brockton (NHCSB), designated since 2017, and Brockton Public Schools, which launched in Fall 2025. These partnerships ensure that Early College pathways meet state expectations for rigor, align with MassCore and MassTransfer, and further the integration of student success supports that promote persistence, completion and equitable outcomes for historically underrepresented students.

Massasoit's Early College and Dual Enrollment offerings are outlined in the "Understanding Early College Access at Massasoit" document and include:

- **Dual Enrollment:** College courses delivered on Massasoit's campuses, online, and at partner high schools that allow students to earn both high school and college credit.
- **Individual Dual Enrollment Access (IDEA):** Students taking one or two college courses per semester on the Massasoit campus at a free or reduced rate.
- **Early College Pathways:** Structured, multi-course sequences aligned with general education and career-connected areas such as liberal arts, business, education, computer science, and health sciences. Students earn 3–12 college credits at their high school where Massasoit faculty teach courses that mirror the rigor and expectations of on-campus classes.
- **Early College High School:** A highly supported experience that blends high school and college coursework, intensive advising, and clear progression toward significant college credit and/or credential attainment. Students complete 12–60 credits on the College campus with some partners offering the opportunity to earn an associate degree while finishing high school.

- **Holistic Student Support Services:** Dedicated Early College liaisons, tutoring through the Academic Resource Center, personal enrichment and academic skill-building workshops, and transition planning to support successful matriculation after high school (Workroom Document: Understanding Early College Access).

While Massasoit collaborates frequently with its early college partners, Massasoit ultimately oversees the programs, courses, faculty, and academic credit. Across all models, Massasoit faculty teach the courses which ensure college-level rigor, consistent academic standards, and smooth transfer of credits. For example, the Memorandum of Understanding with New Heights Charter School ensures Massasoit's oversight of the programs: "MCC is responsible for identifying faculty to teach college courses at MCC to ensure that course goals and standards are understood, that course guidelines are followed, and that the same standards and assessment are applied in all venues where MCC offers courses" (Workroom Document: New Heights Charter School 2019 MOU).

In addition to the co-requisite courses and early college programs, Massasoit welcomes transfer credit to help students complete their degree. Students must submit official transcripts for review as detailed on the **Transfer Credit** webpage and in the College Catalog. **The 2025–2026 Catalog** also confirms that Massasoit follows the Commonwealth of Massachusetts' "common transfer policy to ease and clarify the process of transferring credit from one college to another, whether among themselves or from other public or private institutions" (pg. 19). Furthermore, the document provides the minimum grades for transfer as well as the residency requirement and maximum transfer credit allowed. "Massasoit requires students to complete at least one quarter (25%) of the credits of the first associate degree at Massasoit in order to graduate. The 25% minimum residency requirement can be superseded by individual program requirements…Requirements for a second and/or subsequent degree require at least 25% of the second degree be unique to the program. For certificate programs, at least 50% of the courses must be completed at Massasoit" (pg. 20). The **transfer website** includes additional ways to receive credit at Massasoit. For example, students may receive credit for AP and CLEP exam scores as well as for standard and high-level international baccalaureate (IB) completion.

Students may also receive credit for prior learning through the Credit for Prior Learning (CPL) process. CPL awards credit for college-level skills and knowledge gained through experiences outside of a traditional classroom. Academic "credit may be earned in a variety of ways including credentialing for certifications and training such as Fire Academy training, EMT, military training (JST), and network security as well as portfolio assessment, and challenge exams" (**"Credit for Prior Learning"**). The CPL coordinator reviews the documentation and then submits the request and supporting documentation to the appropriate Academic Dean for assessment. Applications may require the review of a subject matter expert or professor, who receives a stipend for the review.

The College has undergone a recent substantive change focused on the Correctional Education and Returning Citizens (CERC) program. Massasoit, in collaboration with local corrections institutions, community organizations, and workforce partners, initiated a re-entry and diversion program aimed at supporting incarcerated individuals as they transition back into society. Launched through a roundtable discussion in December 2018, the initiative sought to design pre- and post-release programming that addressed the needs of both the justice-involved population and regional industry. This effort led to a planning grant in 2019 from the

Commonwealth Corporation to formally develop a prison education program. The program's framework included a multi-partner advisory board focused on participant recruitment, barrier identification, job placement, case management, in-facility training, and continuous coordination. The implementation phase began with a pilot Alternative Fuels and Emissions certificate program at the Plymouth County House of Corrections, later expanding to additional facilities and evolving into a stackable credential pathway. With continued success, Massasoit further expanded into degree programs, including a Liberal Arts Studies associate degree at the Old Colony Correctional Center. The program also completed its one-year NECHE site visit for the substantive change in Fall 2025/Spring 2026. The April 10, 2026 letter from NECHE noted that the report about the Old Colony Correctional Center "be accepted and inclusion of the program within the institution's accreditation be confirmed" (Workroom Document: 2026 March Substantive Change pg.1). A response to areas noted in the letter is available in the Areas of Emphasis in this 10-Year NECHE Report.

Appraisal

Massasoit ensures that the academic degrees and certificates offered meet the needs of its South Shore service area. The selective admissions programs for Respiratory Care, Radiology Technology, and Nursing as well as the non-credit EKG and phlebotomy programs meet the need for medical professionals on the South Shore. In addition, the Liberal Arts Health Science associate degree helps students who may or may not apply to a selective admissions program to prepare for the medical field either at the College or in transfer. Furthermore, in order to reach more students in the service area, Massasoit reopened the Middleborough instructional site in Fall 2025. The recent suspension of four education certificates and the creation of the Foundation in Education certificate helps create a quicker and stronger path for students entering the early childhood education field. The 2025 **Certificate in Community Banking** addresses a specific need in the College's service area: "The Certificate in Community Banking is designed to prepare students for entry-level careers in commercial and community banking. This program emphasizes banking operations, finance, fraud prevention, lending, and community reinvestment and engagement. Graduates of this program will be qualified for a range of positions in the banking industry, especially in the Greater Boston and South Shore of Massachusetts." The degrees for Veterinary Technology, Diesel, and HVAC also support the South Shore and additional locations across Massachusetts.

Massasoit is also fully invested in the infrastructure and support of its academic programs. The Transformation through Renovation project, as mentioned in Standard Three: Institutional Resources, focuses on the renovations of the current science and liberal arts buildings into the new science and allied health spaces. These renovations will support modern labs, classrooms, and student areas. Almost every student on campus takes a science course and will be able to complete their studies in a new lab or classroom space. Furthermore, Massasoit has received several grants in support of the Diesel and HVAC programs to improve equipment options and lab spaces. A description and appraisal of Massasoit's grants and grant processes is available in Standard Three.

Massasoit's current academic programs align with the College's Mission and Values, but the College acknowledges that the programs and certificates need further assessment and a stronger program review process to support the Strategic Plan's second pillar: Academic Renewal and Innovation. The effectiveness of the academic program review process needs to be assessed. Therefore, the College has suspended the process for internally reviewed programs for academic year 2026–2027 and will be creating a revised process to begin in academic year 2027–2028. The evaluation will not affect externally accredited programs.

During AY 2026–2027, the College will work with department Chairs, Deans, and institutional research to address concerns with the current academic program review process, particularly time to completion, use and timeliness of data, support structures for the review, periods between reviews (annual reports), certificate assessment, and new program support (formative assessments). Since the revision of the process in 2018, few programs have completed the review in the allotted one-year period (Workroom Document: Academic Program Review Start Dates vs. Completion Dates). While there was a strong workshop, timeline, process document, and Canvas space provided to Department Chairs and Deans to initiate and complete the review, the entire process took longer than the one year timeline, and additional workshops related specifically to understanding data were needed. Furthermore, the packets of data provided to the programs became stagnant once the timeline was not plausible and data were not regularly available. In addition, there is a dedicated assessment faculty fellow with reassigned time and expertise in assessment. She offers workshops, individual meetings, peer comments, and additional assistance throughout the process. However, few department Chairs, Deans, or faculty members took advantage of the support. The combination of these factors causes the reviews to take several years, and the information and findings to be outdated when the process is complete. This is especially true for programs with one full-time staff member who oversees completing the review. Programs that complete the process have difficulties following through on the plan of action because of the extended time to completion.

In addition to the review process every five years, programs complete annual reports to keep continued focus on their plan of action and to assess their program needs during the years between reviews. The reports, similar to the program reviews, are often not completed on time, and in some cases, not at all. Furthermore, some contain similar information from the year before, and as stated above, are difficult to complete for programs with one full-time faculty member who is the Department Chair. It is also hard to show progression in the annual report because the plan of action section in the program review often is not specific enough to lead to annual progress within the five-year period between assessments.

The assessment of certificates and new programs is an additional concern. Certificates are reviewed with the academic program they are connected to but often do not receive enough assessment as part of the review. The set up of the program review focuses heavily on associate degree programs and does not include sections specific to certificates. Certificates have their own strengths and challenges due to their shorter time to completion and career focused goals. The lack of assessment and a mechanism to do so may be the reason for the College housing several certificates that have low or no enrollments: Corrections Certificate, Food Production Certificate, Hospitality Certificate, Information Technologies Certificate, Insurance Billing Specialist, Juvenile Justice, and Law Enforcement Certificate (Workroom Document: Fall 2024 Enrollment by Program). In addition, the College piloted a formative assessment report in 2025 for new programs and certificates due three years after the program was created. Previously, all new programs and certificates were reviewed five years after implementation. The five-year wait created a large amount of time between the initial program start date and required program review. During this time, programs may have difficulties with enrollment and retention and need to review their progress. The purpose of the formative assessment is to create a snapshot of the program's progress when the first cohort is close to completion and to bridge possible gaps to graduation before the first program review. The pilot will be reviewed alongside the program review process.

The College reviews curriculum on an ongoing basis and has identified several barriers to completion for all students, particularly math and English courses. The transition to a co-requisite math and English model represents a significant step forward in Massasoit's commitment to equity, access, and student success. This initiative directly addresses the shortcomings of traditional developmental sequences—most notably, high attrition rates and extended time to completion—by enabling students to bypass non-credit-bearing courses without sacrificing academic readiness. Though math and English have two different co-requisite structures, both pair a credit bearing course with a non-credit/support course. Students no longer have to wait to take a credit course. For example, students can immediately take the credit bearing English Composition I course either with or without support. Furthermore, the pathways approach in math ensures that instruction is relevant to students' fields of study, avoiding unnecessary coursework such as College Algebra for non-STEM majors. With the Dean and Associate Dean of STEM working closely alongside the Math Department to conduct ongoing informal assessments starting in Fall 2025, the College will be able to gather immediate feedback on student success and operational effectiveness, as well as faculty and staff experiences with the model. This continuous feedback loop will support timely adjustments, reinforce best practices, and help ensure that the reform yields measurable gains in both completion and transfer readiness, advancing the College's mission and aligning with NECHE standards for educational effectiveness and student learning.

Since 2022, enrollments in the Academic ESOL Program have grown. Additionally, the increased interest in English Language Learning has generated a need for additional non-credit ESOL courses, both in the Adult Basic Education and Community Education programs. As demand grows for an increasingly diverse student body that represents varying levels of previous English language study, a review of the Academic ESOL program is necessary. The outcomes in the current four course sequence and the progress of students out of the Academic ESOL courses into English Composition I as well as other gateway courses have not been fully assessed. Initial data from the Spring 2026 sabbatical presentation from Prof. Tracey Schaub suggests English Language Learners are progressing through the composition sequence well:

ESL Student Success and Retention Spring 2025 All Writing Courses:

- Positive Momentum: The ESL subset reached a near-historical success high of 66% (C or better) in Spring 2025.
- Retention Breakthrough: The Spring 2025 withdrawal rate for ESL students hit a record low of 10%, signaling a significant increase in persistence (Workroom Document: Board of Trustees April 15, 2026: Assessment of MCC Writing Program)

The College anticipates that more recent data to be completed by Fall 2026 will show an additional positive success rate. In addition to this data, the outcomes for the current four Academic ESOL courses need to be assessed along with opportunities for practice, preparation, and conversation outside of the classroom. The Academic ESOL Coordinator has received a Spring 2027 sabbatical to assess the program. Along with an examination of the current sequence, the College will better determine the transition from the Academic ESOL sequence to the English Composition sequence. Also, there is an ENGL 098 +ENGL 101 specifically for ESL students, but the co-requisite pair will need to have a clearly defined placement in order for it to run since some language learners will not need the support after the Academic ESOL sequence while others may.

Massasoit strives to create consistency across its programs, but the College could go further at the course level and by modality. Programs with accrediting bodies have stringent rules dictating consistency in curriculum. Many of these programs do not have an online option, so no additional measures are needed to ensure consistency across modalities. Many of these programs also do not have summer, intercession, or accelerated semester options, so no additional measures are needed to ensure consistency by semester type. However, other programs and non-program disciplines such as English and Physical Science rely on agreed upon course outcomes in creating consistency across modalities and semesters. The College has not reviewed consistently the use of these outcomes across modalities and the completion and success rates for courses across modalities and semester types (15 week full-semester, two week winter intercession, five- and ten-week summer, or 10 week accelerated).

Massasoit is consistent in the standards it uses to award program and certificate diplomas. The College follows the defined credit hour and is consistent in determining the amount of credit earned per course. In addition, there is an established process for evaluating the transferability of a course into a degree program or certificate. Asynchronous and hybrid courses use the Distance Education Checklist to ensure that all enrolled students have equal access to required course materials and academic support, including faculty contact and tutoring resources. Embedded academic integrity tools, such as Turnitin and LockDown Browser within Canvas course spaces are helpful and necessary; however, they are not entirely reliable in detecting all cases of academic dishonesty, particularly when artificial intelligence is used.

Massasoit's administrative oversight for all academic elements of the early college tracks is systematic and effective. There is a strong alignment between Academic Affairs and Early College Access, which ensures consistent oversight and instructional quality across all program models. Massasoit professors teach each course, and they are committed to maintaining rigor while supporting early college learners. The Academic Deans oversee the professors and conduct classroom evaluations. Each professor teaching an Early College course must submit a syllabus including course outcomes and policies for review by the Academic Dean or Department Chair, and all early college courses contain the same learning outcomes as other college courses. Furthermore, early college students fall under the College's Student Code of Conduct and can participate in academic support services.

Early College pathways have been intentionally developed to align with degree requirements to ensure credits apply seamlessly toward graduation. High levels of partner investment and communication help to sustain program stability and shared accountability for student outcomes. Ongoing feedback from students and partners reflects satisfaction with course quality, relevance, and faculty support. This feedback is regularly shared and discussed in ongoing meetings with high school partners to ensure continuous alignment and responsiveness. In addition, student surveys are administered through College Success seminars to capture student experiences directly. As part of continuous improvement efforts, Early College is working to standardize feedback collection across programs.

In addition to the strengths above, the Early College program has several challenges. The program will focus on improving data sharing between Academic Affairs, Institutional Research, and Early College Access to make it easier to track outcomes and evaluate results across partner schools. In addition, the College needs to evaluate staffing capacity to ensure program coordination, data management, and student supports remain sustainable as partnerships expand. As Early College enrollment increases and more course sections are required across multiple partner districts, the existing faculty pool will no longer be sufficient to meet demand. To ensure academic continuity and maintain rigorous, college-level instruction across all sites, the institution will explore expanding faculty capacity specifically dedicated to Early College teaching. Currently, part-time faculty teach almost all early college courses. Early College professional development has been offered throughout the years in multiple formats by the PD faculty fellow, Center for Employee Enrichment and Development (CEED), and Early College Access; however, to help support new faculty and continuing instructors focused on early college students, the College should expand and solidify professional development opportunities specific to teaching early college students.

Massasoit's reentry initiative represents a forward-thinking and socially impactful approach to prison education and workforce reintegration. By convening key stakeholders from community organizations, correctional institutions, and industry partners, the College built a holistic framework grounded in collaboration. The programs demonstrate a thoughtful strategy rooted in scalability and sustainability. Offering stackable credentials like the Alternative Fuels and Emissions certificate program leading into a Diesel Technology associate degree reflects a clear pathway from incarceration to employment, with tangible educational and vocational milestones. This approach not only equips returning citizens with practical skills but also aligns educational offerings with industry demand, increasing their employment prospects and supporting community reintegration.

The restructure of the Liberal Arts Studies degree reflects the program's ongoing commitment to broadening access and supporting each student's unique educational and personal growth. Recognizing the broad applicability of a liberal arts education allows Massasoit to serve a wider population of incarcerated individuals, including those with diverse interests and career goals. The establishment of a dedicated internal advisory board ensures that the program maintains academic integrity and administrative efficiency while navigating the complexities of correctional education. By making use of Pell funding for incarcerated students and fostering strong partnerships, Massasoit is helping to expand access to education as a pathway toward breaking cycles of incarceration and supporting individuals on their journey to long-term success.

While Degree Works and the academic maps are helpful for students and advising, the two items provide different pieces of information students need to easily understand how to progress through their program. For example, Degree Works and the course search do not show if a course is semester specific. Furthermore, the academic maps and Degree Works do not take into account part-time students. Providing only four semesters of information creates confusion and a feeling of lack of progress for part-time students. The College will invest in additional academic maps for part-time students and in upgrading Degree Works so that it shows semester progressions.

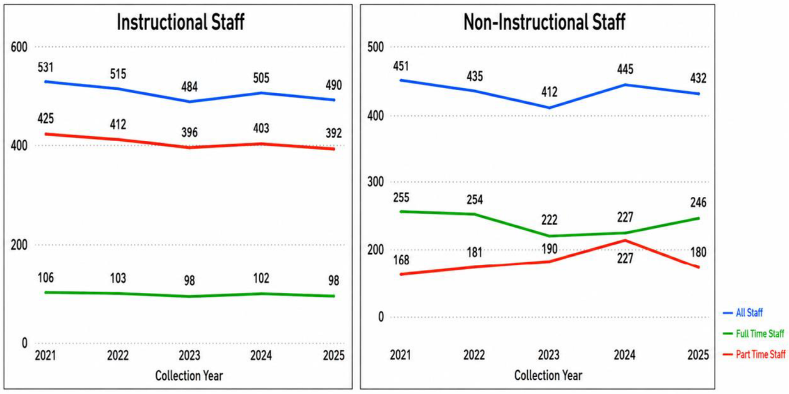
Faculty and Academic Staff

Description

Similar to other higher education institutions, Massasoit has seen several changes in the last five years connected to staff and faculty. For example, full and part-time faculty as well as staff have retired, and the College needed fewer faculty and staff during the decline in enrollment in 2020–2023. In addition, the College has also undergone administrative changes as noted in the introduction to this 10-Year Self-Study Report. Following these transitions and with a recent increase in enrollment, Massasoit has been investing in its faculty, staff and administrators. As described in the 2025-2026 Fact Sheet, "There are currently 98 full-time faculty and 392 part-time faculty. There are 246 full-time administrators, professionals, clerical and maintenance workers, and 186 part-time staff." In addition, the Human Resources Monthly Report from January 2026 at the Board of Trustees February 2026 meeting provided updated information with 970 employees unduplicated (Workroom Document: Board of Trustees February Meeting 2026 pg. 10). According to the Community Report 2024-2025, faculty tend to stay at Massasoit and average 16 years of service (pg. 24). Furthermore, Massasoit has solidified its Strategic Plan to incorporate additional initiatives in Canton, the Future of Work Institute, Middleborough site, and continuing education. To support these projects, the College has invested in a number of new or replacement positions: Associate Dean of STEM, Associate Dean of Liberal Studies, Dean of Student Rights and Responsibilities, academic advisors, enrollment center staff in Canton, full and part-time faculty, Dean of Middleborough, facilities personnel, and Associate Vice President of Academic Affairs and Institutional Effectiveness. Additional information is available in Standard Three.

The Faculty & Staff NECHE Data Dashboard, shown in Figure 2.1 below, provides a visual representation of the instructional and non-instructional faculty and staff from 2021–2025. The dashboard for instructional faculty shows how the number of both part and full-time faculty have remained steady during this time while the non-instructional staff have seen a slight decline in full-time staff. Part-time instructional staff saw a peak in 2024 and then a return to the 2021 staffing in 2025.

Figure 2.1: Faculty & Staff NECHE Data Dashboard



Systems to assess and ensure the quality of instructional staff and academic support personnel are implemented across the College through evaluation, reporting systems, and professional development. The MCCC contract stipulates Deans' visits to full-time faculty classrooms based on rank and tenure. The observations include the faculty's delivery of the instructional materials for the day, ability to answer questions and engage students, and overall teaching effectiveness. Full-time faculty may also choose to have one of their online courses used for observation. This type of evaluation follows a different format and includes a form focused on asynchronous instruction. In addition, during an evaluation year, full-time faculty also receive a summary evaluation that contains the observation form and student evaluation scores for the fall semester by class, as well as comments about course materials, student evaluations, college service, and student advising.

Part-time faculty also undergo evaluations, but not on a systematic basis. “11.04 Classroom Observation: Classroom observations shall be conducted at least once for all unit members who have not met the threshold for reappointment as defined in Section 10.02 of Article 10. Effective fall 2006 classroom observations shall be conducted on DCE form E3. Classroom observations may be conducted for any unit member, at the discretion of the President of the College, or designee thereof, for stated written reasons. Results of said observation shall be communicated to the unit member in writing. The unit member shall be afforded the opportunity to discuss the classroom observation with the evaluator and to respond in writing” (MCCC Distance Education Contract pg. 22). The classroom observation form includes two sections: teaching effectiveness for content and student engagement (pg. 53-55).

Unit professionals, such as advisors and tutors, administrative staff, and Non-Unit Professionals (NUPs) are continuously evaluated according to their contracts. Unit professionals are evaluated annually pre-tenure and every three years post tenure. The evaluations include the completion of assigned duties according to the professional’s role and in conjunction with the job description (pg. 63-64). Administrative staff follow the AFSCME contract and are evaluated on their “A. Quality and quantity of work; B. Work habits; C. Work attitudes; D. Working relationships with others; and, E. Supervisory ability (if employee supervises others)” (AFSCME CBA 2024-2027 pg. 87). Similarly, NUPs complete annual evaluations focused on supervisory duties and maintaining proficiency in their field.

Massasoit supports, recognizes, and disseminates professional development opportunities and scholarly activities for faculty and staff in various ways. As of Fall 2024, a new department, Professional Development and Academic Innovation (PDAI), was created to support the needs of faculty and staff. The PDAI houses the Center for Employee Enrichment and Development (CEED) and the Office of Online Learning. The Office of Online Learning was formerly housed in the Business and Entrepreneurial Leadership Division. CEED provides professional development opportunities for faculty and staff. The Office of Online Learning provides training related to Massasoit’s Learning Management System (LMS) Canvas, accessibility, and pedagogical practices for teaching effectively online. The PDAI supports year-round workshops and is in charge of the across campus professional development days. The fall and spring semesters currently include one professional development day each. PDAI has organized twelve professional days from Spring 2021 to Fall 2025 dedicated to pedagogical workshops or presentations that relate to faculty, staff, and administrators. During these days, participants attend workshops, listen to nationally recognized speakers, and collaborate with others.

Furthermore, PDAI hosts year-round workshops and trainings. The Faculty Fellow for Professional Development leads The Teaching and Learning Collaborative (TLC) which focuses specifically on faculty teaching needs. The TLC meets biweekly during each semester, reads a book on teaching practices, and reviews one another’s classes. Readings have included

Ungrading and Small Teachings. A separate cohort of faculty members collaborated to study The Pedagogy of Real Talk: Engaging, Teaching and Connecting with Students. Faculty from different departments studied with Dr. Paul Hernandez and attended professional development sessions to transform their teaching practices. In addition, the Faculty Fellow also provides consultations and support for faculty members who need it. PDAI has also sponsored speaker series outside of PD days related to pedagogical trainings, such as Trauma Informed Pedagogical Practices, Real Talk, and a co-sponsored Social Justice series. The Academic Development Committee (ADC) within the Academic Governance System Senate hosts additional internal opportunities for professional development such as First Fridays, a monthly series focused on college events and projects as well as sabbatical reports.

Furthermore, the ADC approves professional development funding for faculty and professional staff to attend conferences. The conferences vary in location, theme, and modality; faculty and professional staff can apply for funding of up to $1000 for their conferences. Some faculty members have also used these funds to join professional organizations. In addition, CEED approves professional development funding for Non-Unit Professionals and has approved administrators for funding of up to $1000 per fiscal year. Some divisions across the College have professional development funding. Academic Deans can request development monies in their annual budget, which they have used for departmental or divisional retreats, conferences, trainings, workshops related to the specific academic area.

Massasoit offers several professional development opportunities related to online instruction. Faculty receive stipends of $500 per credit hour to create a course new to them in a modality other than face-to-face. The training is run through the Office of Online Learning and often includes mentors for each faculty member. If a professor creates a new online course, the course must undergo a review process through the Office of Online Learning. Professors can use the "**Portal: Online Learning Faculty & Staff Resources**" for resources as they develop online courses. Faculty must complete an online learning checklist and apply it to their course in order to receive the stipend. The checklist includes online course organization, modules, interaction plan, and assessments (Workroom Document: Online Course Development Checklist). There is also a separate checklist for hybrid courses (Workroom Document: Hybrid Course Development Checklist). In addition, faculty have received stipends for designing Open Education Resource (OER) courses after completing an online training. Faculty then verify resources every semester in order to confirm the publishing rights are consistent and that the course continues to maintain OER standards.

In addition, individual departments may offer specialized training related to curricular changes to ensure consistency across sections of courses. The English Department offers a paid online 20-hour training for professors interested in teaching in the Reading and Writing Studio course (a paired ENGL 098+ENGL 101). Professors receive feedback from the English Department Developmental Coordinator and complete the preparations, including creating a syllabus, through the training. The program is part of Massasoit's initiative to eliminate standalone developmental courses in both English and Math. Furthermore, the English Department in collaboration with Academic ESOL has an additional training for ENGL 098+ENGL 101 for English Language Learners.

The College disseminates information about upcoming events, achievements, and opportunities through a weekly newsletter during the fall and spring semesters called the Monday Morning Minute. In addition, CEED sends weekly professional development updates and opportunities. CEED also partners with faculty and staff members who publish on pedagogical practices. Examples include the Real Talk and Participatory Action Research (PAR) presentations. The library obtains copies of faculty publications for distribution and is currently working with CEED on an annual publication list to celebrate faculty members who have published or are actively publishing. Academic Deans and Department Chairs recognize faculty and staff accomplishments at division meetings and in announcements.

In accordance with the MCCC contract, sabbaticals are offered to full-time faculty members to do work related to their research interests and in larger support of the College. There is usually funding for at least two full time faculty per academic year (in some years there are two sabbaticals available per semester.) Sabbaticals are typically half-year terms. Recent sabbaticals have included the creation of an anatomy of animals textbook, research of professional development opportunities for part-time faculty, modern language placement standards, resources and trainings for queering the curricula, and an evaluation of English composition courses. Sabbatical reports are presented to the Board of Trustees, recipients submit reports to their immediate supervisors, and make professional presentations to the College community.

Course pedagogical approaches are researched, selected, implemented, and supported to meet diverse student needs and to ensure equitable opportunities for achieving learning outcomes. Faculty members discuss pedagogical approaches as a team in department or division meetings. There is also a book club in the Business and Entrepreneurial Leadership division that emphasizes innovative concepts in the field of business. Faculty who participated in the Real Talk program focused on professional development over a series of years to develop syllabi and curricula that would build healthier relationships with students in the classroom; they practice their lessons as a team and provide one another with feedback.

Massasoit supports the academic freedom and responsibilities of its faculty. According to the MCCC Union Day Contract 2025-2026, "Academic freedom is the right of scholars in institutions of higher education freely to study, discuss, investigate, teach, exhibit, perform and publish. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning" (pg. 20). Furthermore, in conjunction with academic freedom, Massasoit faculty adhere to the corresponding concept of academic responsibility. "Academic freedom carries with it correlative responsibilities. The faculty member has the responsibility to the faculty member's colleagues and the College community to preserve intellectual honesty in the faculty member's teaching and research. The faculty member respects the free inquiry of the faculty member's associates and avoids interference in their work" (pg. 21).

Massasoit has a variety of academic personnel and programs to support the College's mission and its diverse student body. Programs and personnel range from more generalized support for advising and academic resources to targeted student programs related to the College's student population. All students are welcome to access the Advising, Career, and Transfer Center (ACT), Academic Resource Center (ARC), and library services. ACT provides one-on-one **academic**, **career**, and **transfer** planning. Advisors help students decide on a major that fits their academic goals as well as helping them select classes appropriate to their major. They also provide support for students on academic probation or deficiency and encourage undecided students to complete the Career Exploration Workshop in Canvas. In addition, the advisor gives information to students who are interested in selective admission programs. Students access services in-person and virtually throughout the day. There are no evening or weekend services. To continue to improve services, the ACT Center conducts a post-orientation survey for students to assess their experience.

Students can receive additional academic support through the Academic Resource Center and Writing Center (**ARC**). Staff in the ARC include peer and professional tutors, and tutors receive certified training in how best to work with a variety of student needs. Students often use the ARC for math, science, and writing support. Students can make an appointment both virtually and in person as well as walking in during open hours. The ARC is open during the weekdays with limited evening offerings. Following a tutoring session, instructors receive feedback on the session to help improve the connection between the tutoring session and the classroom.

Massasoit is committed to providing equal, effective, and meaningful access for students with disabilities in academics, programs, community events, and services. Students that self-identify as having a disability are encouraged to register for services with Access & Disability Resources (ADR). ADR is the office at Massasoit that meets with students to identify reasonable accommodations through the interactive process. ADR will also collaborate with faculty and students to address concerns regarding accommodations. ADR utilizes Accommodate, an accommodations platform to manage the accommodation process, including providing accommodation letters to faculty electronically. Students, faculty and ADR also use Accommodate to manage accommodated testing appointments. ADR will proctor tests when testing accommodations are approved. Testing is typically proctored during regular business hours; however, special arrangements can be made if needed.

Massasoit houses two **library** locations (Canton and Brockton) as well as a virtual repository of articles, books, and additional resources. "The libraries at Massasoit Community College support the school's mission by providing inclusive resources, comprehensive information services, and an adaptive learning environment to foster the pursuit of lifelong learning." Students can access materials 24/7 every day of the week and can speak with a librarian in person or virtually during designated hours. The library staff not only meaningfully curate the online and physical library resources, they also provide classroom workshops for information literacy and research practices in individual disciplines. Library staff serve as a liaison to each academic division in order to communicate resources to faculty and staff as well as collaborate on the needs of the division. For example, the library specialist assigned to the Health Sciences division curated a set of support resources for the Nursing program. Since the students meet in a specific classroom on campus when they are not in the field, the librarian created QR codes for classroom use. Furthermore, librarians create lib guides for each class that are often tailored to the specific course and faculty. Massasoit's library staff have also created an inviting space. Students can not only study, review resources online, and print homework, they can also reduce stress through the library's relaxation activities, such as putting together a puzzle. The space and its staff are so inviting that many events are held in "The Grove" section of the library designed for collaboration and get-togethers. The library hosts the Lavender Student Celebration and semesterly Commonwealth Honors Program, to name a few.

The librarians also maintain and assess Massasoit's Tech Loan Program. The program provides loaned access to learning technologies supporting academic success for students with need-based requirements. The collection is comprised of Chromebooks, Windows laptops, graphing calculators, and internet hot spots. From its initial start in response to the pandemic, the intent was to establish a system for mailing and loaning devices to homebound populations during the pandemic, but administration of the program revealed a significant need for continued access to loaned academic technologies. The program has subsequently grown from roughly 200 devices in 2021 to nearly 400 devices through Fall 2024. It is now embedded in both Massasoit's IT department and STEM Division (Math) planning. The library staff have always circulated every item in the collection since its inception and have had an actively populated waiting list since AY 22/23.

Massasoit offers a variety of targeted cohort programs for first-generation, part-time, Pell eligible, and non-traditional students. Programs, such as TRIO, Success Scholars, LATCH, Choices, and Veterans Services, highlight specific aspects of Massasoit's student population.

- **TRIO Student Support Services (SSS)**: First-generation, low-income, students with disabilities; advising, mentoring, and transfer support
- **Latch Program**: Returning or non-traditional students; academic and personal support
- **Choices Program**: parenting students; advising and resources to help balance work, school, and parenting
- **SUCCESS Scholars**: Full-and part-time students; new, transfer, and continuing students; advising and coaching
- **Veterans Services**: Veteran and dependents; academic advising, benefits guidance, and community connections

These cohort programs provide wrap around services for students and help connect students with similar backgrounds and goals. The programs include workshops to support students in academic endeavors, non-cognitive challenges, and acclimating to college. Students are welcomed through an orientation in each program, and the programs provide support in academic planning and advising.

In addition, Massasoit supports additional wrap around services and centers to promote student success both inside and outside of the classroom. The College houses a **Unity Center** to provide not only events and activities, but a space for students to engage with each other: "The new Ida Cerezo O'Donnell Unity Center provides the student body with a space to both build community and explore and embrace the intersections of their identities (i.e. ethnicity, nationality, sex, sexual orientation, culture, etc.)." Furthermore, the most used resource is the College's food pantry, which is open not only to students but also to the community. "The College's most visible and well-known support program is The Pantry, located in the Brockton Campus Student Center. Opened in 2019, The Pantry provides students and members of the community with access to nutritious groceries, meals, and snacks. In 2024-2025, over 58,000 pounds of food was distributed to students and community households. There were nearly 7,500 visits from students and 765 community household visits over the course of the year" (**"The Pantry at Massasoit: Helping Feed Students and Our Community"**).

Appraisal

As an open-access institution, the College experiences enrollment fluctuations that can make precise long-term staffing projections challenging. Massasoit defines faculty and staff resources as sufficient when they are aligned with institutional and student needs. This is a fluid process in which the College utilizes a structured personnel review process for all new and replacement positions. Hiring managers submit a Request for Personnel (RFP) that includes a Critical Needs Assessment (CNA), which evaluates the operational, instructional, and student support impact of the position. Requests are reviewed by the appropriate Vice President and, when warranted, advanced to the Senior Leadership Team for further consideration. Through this collaborative review process, the College assesses institutional priorities, enrollment trends, student needs, and available resources to determine whether a position will move forward to the posting stage. This process enables the College to make informed staffing decisions that support its mission and Strategic Plan as well as the evolving needs of its students. Following this process has allowed Massasoit to address and evaluate the need for additional staff, faculty, and administrators since the Fifth Year Report. A result of this process is that the College reported a 12:1 student to faculty ratio in its 2024-2025 Community Report (pg. 9). Furthermore, the College has revised its onboarding process and has created a mentoring program for new hires. The pilot Peer Mentor Program launched earlier this year and is currently open to newly hired and newly promoted full-time Non-Unit Professional employees. Six mentor-mentee pairs are actively participating at this time. The College acknowledges that onboarding does not end after the hiring process, but that onboarding includes introducing new faculty, staff, and administrators to the College and providing opportunities for them to work with similar colleagues from their start date.

The preparation, qualifications, and evaluations for Massasoit's faculty and academic staff are appropriate to their positions at the College and their roles to support student success. However, the student portion of the faculty evaluation process includes a minimal amount of responses. The College follows the evaluation process of the MCCC Day and DCE contracts and uses the approved community college vendors. Nevertheless, student engagement with evaluations is low. All course evaluations are now completed online with varying student response rates which rarely surpass 30%. The combination of stipulations on when a course can be visited by a supervisor and uneven evaluation response rates can prove challenging to ensure that quality of instruction and student support is equitably implemented for all students and all disciplines. This finding suggests a need to explore additional ways to encourage students to complete the evaluations.

The school's definition of academic freedom allows faculty members to design their own curriculum with an expectation of cohesive departmental course outcomes. However, meeting the needs of incoming, first-time students and their preferences for course deliveries can be challenging due to several factors: scheduling conflicts and prerequisite requirements can hinder academic progress and timely completion rates. Also, meeting student needs requires balancing the modality wants of incoming students versus the completion rates. There is a recognized need to analyze completion rates by modality. The requirements for each course, departmental philosophy, and best method of delivery need to be included in the analysis along with the different lengths of courses (full-semester, five-week, two-week, and accelerated 10-week formats). Furthermore, purchasing scheduling software will improve the scheduling process and provide additional analytics.

Massasoit provides many opportunities for professional development. However, while the overarching offerings are abundant and varied, professional development should be targeted also to smaller groups of faculty and professional staff, so the work is close to practice and engages additional audiences on campus. For example, the English Department offers themed courses for students and created a training to help professors revise their courses to a themed format. Topics have included artificial intelligence, food culture, addiction, and Buddhism. This method allowed for professional development to be immediately implemented and for professors to use current topics in their courses. The department embraced the need to examine their curriculum from a student perspective. Likewise, many workforce and experiential learning courses must be constantly reassessed and redesigned to reflect the ever-changing needs of a labor market. Professional development opportunities to initiate these conversations will be a great addition to the offerings already established.

Furthermore, the College could also better support part-time faculty and professional staff. While there are opportunities for discussion about approaches in departments, during Professional Development Trainings, and in The Learning Collaborative, these opportunities to connect and share ideas are not as easily available for part-time faculty members or Continuing Education instructors. Many professional development programs are during the day, and not all part-time faculty attend department and division meetings. To better create offerings for both part-time faculty and continuing education instructors, the College should provide tailored opportunities for feedback and specific invitations to events for this population. These small changes will help provide additional insights into the needs of the two groups and help create future professional development opportunities.

Massasoit has an established advising center and well-trained advising staff; however, students sometimes do not seek out advising in selecting classes and/or academic planning. Some students are confused about who their advisor is and how to contact their advisor throughout the semester because advising assignments occur mid-semester, and advisors may change during a student's time at Massasoit. Students also do not always receive a faculty advisor associated specifically with their plan of study. In addition, students are not always aware of the purpose of academic advising and only seek out their advisor for registration and course selection. The **Academic Advising** webpage states that advising is approached from a student perspective, where students will be able to learn to advocate for themselves, understand academic rigor, and learn to seek support systems to ensure academic progress. Although students are surveyed about their satisfaction with the advising experience, Massasoit is not collecting data regarding possible connections between frequent/effective advising and student success. Furthermore, the ACT Center is not open on weekends and at night. Access & Disability Resources (ADR) is in a similar situation. Students often do not seek out the ADR in their first semester, and some are unaware of the ADR and how students can receive accommodations.

Massasoit has well-developed support programs for its targeted student populations that exceed expectations. Massasoit's Veteran Service is nationally recognized: "For the past three years, Massasoit Community College has earned the silver designation as a military friendly school in the Military Friendly® Schools' list in recognition of the support our Veterans Center provides to all military members, veterans, and their families" (**Community Report** 2024-2025 pg. 12). The program recently received **gold** in Spring 2026. Furthermore, Massasoit's TRIO Support Services (SSS) and TRIO Talent Search (TS) exceeded their benchmarks for 2024-2025, as discussed in detail in Standard Four.

Massasoit's library staff serve a distinct role in student achievement and efficacy, requiring collection development strategies that align with the College's mission and student populations, including those new to academic research, those seeking workforce training, and emergent English language learners. Foregrounding a sense of belonging and representation, library services curates collections that support academic achievement and equitable access. In 2020, the physical space and print collections did not address many of the strategic and long-term planning goals of the institution. The actual organization and orientation of the shelving was backwards, meaning the start of the collection was in the back of the library, and the end of it was in the front. Spacing between the stacks was not ADA compliant, and there was inadequate directional signage. The print collection was shaped by years of deficit thinking. More than 40,000 titles were an average of twenty years old. There were large sections that covered course material no longer taught in the current classroom curriculum, and it did not offer many intercultural viewpoints on academic scholarship. Furthermore, the library had no formalized collection development policy, philosophy, or procedures.

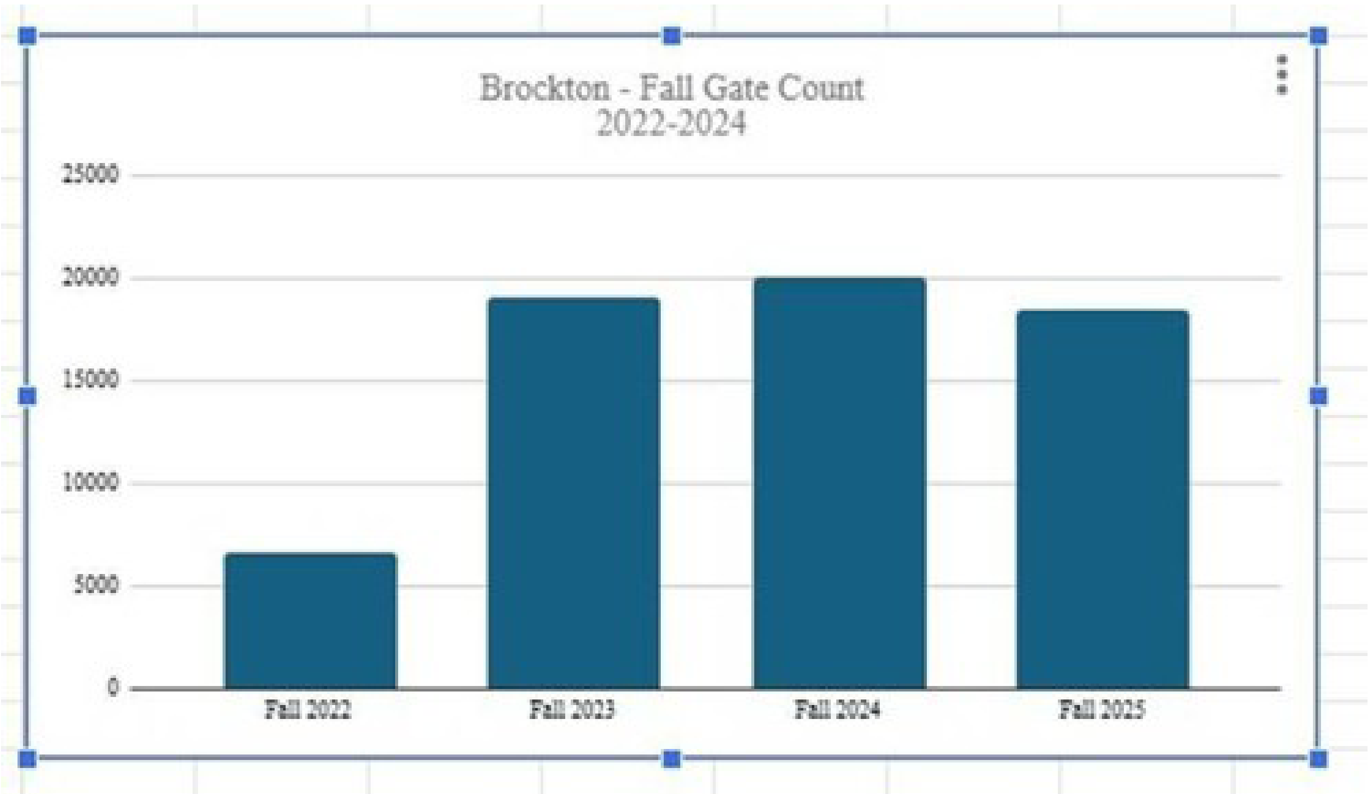
In order to address these issues, during the 2020–2021 academic year, the library staff curated the entire print collection. Every book was evaluated for its content, relevance, and condition. This project resulted in a 40% reduction of the print collection. As the collection was assessed, it became clear it did not reflect the students' lived experiences, nor was it very accessible. We serve primarily first-generation college students, non-white, and second-language learners. As discussed in the Student Section of Standard Two, 57.4 % of the Fall 2025 credit student population were students of color and 69.1% were first-generation. The collection development policy became therefore user-informed and resulted in building the oeuvres for 21 seminal authors like James Baldwin, Maya Angelou, and Sandra Cisneros that reflected the lived experiences of our enrolled students, many of whom are first- generation and ethnically diverse. Additionally, items in the STEM, Allied Health/Nursing, and technical fields were updated, ensuring students had access to the most up-to-date materials. Furthermore, the staff developed a sustainability plan as part of the collection development policy to keep sections current. Special collections were also developed and populated to buttress this effort, including a Native American collection, a graphic novel collection, a multimedia collection, and a multilingual collection.

The project resulted in more student engagement and a stronger connection between the library resources and student success:

- A modernized, leaner, more relevant and representative physical and virtual collection
- Multiple user-informed special collections
- A shift in the collection to a logical, alphanumeric sequence
- Shelving and furniture for ADA compliance
- Redesigned spaces for quiet and group study
- Ability to host in the event space known as "The Grove"
- Purchases based on comparative analysis

These efforts ultimately established the library as a place for inquiry that reflected the collective strengths of our vibrant campus, and the library branches became an inclusive hub for programs, events, and special occasions across populations. Gate count year over year, shown in Figure 2.2, demonstrates the impact of physical collections and the physical space on college-wide engagement with the library.

Figure 2.2: Brockton Fall Gate Count 2022–2024

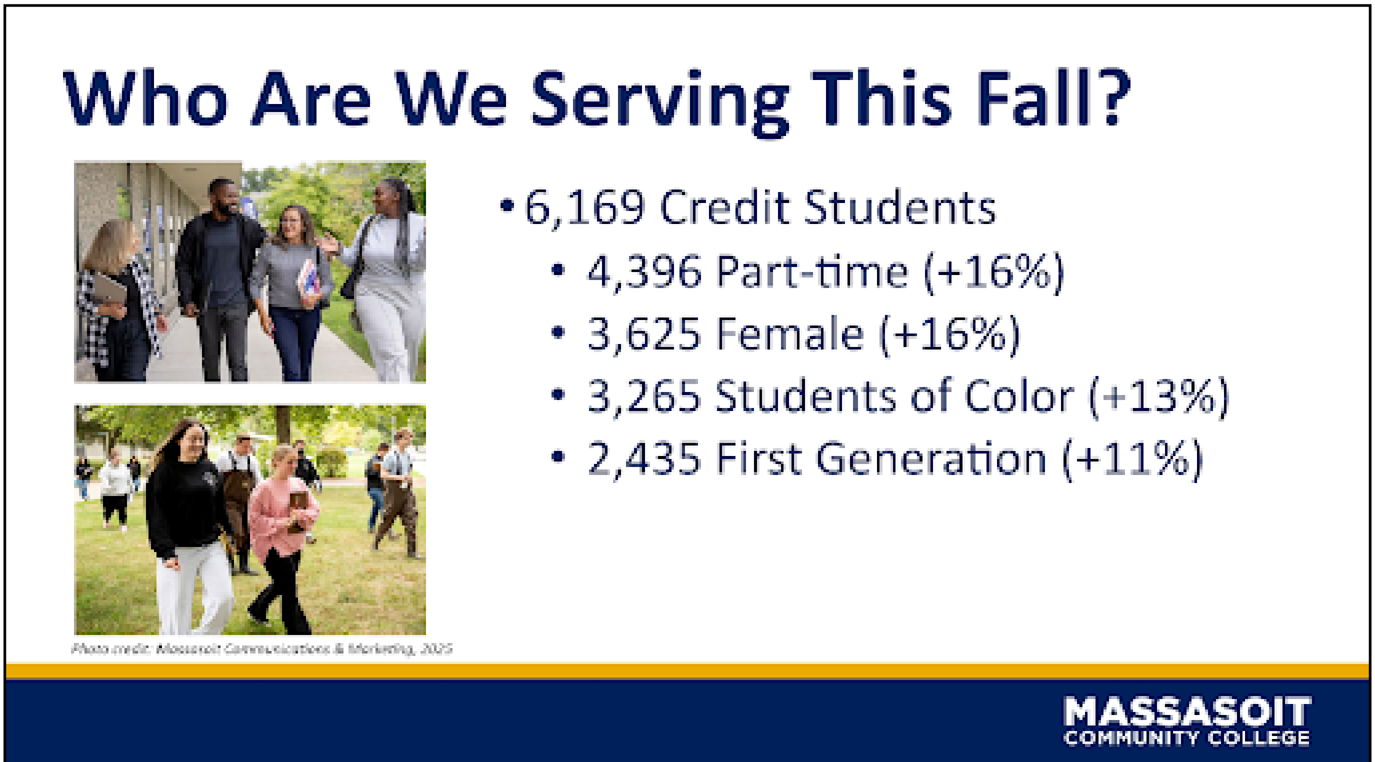


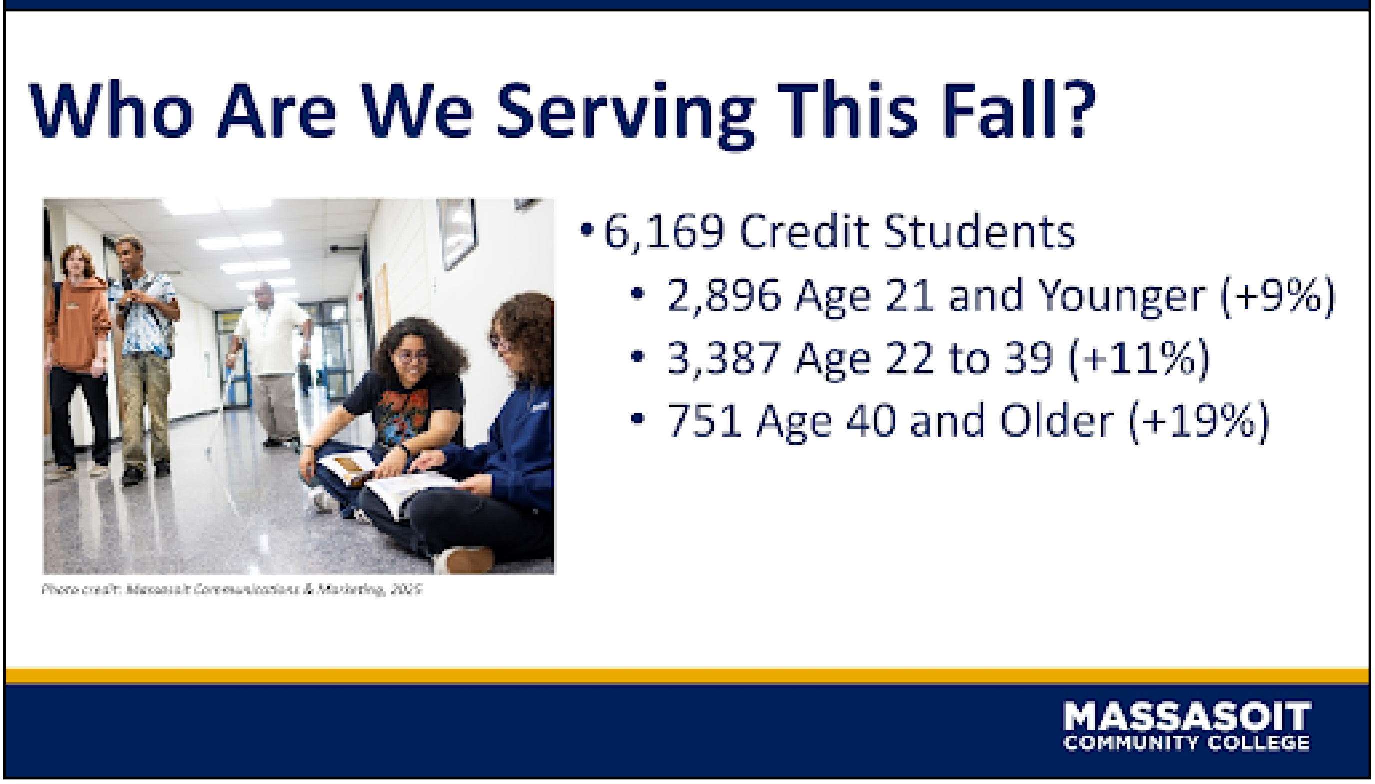
The outcomes of the new collections as well as the revitalized and organized space led to a large increase in gate count of over 10,000 between Fall 2022 and Fall 2023. The number remained steady from Fall 2023 to Fall 2025, ranging between approximately 18,000–20,000.

Students

Description

As described earlier in Standard Two, Massasoit's student population is consistent with the Mission of the College and as an open access institution. In addition, the student population has been evolving with recent enrollment increases, particularly from Fall 2024–Fall 2025 (5,574 to 6,169 students respectively). To help the College community to understand the enrollment data from 2023–Fall 2025, the Associate Vice President of Academic Affairs and Effectiveness presented data at the Fall 2025 professional development day. Faculty, staff, and administrators received information about the composition of the current student body and broke down the enrollment data further. With the ongoing increase in enrollment, the presentation provided a snapshot of the most recent data. The data focused on increases in the areas below specific to Fall 2025:





The presentation helped provide current trends as well as focusing on what the College needs to address through the Strategic Plan and other college initiatives in order to support the increasing student population, particularly for first generation students, students of color, part-time students, and 40 and older student population (Workroom Document: Massasoit Professional Development Day Presentation Fall 2025). As the College continues to analyze the data, Massasoit will be able to see better ways to support these student populations.

Massasoit's admissions policies and practices ensure ease of access for the diverse student populations in the College's service area. Established in the late 1960's, the College has maintained its original purpose of being an open access institution. "Massasoit Community College is a dynamic, diverse learning community that supports all students in their education, leading to a career, transfer to four-year institutions, and the pursuit of lifelong learning" (**College Mission**). Furthermore, students used to self-certify their high school diploma or GED completion, but now students who are seeking a degree or certificate demonstrate a reasonable potential for success starting at the admissions process where they submit their high school transcripts or equivalent before matriculation. For students who do not want to complete an associate's degree or certificate, they may also take courses through the College's Community Education Division which offers certifications in EKG and Phlebotomy as well as programs for community ESOL courses.

All community colleges in Massachusetts are participating in MassReconnect and MassEducate, where Massachusetts residents who meet the criteria can attend community colleges for free. The College has worked towards streamlining the admissions process to help with the high number of applications and to help with an additional influx of fraudulent paperwork. In addition, students can complete the admissions process online and in person in a paper format. The website can also be translated into different languages, so potential students can navigate easily to either admissions or community education.

With students who are navigating college for the first time or for the first time in a while, new student orientation is vital to their success at the College. The degree-seeking pathway includes new student orientation and advising sessions. Additional pathways have their own processes for each set of students. For example, selective admissions programs, such as Radiology, Respiratory Care, and Nursing, host information sessions before students complete an application. Students apply to the programs each spring for fall cohorts. The rubrics and admission requirements for each selective program are accessible on the website along with accreditation information and student handbooks.

Before students begin courses, they have options for placement based on Massasoit's **Multiple Measures** Placement policy. Students can use their high school GPAs or SAT and ACT scores for placement. Furthermore, students are placed into English and math courses through a variety of measures. Early College students also have **multiple measure** options. Furthermore, English placements have an additional possible measure. Students can choose to take the Accuplacer exam for both math and English, or students can choose a self-directed placement experience for English. Students who choose this option receive written information as well as a video describing their options for English Composition I. For those students who place into English Composition I with support (ENGL 101+ENGL 098), most sections include time with a professor either in person or through video conferencing. In addition, these courses may include a peer tutor if the professor so chooses.

Massasoit participates in the MassTransfer program. Furthermore, Massasoit retains a database of course equivalencies with its major transfer partners, including local and out-of-state as well as public and private colleges and universities. Partnering with its major transfer institution, Bridgewater State University (BSU), students can participate in a pathway from an associate degree at Massasoit to a bachelor's degree at BSU. Also, Massasoit offers significant resources to its students who are seeking to transfer, both before and after graduation. The College houses databases of scholarship opportunities and pathways for students with diverse backgrounds and life circumstances. Massasoit frequently invites four-year colleges and institutions to its campuses for information sessions and tables.

Many offices at Massasoit work to create co-curricular programs and activities. Student Life's purpose is to promote a sense of belonging for all students and to curate co-curricular activities. Student Life oversees all student clubs and organizations as well as the Student Senate. They create activities throughout the year based on student interests. For example, they have hosted an ice cream truck, game day, petting zoo, carnival, and pretzel bar. The activities not only help students engage in the College but also help them connect to student groups and form a sense of belonging on campus. Their most recent outreach initiative includes launching a new online and app platform called Engage to connect all events on campus. The platform not only provides a list of student activities and across campus events but also collects data on who attends or accepts invitations.

Student Life also houses all student clubs. For 2025–2026, there were 16 student clubs, six of which were new. Clubs include the Student Senate, International Touch Club, Gamers Guild, Hearts 4 Haiti, Veterans and Service Member Club, Hospitality and Culinary Club, Devotion Club, Performix Club, Vet Tech Society, Artist Union, GSA, PTK, Active Minds, Media Axis, Positively Massasoit, and Cape Verdean Student Association. To be recognized as a student club, students complete an application and follow all club guidelines for submitting budgets, using funds, and completing community service (Workroom Document: 2025-2026 Student Club Guidelines). Clubs must also abide by the Hazing Policy as well as other guidelines for new and returning clubs (Workroom Documents: Hazing Policy, Returning Club Recognition Form, 2025-2026, 2025-2026 Starting a New Club Policy, New Club Probational Recognition Form, and New Club Rubric). The clubs and Student Life also collaborate with departments across campus. For example, Student Life's Veteran's Department and the Athletic Department hosted the Carnival of Champions in Fall 2025. The event focused on bridging the gap between athletes and veterans to help them socialize with the greater community. 219 people participated in the event. Additional highlights include the highest number of attendees (97 students) at the Spring 2026 cap decorating event. The "You Got a Friend in Me" bracelet making event in Canton had 101 attendees who focused on fine motor skills and developing creativity. During AY 2025–2026, Student Life helped host 72 events, 23 specifically on the Canton campus, with 2,864 participants total for the year.

Other departments across campus host events throughout the year. Events are posted on Engage and often on the Massasoit webpage. These activities include Black History Month Events as well as activities through the Unity Center and Women's Resource Center, who hosts an Annual Sexual Assault Awareness Day each April. Additional co-curricular activities include health and wellness time, Dance Party Fitness, pool volleyball, mental health awareness workshops, poetry readings, and guest speakers.

Student Life also supports student governance: "The Student Senate is the Student Government Association at Massasoit Community College. Serving as a voice for students, the Senate works with college leadership to improve campus life, support student clubs, and organize events and service projects" (Student Senate). The SGA is the main student voice on campus and fosters student leadership and collaboration across students, faculty, and staff. In addition to the SGA, the student body elects a Student Trustee each year to the College's Board of Trustees.

Massasoit has athletic teams and has invested in its athletic facilities as discussed in Standard Three. Massasoit Warriors can participate in men's and women's basketball, soccer, and track and field as well as women's volleyball and men's baseball. Current student athletes participate in a long tradition of excellence, garnering "96 NJCAA All-American awards and an astounding 851 Region 21 awards," and are supported through academic study halls and tailored advising.

Appraisal

Consistent with the Mission of the College, Massasoit focuses on its diverse student body and on the needs of both individual students and student groups. As a community college offering a multitude of associate degree and certificate programs, Massasoit has created pathways for students to obtain general educational requirements or career pathways before transferring to another institution for a bachelor's degree. Furthermore, Massasoit focuses on meeting students where they are and what success looks like to them, whether that is completing an associate degree either full-time or part-time, finding a career pathway through a certificate or non-credit program, or simply taking courses as part of their academic journey. With these goals in mind, the College will continue to make data about our students readily accessible. While some programs use the data for grants and reports, the general college culture does not engage with student data on a regular basis. Making trends and general student data (similar to the Fall 2025 presentation by the Associate Vice President of Academic Affairs and Institutional Effectiveness) easily accessible to the College community will help Massasoit better support the changing student population and create a data-informed culture.

Massasoit fully supports its transfer students through clear pathways, consistent messaging, and articulation agreements. To help those who plan to transfer, Massasoit maintains a database of course equivalencies at popular transfer destinations and participates in the MassTransfer program (Transfer Services). The College regularly hosts information sessions and tables with admissions counselors and recruiters from across New England. The College consistently partners with its major transfer institution and neighbor, Bridgewater State University (BSU). It also has articulation agreements in Engineering with the University of Massachusetts Dartmouth as well as a Nurse Education RN to BSN transfer agreement with the University of Massachusetts Boston. Additionally, the College has transfer agreements with other private colleges in the state as well as New Hampshire. Furthermore, Massasoit maintains data about students who transfer both prior to and after completion of their associate degree programs in order to better understand the needs of this student population. The College keeps annual records of transferring students as well as the nearly 50 destination colleges and universities for its students. However, there is little to no data on Massasoit transfer students' completion rates after leaving the College.

For the graduating class of 2025, 280 out of 701 students transferred to 54 institutions with BSU at the highest transfer rate followed by multiple state universities, as shown in Table 2.1.

Table 2.1: 2025 Graduates Transfer Rates

2025 Graduates – Transfer Schools:	Number of Grads That Transferred	% Per Total Graduating Class (701)
BRIDGEWATER STATE UNIVERSITY	116	16.5%
UNIVERSITY OF MASSACHUSETTS BOSTON	29	4.1%
UNIVERSITY OF MASSACHUSETTS-DARTMOUTH	21	3.0%
UNIVERSITY OF MASSACHUSETTS LOWELL	13	1.9%
UNIVERSITY OF MASSACHUSETTS AT AMHERST	12	1.7%

Out of the 116 transfer students to BSU from Massasoit, the top three majors included Business Administration Transfer (20 students), Liberal Arts Transfer (17 students), and Psychology (15 students) (Workroom Document: Transfer Data for Graduating Class of 2025). The data help the College determine not only which majors students are interested in most for transfer, but also that students tend to stay locally and within the state. The top three schools (BSU, University of Massachusetts Boston, and University of Massachusetts Dartmouth) are geographically close to Massasoit's Brockton and Canton campuses as well as the Middleborough instructional site. This also reinforces the College's Mission and support of the South Shore.

In both 2019 and 2023, Massasoit conducted the Ruffalo Noel-Levitz Student Satisfaction Inventory Survey. As reported in Massasoit's Interim Fifth Year Report, "The Ruffalo-Noel Levitz Student Satisfaction Inventory (SSI) conducted in Spring 2019, along with the internal Campus Diversity Survey, explored differences in satisfaction among groups of students and among groups of faculty and staff at Massasoit. Overall results for both surveys were positive – SSI results for Massasoit exceeded the national average in all categories and the internal diversity survey indicated that most faculty and staff feel the College is welcoming to all and most feel comfortable on campus. However, differences in levels of satisfaction and comfort exist among groups based on gender/sex, race/ethnicity, and age, suggesting areas for improvement. These surveys are scheduled to be administered again in Spring 2023." The College conducted the survey again in 2023; however, the low response rate made it difficult to conclude any accurate data from the survey. The College had approximately 300 responses in 2023 as opposed to the 445 responses in 2019 (Workroom Document: Ruffalo Noel-Levitz Student Satisfaction Inventory 2019: Executive Summary pg. 1).

Massasoit has made substantial effort in advertising MassReconnect and MassEducate to the local community. In fact, in 2024–2025 Massasoit awarded $1,669,264 through MassEducate and $3,181,525 through MassReconnect to students (**Community Report** pg. 6). However, internally many faculty and staff outside of financial aid and Student Central do not have a deep understanding of the program. Students often speak with their professors about free community college. According to the **MCCC Day Contract 2025-2026**, full-time faculty can have up to 18 student advisees assigned to them each semester (pg. 55). Since this is the case, the College could do a better job of providing information directly to faculty who interact with students to help answer immediate questions either in the classroom and during their faculty advising roles.

Even though the College website can be translated into several languages, the College could do more to provide information in multiple languages for incoming students. Students who speak multiple languages often have difficulties locating the appropriate credit or non-credit program. Though all courses are taught in the English language, those that are seeking admittance or could be directed to a community program face several obstacles related to finding the correct office or information. Many students begin their search in Student Central or the Testing and Assessment Office where additional translated documents are needed, particularly for those seeking foundational English skills through the College's ESOL Community Education or Adult Basic Education Programs.

Similar to the issue above, the admissions multi-pathway system has challenges. Ideally, students complete an admissions application and then receive information about testing and assessments as well as the new student orientation. This occurs for many students, but others also begin their academic journey in the Testing and Assessment Office. This creates multiple pathways for new students and sometimes multiple student identification numbers, known at Massasoit as V#s. Students may not end up on the right pathway for their goals and receive inconsistent orientation information based on the entry pathway. This is particularly difficult for new English as a Second Language students.

Massasoit offers several selective programs that students hope to attend after meeting pre-requisite requirements. Nursing, Radiology Technology, and Respiratory Care help bring students to the College in hopes of becoming medical professionals. The College does a good job providing information to students as they begin the admissions process; however, more can be done to connect students who are interested in these programs with information and resources early in their first semester. Many students will not enter these selective programs but can use their classes to seek a different associate degree. As most selective admissions programs require excellent grades, it is important that this information be given to students early in their college career. Many students do not attend orientation sessions for selective admissions programs until much later on in their time at Massasoit.

Massasoit uses **multiple measures** to place students into college level math and English. Students can choose to submit their high school GPA, use directed self-placement for English, submit ACT or SAT scores, or complete the Accuplacer exam. These practices are in line with current higher education trends and help students move through the admissions and placement pipeline. However, Massasoit has not yet collected and analyzed data related to these options. Additional analysis is needed to determine how well students are doing based on which multiple measure they chose. For example, additional analysis could show how successful students who place using GPA are in their first English and math courses as well as in their first 15 credits.

After evaluating the process and the engagement with the Ruffalo Noel-Levitz survey, the College will be moving to the Community College Survey of Student Engagement (CCSSE) in AY 2026–2027 and is formulating a plan to help more students complete the survey. Furthermore, the data will be shared with stakeholders as well as in across campus meetings so that the departments can connect the results to their annual goals. More information on identifying and responding to student needs is available in Standard Four.

In its first full year of use, the Engage platform has enriched the College community and created a method to collect data on student engagement. Similar to other data points in Standard Two, such as transfer rates, student body composition, and program review information, regularly sharing Engage data will help further create a data informed culture on campus. In its first year of implementation, Massasoit hosted 990 events listed in Engage, which includes club activities, meetings, across campus get togethers, and additional activities. There have been 2,164 unique people who have logged onto the Engage platform and 39,842 sessions. 97% of users have logged on via web. Also, the platform creates groups so that students can receive invitations to events. Academic programs, athletics, student groups, and tutoring services use the platform to reach students.

Projections

Action Item	Timeline	Responsible Area
Additional support services for night and weekend students	Spring 2027 student data review	Student Services
Revise the program review process for internally assessed programs	Fall 2026–Spring 2027	Academic Affairs, Institutional Research, Academic Divisions
Create academic data dashboards and corresponding professional development	First set of dashboards Fall 2026–Spring 2028 with corresponding professional development	Academic Affairs, Institutional Research, Academic Divisions, PDAI
Evaluate and implement scheduling software	Fall 2026–2028	Academic Affairs, IT, SSEM
Address NECHE substantive change action items from CERC report	Fall 2026–2028	Future of Work Institute
Establish ways to encourage students to complete evaluations	Fall 2027–2029	Academic Affairs
Establish benchmarks for Early College Access Strategic Plan	Spring 2027	Academic Affairs and Early College Access
Evaluate modalities by semester, accelerated session, and winter intercession	Fall 2026	Academic Affairs, SSEM, and Institutional Research
Conduct CCSSE Survey, create student response initiatives, establish report out events	AY 2026–2027	Academic Affairs and Institutional Research
Complete comprehensive evaluation of the current Academic ESOL courses	Spring 2027–Fall 2027	Academic ESOL Coordinator

Standard Three: Institutional Resources

Massasoit Community College maintains sufficient financial, human, physical, informational, and technological resources to fulfill its mission and advance the 2024–2029 Strategic Plan. In alignment with NECHE Standard Three, the College demonstrates fiscal stability, disciplined stewardship, and strategic foresight through integrated systems of planning, oversight, and assessment. These systems collectively ensure that resources are not only adequate for current operations but are intentionally aligned to sustain institutional effectiveness, student success, and long-term resilience.

The College's approach to financial resources is grounded in a comprehensive understanding of its public mission as a Massachusetts community college: to provide affordable, accessible, and high-quality education that responds to workforce demand, community need, and evolving student demographics. Financial decisions are therefore evaluated not in isolation, but through their contribution to academic quality, equity, and institutional sustainability.

Multi-year financial planning driven by the strategic plan and multi-year allocations of state funds for deferred maintenance, fiduciary oversight, philanthropic engagement, facilities and technology investment, and human resource practices form an integrated framework that supports Massasoit's mission. This framework reflects the College's deliberate effort to align resources with its Strategic Plan's five goals: Equitable Enrollment and Student Support; Academic Renewal and Innovation; Reimagining College Identity; Equitable Engagement and Community Belonging; and Organizational and Employee Excellence.

Financial Resources

Description

Massasoit takes an integrated view of resource stewardship, recognizing that student success and institutional effectiveness depend on the careful alignment of budgets, facilities, technology, philanthropy, and people. Rather than operating in silos, financial planning is coordinated across divisions and informed by data from enrollment trends, labor market demand, accreditation requirements, and student support needs.

Each major investment—whether operating, capital, or grant-funded—is evaluated against its ability to advance the Strategic Plan. For example, workforce-aligned capital projects support Academic Renewal and Innovation, while emergency student aid and device lending directly advance Equitable Enrollment and Student Support. Technology investments that modernize instructional delivery and ensure accessibility reinforce both Student Success and Organizational Excellence.

This integrated approach is supported by shared governance structures, including Cabinet, the Board of Trustees, the Massasoit Community College Foundation Board, and cross-functional committees that oversee budgeting, enrollment forecasting, facilities planning, and technology prioritization. Through these mechanisms, the College ensures that resources are deployed transparently, equitably, and in a manner consistent with its public accountability obligations.

The College is financially stable. Audited financials as of June 30, 2025 show $116 million in Total Assets, $31 million in Total Liabilities with a total Net Position of $85 million (a $12.5

million increase over the prior fiscal year (Workroom Document: Massasoit Community College Financial Statements and Management's Discussion and Analysis pg. 7). Additionally, as of November 30, 2025, the College maintained an invested reserve totaling $45.8 million. The College currently maintains minimal debt, showing a notes payable in the financials of $4.2 million associated with a long-term energy efficiency project. The College considers this "parity debt" as the energy cost savings resulting from the project fund the service of the debt itself (Workroom Document: FY 2025 Massasoit Community College Financial Statements and Management's Discussion and Analysis pg. 33).

Massasoit's Primary Reserve Ratio provides a snapshot of financial strength and flexibility by indicating how long the institution can operate using available expendable reserves without relying on additional new assets generated by operations. This ratio increased from 42.4% in 2023 to 60.9% in 2024 to 67.7% in 2025 (Workroom Document: FY 2025 Massasoit Community College Financial Statements and Management's Discussion and Analysis pg. 4) The target is 25%.

The Return on Net Position ratio determines whether an institution is financially better off than in previous years by measuring total economic return. This ratio is 15.6% in FY 2025. It was 30.8% in FY2025 and 35.7% in FY2023 (Workroom Document: FY 2025 Massasoit Community College Financial Statements and Management's Discussion and Analysis pg. 4). The target is 3–4%.

The Net Operating Revenue Ratio indicates whether total operating activities result in a surplus or deficit. This ratio decreased from 18.9% in FY 2024 to 11.7% in FY 2025 (Workroom Document: FY 2025 Massasoit Community College Financial Statements and Management's Discussion and Analysis pg. 4). The target is 2–4%.

The Viability Ratio measures the availability of expendable net position to cover debt. This ratio increased from 889.7% in FY 2024 to 1226.2% in FY 2025 (Massasoit Community College FY 2025 Financial Statements and Management's Discussion and Analysis pg. 5). The target is greater than 100%.

For FY2026, the College is operating with a $59.8 million spending plan with revenue derived primarily from state appropriated dollars and tuition/fee revenue. The Commonwealth of Massachusetts recently made a historic investment in public higher education with a nearly $100 million allocation of state funds to the MassEducate program. Known as "free community college," MassEducate covers the cost of tuition, fees, books and stipends to eligible students enrolled in degree-granting programs at all 15 of the Commonwealth's community colleges. Along with its predecessor MassReconnect—specifically aimed at returning community college students aged 25 and older—these programs have reinvented the landscape of public higher education, particularly the community college sector, in Massachusetts. The split between state revenue and tuition and fees in the FY25 plan sits at 55% and 45% respectively.

The College's fiscal year runs from July 1st to June 30th. The budget development process is essentially a year-long perpetual process with guidance and projections coming from Administration & Finance (A&F) in late summer or early fall. This starts the Senior Leadership of the College off in their budget development processes within their respective divisions. The early discussions are about priorities at all levels of the organization. Ultimately, the assembled budget submissions flow through divisional Vice Presidents and are brought to the Senior Leadership team of the College, comprised of the President and all Vice Presidents as described in Standard Two. At this stage, Vice Presidents are strongly encouraged to not amend the budget submissions to any great degree. The intent is to allow for all ideas to come forward, be heard, and evaluated. No good idea should fall to the wayside due to the (mis) perception of a lack of resources or a lack of interest. Each budget line is to be considered in full on its own merits in relation to all the other requests and their expressed priorities.

The expression of priority for each line in the assembled budget request is a significant piece to the process. The categories, which are included in each Proposed Spending Plan and all Budget Development guidance, appear below in priority order (highest to lowest):

> **Contractual:** Goods/services the College has a legal obligation to pay for in the coming fiscal year. Multi-year contracts, debt service, dedicated revenue streams, and collective bargaining obligations are examples of this type of expense. Goods/services you plan to sign an annual contract for in the coming fiscal year are not considered "Contractual" and should be listed under one of the other categories.
>
> **Required:** Goods/services filling a critical need to meet the College's mission and goals—there is no contractual obligation, but the College must cover these expenses. An example of a Required expense is our utilities. We are not contractually bound to pay the utilities companies. We could turn off all climate controls and electricity, but humid summers and cold winters don't allow for such, so we are required to have proper utilities to function. Without these items, there is no workaround, you must have them to function. The only difference between Required and Contractual is that Required expenses do not carry a legal obligation.
>
> **Preferred:** Goods/services are not critical but serve to improve service delivery. A Preferred expense could be travel to a conference or a technological upgrade. Your area is able to function and provide service to staff and students without a Preferred item. That item may improve your level of service or expand your capabilities, but you can still meet the basic demands without it.
>
> **Operational:** Goods/services that are not tied to a specific identifiable purchase. These include placeholder lines in the budget for "supplies," "furniture," or contingency lines covering "what-if..." type of expenses. Another way to look at it is, if your area can function without the item either by deferring, deleting or developing a workaround, it is an operational item(Workroom Document: FY25 Spending Plan pg. 2-3).

Once the aggregated budget request is assembled, Senior Leadership begins working through the prioritized categories verifying the requests and amounts as correct. Taken in conjunction with the projected revenue levels for the next fiscal year, as derived by a combination of enrollment projections and guidance on state appropriation levels from the Massachusetts Association of Community Colleges (MACC), Senior Leadership begins to allocate funds for the next year's plan, working from the highest priority on down until all projected funds have been allocated. Once agreed upon at the Senior Leadership level and approved by the

President, the final balanced Proposed Spending Plan is presented to the Board of Trustees Audit & Finance Committee. From there it goes before the full Board of Trustees (BOT) for their consideration and approval.

Throughout the course of a given fiscal year, the College's financial resources are managed by the Administration & Finance Division under the leadership of the Vice President for Administration/CFO, the Comptroller, and the Budget Director. The CFO is accountable to the College President and the Board of Trustees. The Board of Trustees' Audit & Finance Committee acts on behalf of the full BOT, overseeing all material aspects of the institution's financial reporting, internal controls, and audit functions.

In the FY 2025 Financial Statements and Management's Discussion and Analysis report, the College's financial resources and transactions are audited by WithumSmith+Brown, P.C. in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States. The audited financial statements include current and prior year results, which are analyzed by the College's finance team. In addition to the audited financial statements, the auditors prepare a series of financial ratios that are intended to assess the financial condition of the institution. The financial statements, including footnotes, the Management Discussion and Analysis, and the Management Letter are presented to the Audit & Finance committee and then to the full BOT. The auditors make themselves available to both the committee and the full BOT in presenting the Management Letter and findings.

The College employs a number of mechanisms to report financial information to internal and external stakeholders. Internally, the Banner system enables users to access real-time financial information and facilitates the preparation of monthly budget reports and quarterly financial statements that are distributed to the various divisions of the College. To ensure financial integrity, the College submits financial information annually to the Board of Higher Education (BHE) via the HEIRS Fiscal Measures and Budget Data Collection Reports. The All College Purpose and Trust Fund (ACPTF) report is submitted to the Board of Trustees monthly, highlighting expenses supporting the activities of the President and the Board of Trustees in pursuit of their mission to promote the College, as seen in the Consent Agenda submitted for Trustee vote in the December 17, 2025 Board Meeting Packet (Workroom Document: Massasoit Board of Trustees December 2025). Relevant expenses include travel, memberships, attendance at charitable events, and entertainment expenses related to guests of the College. The allocation for the ACPTF comes from non-appropriated funds in the annual spending plan.

As mandated by Massachusetts General Law Chapter 647 of the Acts of 1989, Massasoit has established an internal accounting control system that is documented in the Massasoit Internal Controls: Fiscal Accounting Policies and Procedures Manual and encompasses key areas such as purchasing, payroll, and budgeting (Workroom Document: Internal Controls Policies June 2025). The objectives of this manual are to assess and minimize risk by ensuring that assets are safeguarded against loss from unauthorized use or disposition and that transactions are both executed by Massasoit employees within the scope of their authority and properly recorded. The College's comptroller reviews the manual annually to ensure its continued adequacy. In addition, more detailed policies concerning investments and grant administration are outlined in the Massasoit Board of Trustees Investment Policy and the

Massasoit Grants Department Handbook, respectively (Workroom Document: Massasoit Investment Policy Feb 2021 and Grants Handbook 2018).

Institutional advancement at Massasoit is grounded in the principle that philanthropy should directly advance the College's mission and strategic priorities. The Massasoit Community College Foundation, a 501(c)(3), serves as a critical partner in supporting student success, academic innovation, and equity through targeted fundraising and stewardship. The Foundation operates with fiduciary oversight provided by its Board of Directors in collaboration with the College's Chief Financial Officer, ensuring compliance with legal, ethical, and financial standards. The College President sits on the foundation Board as an ex officio member. Financial controls, annual reporting, and regular audits reinforce transparency and donor confidence.

The College's fundraising efforts are run through the Massasoit Community College Foundation, a separate 501(c)(3) established to solicit and accept gifts on behalf of the College. Its objective is to raise funds and promote scholarships to assist students from all backgrounds in accessing a high-quality, affordable education for self-improvement, financial well-being, and intellectual growth. Private funds raised by the Foundation supplement state appropriations in order to contribute to the excellence of the student experience.

Foundation members serve as ambassadors to promote the image of the College and build connections with the communities served. Through partnerships with regional businesses and community organizations, the Foundation is able to enhance the educational purposes of the College in promoting the development of a productive workforce, thereby contributing to the economic vibrancy of the region. Through its fundraising and outreach, the Foundation seeks to build a network of community support and increase public understanding of the College as a regional resource and vital economic contributor.

The Foundation's independent Board is composed of prominent professionals throughout the South Shore who exercise fiduciary oversight of the Foundation's assets for the betterment of the College. Donations to the Foundation are tax deductible to the extent permitted by law.

In addition to the College's budget and Foundation, Massasoit's institutional resources also include grants. Centralized grant oversight is managed through the Grants Department, with all grant proposals routed through a formal institutional review and approval process designed to ensure alignment with institutional priorities, operational capacity, and long-term fiscal sustainability. Working collaboratively with the Vice President of External Relations, the Executive Director of Grants identifies and evaluates external funding opportunities aligned with the College's 2024–2029 Strategic Plan. Proposed grant opportunities are reviewed by Senior Leadership prior to proposal development and submission to ensure adequacy of fiscal, human, and technological resources and to avoid institutional overextension or duplication of effort.

Grant activities directly support Massasoit Community College's 2024–2029 Strategic Plan, advancing priorities related to Academic Renewal and Innovation, Reimagining College Identity, workforce development, facilities modernization, and Organizational and Employee Excellence. Building on the College's demonstrated success in securing and managing competitive grant funding, Massasoit obtained $5,090,773 in FY2025 and $7,047,383 in FY2026 from federal, state, and private sources. These investments have expanded workforce development initiatives, modernized instructional programs, enhanced student support services, improved facilities, and strengthened technology infrastructure.

During FY2026 alone, the College managed more than 30 active grant-funded initiatives supporting workforce development, instructional modernization, equipment acquisition, cybersecurity improvements, and technology investments aligned with regional labor market demand and emerging industry credential pathways.

Recent grant-funded initiatives have included a $1.5 million Ascendium Education Group award supporting pre-apprenticeship pathways, $555,000 from the Massachusetts Clean Energy Center Heat Pump and HVAC Workforce Grant initiative, a $1.74 million TRIO Student Support Services grant funded by the United States Department of Education, and $296,643 through the Department of Elementary and Secondary Education's Perkins V Postsecondary Allocation Grant, supporting Career and Technical Education equipment modernization, instructional technology upgrades, and laboratory enhancements. Additional grant-funded initiatives, such as the Executive Office of Education's Skills Capital and Massachusetts Life Science Center grants, have supported Veterinary Technology, Allied Health, Radiologic Technology, Diesel Technology, advanced manufacturing, Adult Education, food security, and life sciences workforce development programming.

Grant expenditures are monitored through coordinated pre-award and post-award processes designed to ensure compliance with sponsor regulations, institutional procurement procedures, fiscal controls, and Board oversight processes. Oversight includes annual external audits, Uniform Guidance/A-133 federal compliance audits, HEIRS reporting through the Massachusetts Department of Higher Education, and coordinated review by the Vice President for Administration/Chief Financial Officer and Vice President for External Relations.

The College assesses grant effectiveness through annual funding totals, proposal activity and award trends, sponsor compliance performance, modernization of instructional spaces, utilization of grant-funded facilities and equipment, workforce alignment outcomes, and alignment with Strategic Plan priorities. Current assessment findings indicate that grant-funded initiatives have supported renovated instructional laboratories, workforce training environments, and technology systems while impacting thousands of students annually through workforce development programming, tutoring, advising, dual enrollment, behavioral health initiatives, food security programming, and instructional support services.

The final piece of the College's overall institutional resources is Student Financial Services (SFS). SFS is an integrated administrative unit responsible for delivering financial aid and student accounts services at the College. The unit combines the functions of Financial Aid and Student Accounts under a single organizational structure to promote coordinated service delivery, regulatory compliance, and financial transparency for students. This integrated model has been in place since the previous accreditation cycle and remains the foundational structure for administering student financial services.

While the integrated structure has remained consistent, the delivery of services has evolved significantly. In 2019, the College opened **Student Central**, a one-stop enrollment services center designed to streamline access to enrollment, financial aid, and student support services. Student Central operates as a standalone department reporting through the Executive Director of Enrollment Management. Student Financial Services staff assigned to Student Central continue to report administratively and functionally to Student Financial Services, ensuring that oversight of financial aid and student accounts policies, regulatory compliance, and internal controls remain centralized within SFS.

Student Central serves as the primary in-person intake point for Student Financial Services inquiries at both the Brockton and Canton campuses, with services scaled to campus size and student volume. Front-line enrollment staff assist students with routine enrollment, billing, and general financial aid questions and support students with payment. When financial aid issues require individualized counseling, eligibility review, or detailed analysis, cases are referred to Financial Aid counseling staff assigned to Student Central, including counseling staff at Brockton and a Financial Aid Coordinator at Canton. These staff provide FAFSA and MASFA completion assistance, individualized advising, and support for complex financial aid situations. This service model promotes timely student support while ensuring that compliance-sensitive financial aid determinations remain under the oversight of trained Financial Aid professionals.

Student Accounts does not maintain a permanent physical presence within Student Central at either campus. Payment processing and basic billing support are handled by front-line enrollment staff, supplemented by student self-service computer stations for online payments. Student Accounts staff provide remote assistance to Student Central staff as needed for account review, billing questions, and issue resolution, and are deployed on-site during peak registration periods and extended enrollment events as appropriate. Ongoing Student Accounts operations, including billing, account reconciliation, collections, and compliance activities, are managed through a centralized back-office model.

Student Financial Services is responsible for the accurate administration of tuition and fee assessment, financial aid eligibility, billing, disbursement, and collections in accordance with institutional policy and applicable federal and state regulations. Core responsibilities include administering federal, state, and institutional financial aid programs, supporting students through the financial aid application process, determining eligibility through verification and documentation review, coordinating timely delivery of financial aid to students (including refunds of credit balances and applicable state living allowance payments), coordinating billing and payment with third-party payers and sponsors, monitoring Satisfactory Academic Progress, maintaining FERPA-compliant financial records, managing delinquent accounts, producing required tax reporting such as Form 1098-T, and collaborating with campus partners to ensure accurate enrollment, attendance, and eligibility data. Student Financial Services also provides financial aid support for newly approved Prison Education Programs in coordination with institutional partners.

The unit relies on a coordinated set of institutional, federal, state, and third-party systems to support these functions, including enterprise student information systems, billing and payment platforms, reporting tools, secure communication systems, and required federal and state financial aid systems. Together, these systems support accurate processing, timely communication, audit trails, reconciliation, appropriate access controls, and strong internal controls.

Appraisal

The 2016 Self-Study Financial Resources Appraisal section began with the shift in public policy with regard to higher education finance and focused on how institutions were relying more on locally generated tuition and fee revenue as opposed to state appropriated funds. The 2026 appraisal begins in an interesting parallel place. Over the last decade, the College, and higher education in general, has faced the dreaded "demographic cliff" where there are fewer students graduating high school than previous years. Massasoit faced a protracted period of declining enrollment paired with diminishing state funds. At its peak over 10 years ago, the College built proposed spending plans on 165,000 enrolled credit hours. The FY24 plan was built on just over 81,000 credit hours. Making enrollment projections is difficult enough but attempting to make accurate enrollment projections in that declining trend made a difficult task nearly impracticable. With that said, there was never an expectation that the enrollment management team be held accountable to solve the demographic cliff issue talked about in higher education for the last three decades. Furthermore, in recent years, the task of projecting enrollment has gotten harder with the arrival of MassReconnect and now MassEducate. These are historic investments made by the Commonwealth in public higher education which brought high hopes for future enrollments but, being new programs, brought significant questions and unknowns. Governor Healey released her $59.6B budget proposal on January 22, 2025, including $24M for MassReconnect (level-funded from FY25), and $94M for MassEducate. Both programs, often referred to as "Free Community College," offer a major incentive to the community college sector in attracting new and non-standard students.

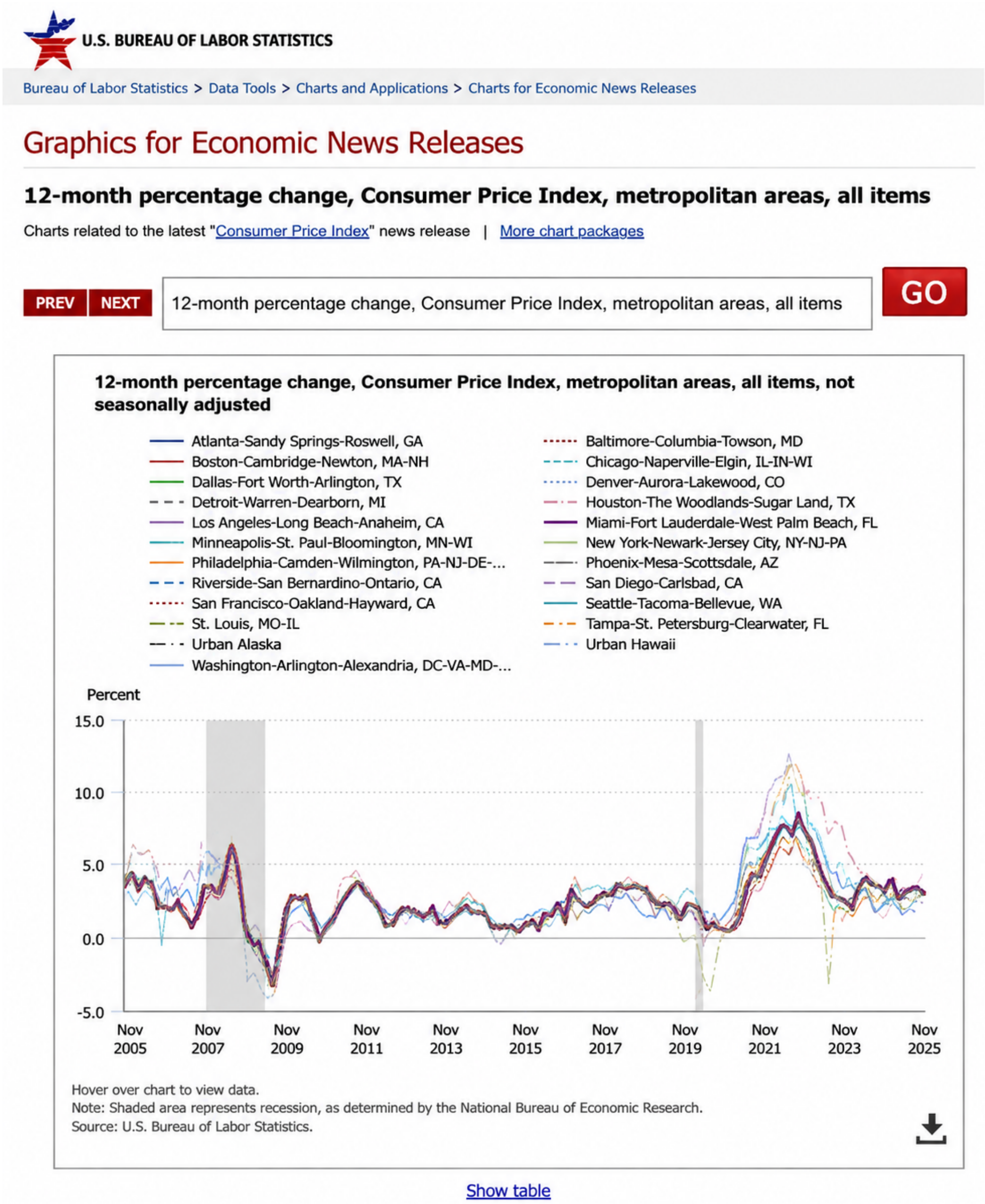
Each semester under MassEducate, the College is gaining a better sense of the impact free community college is having on Massasoit. The FY25 enrollment projection did not take Free Community College into account because Massasoit had little idea of the actual impact. The FY25 plan projected 41,323 credit hours in Fall 2024 and 37,563 credit hours in Spring 2025. Recent reporting at the College has the actual enrolled credit hours as 46,913 for Fall 2024 and 46,211 for Spring 2025—both significant increases over the projections and prior years (Workroom Documents: Enrollment Management Metrics Fall 2024 and Spring 2025). Adding in summer credit hours, the College clearly exceeded expectations for FY25.

As currently positioned, Massasoit maintains the financial resources to weather many storms over the next decade. The trick will be forecasting those concerns, preparing, and acting appropriately so the institution remains similarly placed for the decades beyond the next 10 years. With Massasoit's state appropriated line item and MassEducate revenue all coming from the state, the College's ability to impact projected annual revenue is limited. Under MassEducate all Commonwealth community colleges are limited in their ability to increase fees in any given year. The legislation authorizing MassEducate stipulates

> provided further, that tuition and fees at public community colleges shall not increase more than the lesser of: (1) the ratio of the value of the implicit price deflator for state and local government purchases in the third quarter of the prior fiscal year to its value in the third quarter of the fiscal year 2 years prior; and (2) 1.045 (**Free Community College**).

This limits the community colleges' potential fee increases to the lesser rate of the specific implicit price deflator or 4.5%. The intent is to limit the appearance of continued rising costs associated with the pursuit of a higher education degree now that the Commonwealth's taxpayers are footing the bill. The potential impact is undeniable when looking at consumer price index changes throughout the early 2020s, according to the "12-month percentage change, Consumer Price Index" chart in Figure 3.1 below, which highlights Boston. Pulled from the US Bureau of Labor statistics website, the below shows the 12-month percentage change in the CPI for the Boston metro area for all goods, which peaked in September 2022 at over 8%. Aside from the cost of goods, collective bargaining increases impact the College's greatest annual expense. The Commonwealth is currently pursuing a salary study aimed at assessing and potentially implementing the first community college faculty wage equity increase in 25 years. Such a change presents both a rate and volume increase for the College. Massasoit's revenue projection is more directly tied to general economic factors outside of its control than ever before and the ability to mitigate big swings is now limited. Having pursued a long-term commitment to capping fee increases and offering the best possible deal in public higher education in the Commonwealth further impacts the College. Massasoit is intentionally at the lower end of the cost spectrum as compared to its peers. Given the changing economic context, this may not be a strength in the future.

Figure 3.1: 12-month percentage change, Consumer Price Index, Boston metro area



Enrollment projection at the College has been a fluid undertaking. Around 2015 the College created a Think Tank dedicated to the creation of a predictive enrollment projection model (EPM) (Workroom Document: Enrollment Think Tank BOT Presentation 2016). The resulting EPM relied on a combination of historical trends, current-day context, and aspirational components targeting specific components of Massasoit's potential student population. This was a living document that evolved after each semester's iteration. Over time it became quite accurate.

The key to the use of the Think Tank's model was historic trend data. As is the case in so many other areas, the arrival of the pandemic utterly disrupted that source of stability required by the EPM. Coupled with a protracted period of declining enrollment numbers and the lack of a true strategic plan, the EPM became less effective and subject to well-intentioned but poorly informed changes to the projection process. The introduction of MassEducate in the Commonwealth, while a boon to the College's enrollment actuals, has led to significant difficulties in projecting enrollment performance. This continues to be a work in progress at the College. A significant overhaul of the process began with the development of the FY27 budget. With new leadership in the Student Services and Enrollment Management division, much-needed fresh eyes, dubbed "The Dream Team," are considering how Massasoit has used the EPM and whether, given the current operating climate, that tool is still valid.

There is a sense that the EPM was attempting to be more sophisticated than it was able to be. This is an interesting observation as it echoes a finding of the original Think Tank as it considered how the College had previously attempted to project enrollment year-to-year. The resulting EPM stripped away many of the complexities of past practice to streamline the factors being considered. The current thinking is that the College needs to go back to basics again. The current process relies on a significant amount of manual sorting of multiple spreadsheets to generate underlying data upon which the model works. It is prone to both methodological and human error.

The team's current practice is to evaluate three- and five-year trends keying in on the median, average, and year-over-year changes. Subsequent analysis by the Dream Team has identified the five-year median as the most realistic and conservative number for use in building the FY27 revenue projection and, by extension, the FY27 budget. The College's use of ranges rather than single-point estimates reflects a conservative planning posture designed to mitigate fiscal risk while preserving flexibility. The reconstitution of a formal enrollment projection team further strengthens institutional capacity for data-informed decision-making.

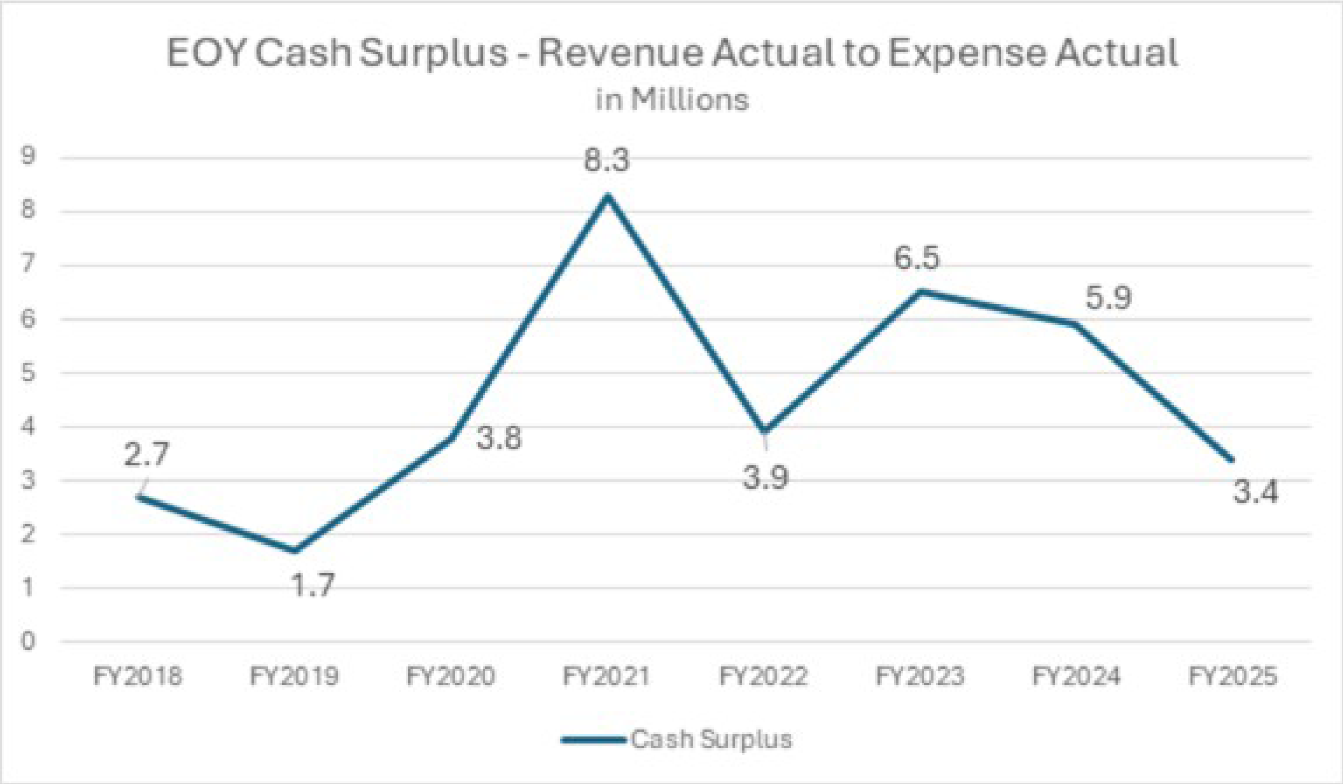
Throughout this period of protracted declining enrollment, Massasoit has marked an interesting financial trail, shown in Table 3.1. The Commonwealth's Department of Higher Education (DHE) tracks mandatory tuition and fee data for all institutions of public higher education. For years, Massasoit has retained a position of having the lowest, or nearly the lowest, mandatory, broadly applicable fees of the 15 community colleges in Massachusetts. The College considers this to mark it as being the best deal in public higher education in the Commonwealth.

Table 3.1: **Tuition and Mandatory Fees at Massachusetts Public Colleges and Universities**

Institution	FY–2026	1 Yr % Chg
Massasoit Community College	$6,840	2%
North Shore Community College	$6,910	2%
Greenfield Community College	$7,352	2%
Berkshire Community College	$7,410	2%
Springfield Technical Community College	$7,450	2%
MassBay Community College	$7,470	2%
Bristol Community College	$7,514	2%
Holyoke Community College	$7,536	2%
Bunker Hill Community College	$8,460	10%
Cape Cod Community College	$7,650	2%
Middlesex Community College	$7,710	2%
Quinsigamond Community College	$7,738	2%
Mt. Wachusett Community College	$7,910	4%
Roxbury Community College	$8,384	1%
Northern Essex Community College	$8,460	2%
University of Massachusetts	$17,699	4%
State Univerisities	$12,543	4%
Community Colleges	$7,693	3%

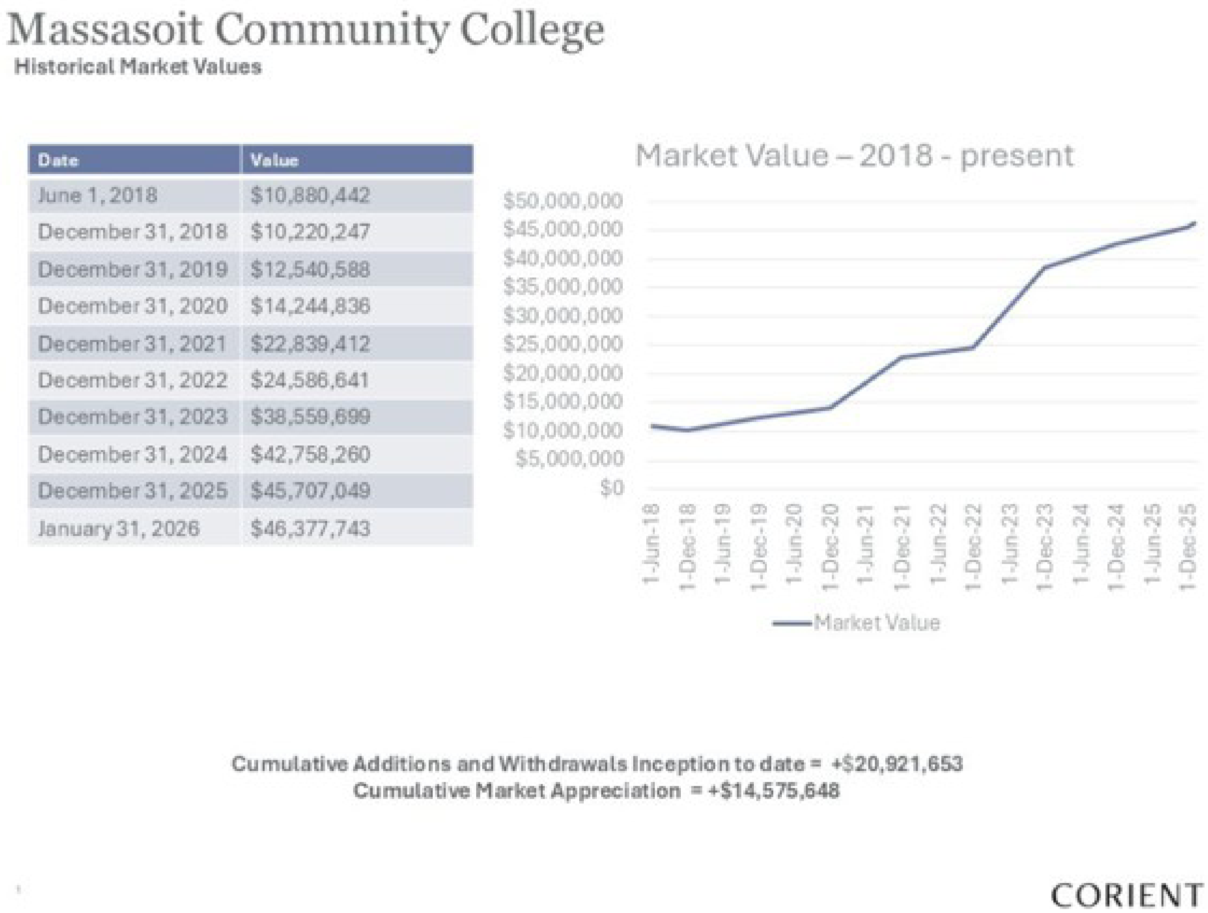
At the same time, the College continues to live within its means with respect to the annual spending plan, consistently ending fiscal years with a cash surplus to budget. Figure 3.2 below shows how the operating budget ended each fiscal year going back to 2018.

Figure 3.2: EOY Cash Surplus FY18 to FY25



The College has utilized these funds to increase invested reserves, which have increased 326.25% over the last 7.5 years, shown in Figure 3.3.

Figure 3.3: Market Value – Massasoit Community College Invested Reserves EOY Market Value (2018 – 2025)



Date	Value
June 1, 2018	$10,880,442
December 31, 2018	$10,220,247
December 31, 2019	$12,540,588
December 31, 2020	$14,244,836
December 31, 2021	$22,839,412
December 31, 2022	$24,586,641
December 31, 2023	$38,559,699
December 31, 2024	$42,758,260
December 31, 2025	$45,707,049
January 31, 2026	$46,377,743

Pulling all these factors together creates an impressive financial narrative for the last decade. Despite protracted enrollment declines, while maintaining a modest and affordable fee structure, Massasoit has continued to serve the community, invest in its facilities, and has grown its invested reserves at a significant rate, creating a very stable financial environment. This financial stability bleeds into all areas of the College as it has the processes, resources, and financial management culture in place enabling it to take advantage of opportunities like the strategic plan. The institution figured out the plan knowing that there would not be a hunt for resources after the fact. The resources were in place, giving the College the freedom to focus on developing a relevant, actionable strategic plan.

The largest expense the College has each year is personnel, accounting for nearly 80% of spending. According to the College's FY25 Fourth Quarter report to the Board of Trustees, 76% of the College's expenditures were for full-time or part-time payroll and benefits (Workroom Document: FY25Q4 Report pg. 13). Another 2% went to fringe benefits. A significant factor in the College's operating budget success year to year came with the implementation of the Critical Needs Assessment process. This is a tool used by senior leadership to evaluate requests for new positions and/or replacement hires. The process drives the requesting department to do its homework in a holistic sense, describing the need for the position being requested. Investment of funds into personnel lines is taken seriously to due the long-term implications of hiring. Once properly detailed, Senior Leadership will debate the expressed justification and priority determining whether or not the need carries past the threshold justifying the investment of institutional dollars. The process requires hiring departments to investigate other potential avenues of filling the function and capturing ancillary or tangential expenses associated with the position to be filled. All senior leaders weigh in on these issues to create collective buy-in from the Senior Leadership team. Each gets the opportunity to express concerns about the investment of funds as it may impact plans they had in mind for their own areas. These are interesting debates with one VP advocating for a new facilities hire while another advocates for a professor, and they are vying for the same dollars. The expression or priority drives this and, once agreed upon, becomes the group's decision. This eliminates the specter of the ubiquitous and shadowy "they" as in "they didn't fund it." For Senior Leadership, these decisions are "we" decisions.

The funds, once allocated, are calculated to match the projected rate and start date for each hire. Those funds are centrally located within the Vice President for Administration/ CFO's portfolio of funds in the annual spending plan. Once the function is filled, funds are transferred from that central repository to the relevant bucket within the hiring activity. Tailings, leavings, and funds associated with failed searches (or searches not undertaken for one reason or another) are retained in the central repository throughout the year. These funds serve as a de facto strategic operation financial reserve and often are the most significant driver in the fiscal year's year end standing.

An additional concern looking to the future has to do with the way fringe benefit expenses are calculated and applied in the Commonwealth. Fringe comes in two pieces: the fringe benefit rate and the payroll tax rate. The latter rate tends to fall in the low single digits and is applied to full-time payroll expenses. In FY25 these rates were 35.6% and 2.21% respectively. When Massasoit charges full-time payroll to state appropriated dollars, the College pays the payroll tax rate, and the Commonwealth picks up the larger benefit rate. This presents significant cost avoidance to the College. For most of the last decade, the College's full-time payroll expense has been less than the state appropriation amount and we have benefited from cost avoidance, only paying the lesser payroll tax rate.

Collective bargaining increases for both units present on campus are included in state appropriations. Increases for Non-unit Professionals (NUP) have recently been excluded from the state appropriated funds and have fallen to the College to cover from its operating budget. This presents as a latent annual budget cut for every year the state does not fund NUP increases. For most of the last decade, the Commonwealth funded NUP increases. Each year the Commonwealth hasn't funded this expense, the gap between the state appropriated amount and the full-time payroll expense narrows. Early indications in building the FY27 spending plan suggest the College is at or beyond that threshold and will begin incurring some fringe expense at the full rate. With the already described robust Critical Needs Assessment process governing accession of new or vacant positions, the issue is not one of excess positions. The positions that emerge from the Critical Needs are recognized as necessary. Massasoit will need to watch and adjust should this continue and full-time payroll expenses continue to exceed the state appropriated amount. Each time it does presents another rate and volume increase for subsequent years, thereby compounding the impact on the annual operating budgets.

In terms of the maintenance of an appropriately staffed financial team, the Administration & Finance division is undergoing a period of significant turnover. Over the last two years, there have been changes at nearly every Senior Leadership position in the division. The long-time Vice President and CFO stepped into the interim-President role. The Executive Director of Budget & Financial Reporting stepped into the VP/CFO role. The Budget Director role remains vacant after a recent failed search, with the VP/CFO maintaining the previous duties of the role. Massasoit's Comptroller retired after 10 years, was replaced, and that new comptroller also left the College returning to their previous institution to fill their comptroller vacancy after spending a year and a half with Massasoit. An offer was recently extended, and accepted, to fill this vacancy. The Director of Administrative Services (Procurement) retired at the end of calendar year 2025 and has been replaced. The Assistant Comptroller retired and was replaced by a long-time grants accountant. Lastly, filling out the finance team, the Staff Associate position in the Vice President's office has been vacant for nearly two years in the aftermath of all the changes in response to the previous president's untimely passing. The College is on the cusp of filling that vacancy shortly. Despite all the transitions and turnover, the A&F division continues to deliver. Fresh eyes and additional hands will benefit the division and the College. However, incumbent on continued success in managing the College's finances, those in place in leadership roles, explicit and implicit, within the division, must inculcate the new staff into the culture of accountability and expected success cultivated over the last decade.

Advancement has proven effective in aligning external resources with Massasoit's mission, priorities, and strategic plan. Philanthropically funded student aid has successfully reduced financial barriers, while unrestricted giving has provided the agility necessary to navigate crises and fund student enrichment opportunities. The Foundation's governance structure ensures rigorous fiduciary responsibility, fostering donor confidence.

Enhanced event strategies have already demonstrated measurable success in deepening community investment. The 2025 "Evening of Champions" was reimagined as a primary vehicle for community collaboration, attracting 130 guests and 19 sponsors, totaling $20,500 in support. The 2026 event saw exponential growth, with a 69% increase in attendance (220 guests) and 33 unique sponsors raising $48,250—a 135% increase in sponsorship revenue in a single year. Though the event did not net a profit, the overall goal of increasing sponsorships and collaborating with the community was met.

While alumni engagement remains an underdeveloped dimension of Advancement, the College has initiated a strategic shift through the formal establishment of the Alumni Association. Since its inaugural meeting in July 2025, the Association has focused on renewing and revitalizing connections with Massasoit graduates. These efforts yielded immediate results: the first event in Fall 2025 saw participation grow from an estimated 40 to over 120 registered participants. Strategic engagement continues with events planned for the College's 60th anniversary celebratory year.

In January 2026, the College appointed a Vice President of External Relations to unify Advancement, Grants, Marketing, Communications, and Public Affairs. This restructuring creates a cohesive department designed to support all public-facing functions and optimize fundraising synergy.

Grant activity has become an increasingly important component of the College's institutional planning and resource allocation strategy. Centralized oversight and coordination have strengthened fiscal accountability, improved cross-divisional collaboration, reduced duplication of effort, and reinforced alignment between external funding opportunities and institutional priorities. Grant-funded investments have expanded workforce-aligned programming, modernized instructional infrastructure and technology, strengthened specialized program capacity, and enhanced student support services across the institution.

The College evaluates grant effectiveness through annual funding trends, sponsor compliance outcomes, modernization of instructional facilities, workforce alignment, and the degree to which grant funding preserves institutional operating resources for other strategic priorities. Current outcomes indicate that the College is meeting institutional goals associated with external resource development, workforce programming, instructional modernization, and student support initiatives. Grant-funded activity has consistently met sponsor reporting requirements and external audit expectations associated with federal, state, and private funding sources.

While current assessment practices effectively monitor sponsor compliance and immediate grant deliverables, the College recognizes the need to further strengthen longitudinal assessment practices associated with workforce placement outcomes, operational return on investment, utilization rates of grant-funded facilities and equipment, and long-term sustainability planning for instructional technology and infrastructure investments. These assessment practices remain under development and represent an important next step in strengthening institutional effectiveness and integrated resource planning processes.

Student Financial Services evaluates its effectiveness primarily through external oversight and audit outcomes associated with the administration of federal, state, and institutional financial aid programs and student accounts operations. Given the highly regulated nature of financial aid and student billing, compliance with applicable laws, regulations, and cash management requirements serves as the principal measure of effectiveness for the unit.

Student Financial Services focuses on sustaining effective, compliant practices while responding to ongoing changes in state and federal financial aid policy. The unit's primary strategic direction is centered on supporting student access to state free community college initiatives through accurate administration, intentional outreach, and continued refinement of financial aid delivery processes, supporting both student affordability and effective management of student accounts. As free community college and federal financial aid programs continue to evolve, Student Financial Services will prioritize FAFSA and MASFA completion support, accurate and timely financial aid packaging, and clear communication regarding program requirements and benefits in order to help students navigate complex application processes and access available funding.

The College undergoes an annual Single Audit in accordance with federal requirements, which includes review of Title IV financial aid administration and related internal controls. In addition, Student Financial Services has been subject to periodic state-level audits and reviews, including audits related to the administration of Commonwealth Commitment and free community college programs, as well as reviews focused on data security, payment card compliance, and institutional controls. These external reviews provide formal validation of compliance, accuracy, and operational integrity across both Financial Aid and Student Accounts functions. Across the five most recently completed Single Audits, covering FY2021 through FY2025, the College had only one audit finding. That finding was outside the operational scope of Student Financial Services and was not attributable to the unit's awarding, disbursement, student accounts, cash management, billing, refund, or reconciliation processes. In addition, the most recent state financial aid audit conducted by the Massachusetts Office of Student Financial Assistance in FY2023 resulted in no findings. The College's most recent Payment Card Industry (PCI) Data Security Standard and Gramm-Leach-Bliley Act (GLBA) assessments were completed in June 2025 by Compass IT Compliance, and the College has also been participating in a state performance audit since September 2025 that includes review of the administration of state free community college programs. Taken together, these results demonstrate the breadth of external oversight applicable to Student Financial Services and provide evidence that the unit has maintained effective compliance controls, accurate aid administration, and operational integrity during a period of significant regulatory complexity and expanded state free community college activity.

In addition to formal audits, the effectiveness of Student Financial Services is reflected in the unit's ability to manage increased operational volume following the expansion of state free community college initiatives. During this period, financial aid participation, billing activity, and refund processing increased significantly without material audit findings or disruptions to core operations. Operational processes were adjusted as needed to support timely service delivery.

Student Financial Services does not maintain formal service-level metrics or assessment instruments. Instead, leadership relies on audit results, operational experience, and observed workflow patterns to identify areas for process improvement. Particular emphasis has been placed on automation, including the development and refinement of automated financial aid packaging that incorporates state free community college programs as last-dollar funding. These improvements have supported more timely and consistent aid delivery as program complexity and student volume have increased.

Overall, the effectiveness of Student Financial Services is demonstrated through consistent compliance outcomes, successful external audits, and the unit's ability to adapt operational practices in response to changing regulatory requirements and expanded student access initiatives while maintaining accuracy and fiscal integrity. Planning within Student Financial Services will emphasize student support, regulatory compliance, and access to available financial resources. The unit will continue to administer financial aid and student accounts functions with integrity in support of institutional affordability goals and alignment with student needs.

Human, Physical, Information and Technological Resources

Description

Massasoit employs qualified faculty, staff, and administrators to fulfill its institutional mission and aligns with state, system, accreditation requirements, and collective bargaining agreements. Personnel credentials and qualifications comply with Massachusetts Department of Higher Education (DHE) requirements, collective bargaining agreements (**MCCC**, **AFSCME**, **DCE**) and the Non-Unit Professionals (NUP) Personnel Policies Handbook, institutional/system policies, and college/departmental needs (Workroom Document: Non-Unit Professionals

Handbook). Faculty credentials are reviewed and verified by Hiring Managers in collaboration with Human Resources at the time of hire. This process adheres to Massachusetts DHE guidelines, MA State Classification Specifications, collective bargaining agreements, and includes industry-specific verifications where required, utilizing resources such as the National Student Clearinghouse and CastleBranch.

Staffing levels are vetted through a vigorous Critical Needs Assessment process in which Senior Leadership reviews and approves all new, and replacement, positions to ensure proper staffing levels to support academic instruction, student services, and administrative functions. In the Critical Needs Assessment, administrators within the College seeking to fill a vacancy are required to submit to the Senior Leadership, through their respective Vice President, the answers to a series of questions about the vacancy in an attempt to ensure the perceived need for the position in question has been thoroughly investigated from all angles. The respective Vice President brings that case forward to the Senior Leadership group for consideration. Without that group's consent, the vacancy does not get posted.

The College maintains appropriate staffing to support instruction, curriculum oversight, and student engagement with Human Resources, collaborating with all College Divisions and Departments on recruiting, vetting, onboarding, and workforce planning. The current student-to-faculty ratio is 14:1—which is better than the Massachusetts community college average of 15-to-1 based on IPEDS data (Workroom Document: IPEDS Fall Enrollment Survey 2025-26 pg. 15). Performance evaluation processes are in place and aligned with contractual and policy requirements. Professional development opportunities are available to faculty and staff through a state-wide and College specific tuition remission program, required MA state-wide compliance trainings, internal learning opportunities and trainings, external trainings, and union-funded programs.

The College maintains comprehensive employee policies and procedures, documented and accessible through the College website and internal portal. These policies address all aspects of employment practices, including processes, conduct, workplace guidelines, and compliance requirements. Employee policies are set forth by both Federal and Massachusetts State employment laws, Massachusetts Department of Higher Education, Collective Bargaining Agreements, and the College. Policies are communicated during onboarding and reinforced through HR guidance and training. In addition to employee policies, the Collective bargaining agreements govern terms and conditions of employment for unionized employees. Clear written grievance procedures exist for faculty, staff, and administrators, including informal and formal resolution processes in the AFSCME, MCCC Day, and MCCC Division of Continuing Education Collective bargaining agreements and Non-Unit Professionals Personnel Policies Handbook (Workroom Document: Non-Unit Professionals Handbook).

Massasoit's physical resources include campuses in Brockton, Canton, an instructional site in Middleborough, and an office in downtown Brockton. Designed, built, and opened in the 1970s, the College's main Brockton campus sits on over 100 acres and is comprised of 12 buildings totaling 405,416 square feet; four parking lots totaling 2029 spaces; and multiple athletics fields for training and competition. Acquired by the Commonwealth in 1985, the Canton campus is 18 acres, encompassing one building of 125,239 square feet and two parking lots containing 431 spaces. The Canton campus houses the Akillian Gallery and specialized instructional programs as discussed in Standard Two. The Middleborough instructional sight is leased directly from the Town of Middleborough and adds seven classrooms over 17,930 square feet with an additional 75 parking spaces. The downtown Brockton location consists of 3,570 square feet on the first floor of the new Department of Unemployment Assistance (DUA) building at 226 Main Street. This office houses the Future of Workforce Institute (FWI).

The College is required to allocate 5% of the combined total of state appropriated revenue and locally generated tuition and fee revenue for the purposes of capital adaptation and renewal projects. These projects include anything required to keep the physical plant in reliable operating condition or to meet the evolving physical needs of the institution in relation to compliance mandates and regulations. As part of the annual spending plan developmental process, the Executive Director of Facilities will include in the Facilities budget an amount projected to cover projects intended for the coming fiscal year. In addition to funds spent on projects, the 5% is calculated by including payroll & fringe on trades positions, debt service, and supplies related to trades work.

The College provides technology to support its academic programming. There are 47 computer labs, 55 open computers in the library and SUCCESS spaces, a laptop lending program managed by the library staff, and a robust library of software titles. Physical assets and software titles are refreshed consistently with requests prioritized through the budget process and vetted by ITS and Senior Leadership. Also, Massasoit maintains specialized technology, such as lab equipment for Health Science and Science courses. Equipment goes through the vetting purchasing process described previously in this standard and uses targeted grant applications. Assistive technology is available to students through the Access and Disability Resources Office (ADR). New employees are equipped with a pre-determined set of equipment as outlined in the **Technology Purchasing Policy**. Any equipment above the prescribed level is the fiscal responsibility to the home department for both acquisition and eventual replacement.

Each year the college invests approximately $2M in operating dollars for the purchase of replacement/new equipment or software. Windows- and Chrome-based endpoints are typically refreshed on a 4-year cycle and Apple devices are refreshed on a 6-year cycle. As part of the annual budget development process, ITS publishes prioritized lists of devices relative to their effective lifespan, informing cost center managers of the need to include department-funded replacements in their budget plan.

The College maintains a set of policies in the College's online Knowledge Base: **Knowledge Base - Information Technology Services Policies**. The Written Information Security Policy is the summary policy addressing security topics, supplemented by more than a dozen additional policies that focus on particular topics. ITS has also created specific ITS strategies based on the Strategic Plan.

Table 3.2: ITS Strategic Plan Goals

Strategic Plan Goal	Strategic Plan Strategy	ITS Strategy
Goal 3: Reimagining College Identity	Strategy 4: Cultivate innovation	Develop policy and training frameworks to support AI adoption
Goal 5: Organizational and Employee Excellence Goal 1: Equitable Enrollment and Student Support	Strategy 1: Standardize college digital processes Strategy 3: Strengthen onboarding process Strategy 3: Reduce barriers to completion by strengthening customer service and support networks	Maximize return on technology investments through standardizing policies, automating processes, and deepening existing product functionalities
Goal 5: Organizational and Employee Excellence	Strategy 1: Standardize college digital processes Strategy 4: Enterprise risk plan and protocols	Expand and align policy and protocol frameworks
Goal 3: Reimagining College Identity	Strategy 2: Develop a facilities Master Plan	Modernize academic and event technologies

Appraisal

The College maintains appropriate staffing levels to support academic instruction, student services, and administrative functions, ensuring a faculty head count that enhances instruction, curriculum oversight, and student engagement as discussed in Standard Two. Human Resources actively collaborates with all college divisions and departments on recruiting, vetting, onboarding, and workforce planning to ensure Massasoit attracts and retains the best talent. The recent unveiling of both new college onboarding and peer mentor programs has created a robust framework for hiring managers in their attempts to hire, and retain, quality employees. These programs are essentially living entities, already having undergone adjustment and improvements in response to the earliest of personnel acquisitions to have gone through these programs. Adjustments have included making the new-employee 30-day check-in a much more meaningful and personal interaction by switching from an electronic survey to an actual personal interaction. The initial feedback also drove improvements to the coordination amongst HR, ITS, and Institutional Research making the initial training “ask” of new employees more available and easier to manage in the first week of employment at the College.

Each year the College conducts a vigorous budgetary review during which Senior Leadership evaluates current staffing levels and submits budget requests for any new positions; the Board of Trustees then reviews and approves the budget. Any additional staffing needs that arise during the year or vacancies that occur after budget approval are managed through the Critical Needs Assessment process described above.

To demonstrate how staffing supports the student-to-faculty ratio, Massasoit maintains an overall faculty:student ratio of 14-to-1, which is better than the Massachusetts community college average of 15-to-1 based on IPEDS data (Workroom Document: IPEDS Fall Enrollment Survey 2025-26 pg. 15). In support of that ratio, the College posted 6 faculty full-time positions; 34 Full-Time Unit Professional and 33 PT Unit Professional positions; 32 AFSCME positions encompassing clerical, maintenance and police; 32 Full-time non-unit professional positions; and 17 part time hourly staff positions in 2024-2025.

Table 3.3: Massasoit's Staffing Levels as of April 2026

Staffing	AFSCME	MCCC Full Time Faculty	MCCC Full Time Unit Professionals	Non-Unit Professionals	Totals
Full–Time	108	93	62	92	355
MCCC Part-Time Unit Professional Positions					86
Part-Time Non-Union Hourly Employee (Actual Head Count)					243
Part-Time Non-Union Hourly Positions *(held only by part-time employees)					255
Project Positions					0
Part-Time positions *(held by full-time employees)					13
Adjunct Faculty (Includes Corporate, Community, Adult Basic and the Division of Continuing Education (DCE) adjunct faculty)					475
Work-Study Employees (Paid with Federal Funding)					38
Employee Count (Actual Head Count)					977
*Number of Records (Some employees have more than one record / job)					1213

The College prioritizes professional development for faculty and staff, including access to statewide and College-specific tuition remission. In 2024 the College received 50 tuition remission forms (28 for self, 3 for spouse, 19 for dependent); in 2025 Massasoit received 51 forms (29 for self, 6 for spouse, 14 for dependent, and 2 for non-dependent). These totals show steady participation year-to-year with the majority of requests submitted by employees for their own coursework, demonstrating active use of the tuition remission benefit to support employee learning and development. The College also tracks required state compliance trainings, provides internal learning opportunities through the office of Professional Development, allots departmental funds for external training programs and conferences, and the staff have access to union-funded initiatives. Additionally, established performance evaluation processes are in place, ensuring alignment with contractual and policy requirements. Overall, Massasoit College confidently upholds its commitment to excellence by employing and supporting a highly qualified workforce dedicated to the success of the students and institution.

The College is committed to transparency and compliance through comprehensive employee policies and procedures that are documented and easily accessible on the College website and internal portal. These policies cover all facets of employment practices, including workplace conduct and compliance requirements, while collective bargaining agreements govern the terms for unionized employees. Clear grievance procedures are in place for faculty, staff, and administrators, offering both informal and formal resolution processes. Additionally, policies are effectively communicated during onboarding and reinforced through ongoing HR guidance and training, ensuring a supportive work environment for all employees.

In terms of physical property, the College continues to face the challenges of ensuring an aging facility is ready and capable of serving the needs of the staff, students, and faculty. By July 2027, the Transformation Through Renovation project will be completed and the College will have two new buildings (Science and Health Science). Throughout the planning process, the College understood that once this project was complete, the rest of the buildings on the Brockton campus would need to be brought up to a level commensurate with the new ones. Concurrent ongoing projects in the Student Center, T Building, and the Field House will sync with a planned upgrade to the Humanities building to put the Brockton campus in a good place facilities-wise. The Canton campus presents its own challenges from a facilities standpoint. Work continues on the Canton campus and its systems, such as the replacement of a second boiler, planned work installing energy efficient windows, and the replacement of the main storefront entrance to the building. Recent investments in Facilities staff and the development of in-house talent already on staff have positioned the department well to address the challenges of maintaining the College's workspaces.

The Commonwealth is pursuing legislation that would afford institutions of higher education predictable sources of capital planning and project money for the future. Known as the Bright Act, a $3B bond bill would fund work at various echelons from deferred maintenance projects up through major capital projects. The debt would be serviced by revenue from the Commonwealth's Fair Share Act, colloquially known as "the Millionaires' Tax." Should the Bright Act pass, the College will invest whatever resources are necessary to develop and submit projects that qualify. In addition, annual spending plans must include allocations of operational dollars aimed at completing projects and upgrades.

Massasoit's Brockton campus was built in two phases, with buildings opening in 1972 and 1978. The Canton campus, previously the Blue Hills Technical Institute, was completed in 1966. The College faces a routine and significant issue with deferred maintenance and general upkeep. With a staff of 34 personnel, the Facilities Department oversees all internal and external work done on both campuses in addition to capital projects. Utilizing the cloud-based work order management system SchoolDude, the department tracks the progress of, and resources required to perform, non-emergency maintenance. In FY25, the department's monthly work order tracking reported:

Table 3.4: Work Orders Received and Completed, FY25

MONTH	WORK ORDERS REC'D	WORK ORDERS COMPLETED	COMPLETION RATE
JAN	154	154	100%
FEB	251	116	46%
MAR	229	261	114%
APR	293	305	104%
MAY	191	279	146%
JUN	263	231	88%
JUL	189	172	91%
AUG	180	120	67%
SEP	271	191	70%
OCT	308	141	46%
NOV	172	235	137%
DEC	239	186	78%
	2740	2391	87%

The last few years have been increasingly dynamic for the Facilities Department beyond the Transformation through Renovation project. Transformation through Renovation called for pulling a building offline—the one being renovated—and so Facilities staff were reallocated to other areas of need. At the same time, a water and electrical event in the T building led to the closure of that building for two years. It has only recently come back online for office and instructional use. What followed was a protracted period of office moves and consolidations that impacted every location. Quite often these issues presented as dominos lined up intended to fall one after the other, only to get disrupted by emerging considerations. With T back online, the department has shifted gears into preparing that space to welcome students, staff, and faculty back.

The College has effectively transitioned from periodic large capital investments to consistent operational investments in the College's network and endpoint infrastructure. Despite this forward-looking approach, Massasoit is behind the curve on classroom AV investments. Of approximately 160 classrooms and labs with AV infrastructure, more than half are over 10 years old. Furthermore, in approximately three dozen classrooms where newer projectors have been added, the projectors are manually controlled and not integrated into the controller system.

Massasoit has updated the classroom refresh schedule and has plans to modernize the classroom infrastructure with operating dollars. Currently, classroom AV technology has a 10-year lifespan. With 160 classrooms, the College needs to invest in 16 classrooms a year, at roughly $25k per room in FY26 dollars, to stay ahead of schedule on the rotation of classroom technology. The College will significantly benefit in this area as the Transformation Through Renovation project will completely refurbish the instructional space, and all associated technology, in two entire buildings in a two-year stretch, which will update 15 instructional spaces straight away.

The College continues to employ a cloud-first approach to software implementation. Massasoit anticipates increasing pressure to move the Banner Student Information System to the cloud and consequently are laying the groundwork for transition. FY27 will include the initial discussions with Ellucian about the impacts and costs of moving Banner SIS to the cloud.

The share of workload related to addressing security needs continues to grow, as do the threats the institution encounters. This remains a vital concern in terms of ensuring the College is vigilant, prepared, trained, and resourced to maintain a secure IT environment. The College plans to conduct security- and continuity-related tabletop exercises and testing with greater frequency. The College is working toward ensuring greater consistency in the policy review and enforcement processes, particularly as they relate to the field of cyber-security.

All policies are reasonably current, though some may not be reviewed on a consistent cadence. The College has conducted a self-assessment with the CIS Controls to identify missing policies. The College is working with the CIO Council and the Higher Education Cybersecurity Coordinating Committee to identify areas of shared opportunity to improve the collective security posture of Commonwealth institutions. KnowBe4 and Arctic Wolf are examples of shared initiatives that have been realized and implemented. Cybersecurity awareness training platform KnowBe4 and managed detection and response provider Arctic Wolf are examples of shared initiatives that have been realized and implemented. In implementing both initiatives, the College worked with partners to negotiate group pricing and created opportunities for peer-to-peer support. The College has a good relationship with the Arctic Wolf provider, who provides continuous security monitoring and advises on security improvements for multiple institutions. Almost all community colleges and state universities in the Commonwealth are using KnowBe4 and have begun aligning training policies and practices across institutions. All employees of the College are required to complete cybersecurity training using KnowBe4 upon hire and annually thereafter. The College also uses KnowBe4 to conduct simulated phishing attack exercises. The College has a good relationship with the Managed Detection and Response provider, who advises on security improvements.

Projections

Action Item	Timeline	Responsible Area(s)
Strengthen financial sustainability narrative by clarifying alignment to strategic priorities, enrollment variability, MassEducate impact, and the role of supplemental revenue streams such as grants and advancement funds.	Fall 2026–2028	CFO, President's Office, Institutional Research, SFS/FA, Advancement, Grants Office
Refine enrollment projection methodology using a multi-model approach and integrate projections into financial planning. Include the role of Foundation-administered funds, including the United Student Fund, Foundation Scholarships, and Annual Fund/Areas of Greatest Need, in supporting emergency aid, tuition assistance, persistence, and equity outcomes.	Fall 2026–2028	Institutional Research, Enrollment Management, CFO, Advancement, Foundation
Clarify examples of resource allocation tied to institutional priorities, including workforce programs, equity investments, emergency student support, scholarships, and grant-funded instructional modernization.	Fall 2026–2027	CFO, Grants Office, Advancement, VPAA, President
Expand description of audit outcomes, internal controls, centralized grant review, Foundation fund administration, and grant compliance processes that protect institutional capacity and fiscal stability.	Fall 2026–2027	CFO, Finance Office, Grants Office, Advancement/ Foundation

Action Item	Timeline	Responsible Area(s)
Strengthen facilities narrative, including capital planning, deferred maintenance, and the impact of Skills Capital and workforce-related grants on modernizing instructional spaces.	Fall 2026–2028	CFO, Facilities, Capital Planning, Grants Office
Clarify IT funding model post-technology fee and outline sustainability, infrastructure refresh, and long-term renewal planning for technology investments supported by grants or other external funds.	Fall 2026–2027	IT, CIO, CFO, Grants Office
Expand support for digital learning environments and delivery access, including how external funds may support student access, instructional tools, and learning resources.	Fall 2026–2028	IT, Library Services, Academic Affairs, CIO
Identify staffing strategies to support program growth, including how grant-funded initiatives may create short-term staffing needs and long-term sustainability considerations.	Fall 2026–2028	Human Resources, VPAA, VPA&F, Grants Office
Expand faculty credentialing and professional development, including grant-supported training tied to workforce programs, accreditation readiness, and program quality.	Fall 2026–2028	Academic Affairs, HR, Grants Office

Action Item	Timeline	Responsible Area(s)
Strengthen integration of data into planning and resource allocation. Include systematic tracking of long-term outcomes for grant-funded initiatives, workforce outcomes, employment, apprenticeships, wage gains, persistence, and equity impact.	Fall 2026–2029	Institutional Research, Academic Affairs, Grants, Advancement
Clarify financial transparency and reporting structures, including Board reporting, public disclosures, grant accountability, Foundation fund reporting, and audit history.	Fall 2026–2027	President's Office, CFO, Advancement/Foundation, Grants Office
Add narrative on financial and operational contingency planning related to enrollment shifts, grant variability, infrastructure risks, technology replacement needs, and sustainability planning after grant funding ends.	Fall 2026–2028	CFO, CIO, Comptroller, Facilities, VPSSEM, Chief of Police, President, Grants Office

Standard Four: Educational Effectiveness and the Success of All Students

Introduction

Standard 4 examines the College's ability to demonstrate educational effectiveness for all students. This chapter is intentionally organized to reflect the progression from student learning to successful outcomes and longer-term impact. It is structured into four sections: Student Learning, Student Success, Student Services and Co-Curricular Activities, and Post-Enrollment Outcomes. Student Learning is presented first as the foundation of the College's mission. Student Success follows, capturing how students progress and achieve their educational goals. Student Services and Co-Curricular Activities are then addressed to reflect the broader student experience and the critical role these areas play in supporting engagement, learning, and success. The chapter concludes with Post-Enrollment Outcomes, demonstrating how the College evaluates success beyond completion. Together, these sections provide a comprehensive view of educational effectiveness. Each of these sections is analyzed through the lens of relevant **2024–2029 Strategic Plan** initiatives to demonstrate how the plan frames each aspect of educational effectiveness.

Student Learning

Description

In **Fall 2025**, Massasoit enrolled 6,169 students (3,452 FTE), reflecting a diverse student population. Of enrolled students, 62% identified as female and 57% as students of color. In Fall 2025, 71% of students attended part-time, 27%were over the age of 30, and 69%were first-generation college students. Special populations included English as a Second Language students (15%), students with disabilities (7%), Pell Grant recipients (31%), veterans (3%), and high school students participating in dual enrollment or early college programs (12%). These student groups shape Massasoit's strategies for student learning and success.

The College has two major strategies related to student learning within the 2024–2029 Strategic Plan. The first strategy is focused on building a transparent, equity-minded program review dashboard designed to define common program health metrics, support academic program review, and inform decisions regarding program improvement and development. The Strategic Plan also identifies emerging academic programs for exploration. All of these strategies tie into the data-informed culture Massasoit strives to achieve. A second, related strategy focuses on reforming curriculum design to remove barriers to student success while maintaining articulation standards. The expectation is to review curriculum and audit gateway courses, improve prerequisites, set purposeful pathway standards, and ensure appropriate use of open electives. As described operationally in Standard Two, these priorities reflect the College's recognition that educational effectiveness requires alignment across curriculum, assessment, student services, workforce needs, and equitable access to learning opportunities.

Massasoit's existing process and timeline for assessing student learning is based on the College's five-year Academic Program Review process. Guided by standards implemented in

2018, the program review process requires curriculum mapping, analysis of labor market demand, peer benchmarking, enrollment and student success data, and student survey results. Programs must also demonstrate alignment with the College's mission, Statement of Values, Strategic Plan, **Institutional Student Learning Outcomes (ISLOs)**, Program Student Learning Outcomes (PSLOs), and Department of Higher Education priorities. Programs develop long-term action plans based on external evaluator recommendations and submit annual progress reports to monitor implementation. The College also piloted a formative assessment report in 2025 for new programs and certificates due three years after the program has been created. Programs with external accreditation, such as Nursing and Veterinary Technology, are exempt from the College's program review process as their accrediting bodies provide comparable evaluation. A full description of the Academic Program Review process is available in Standard Two.

The College has established mission-centered goals for student learning at the course, program, and institution levels. Massasoit's ISLOs, adapted from the **AAC&U VALUE rubrics**, serve as college-wide learning goals: written communication, oral communication, quantitative literacy, information literacy, critical and creative thinking, civic engagement, integrative learning, and global learning. These competencies articulate the skills and knowledge students develop to aid academic achievement, workforce readiness, and civic responsibility. Program learning outcomes are stated by each academic program on the College's website and **course outcomes** are published on syllabi and in curriculum documents (Workroom Folder: Standard Two, Sample Syllabi).

Faculty assess student learning using a range of direct measures, including embedded assignments, examinations, capstone projects, licensure pass rates, and externally benchmarked measures when applicable. Massasoit's program review process provides the College with multiple sources of evidence regarding student learning and educational effectiveness. While approaches vary across programs, assessment findings inform discussions related to curriculum design, sequencing, instructional delivery, embedded supports, and alignment with transfer and workforce needs. Through this process, programs are expected not only to collect evidence of student learning, but also to interpret findings, identify areas for improvement, and implement changes that strengthen curriculum, pedagogy, and student services.

In Spring 2026, the College asked for student feedback on the NECHE Student Feedback Worksheet that received more than 100 responses. Question 9 reinforced the importance of strategy two. Students were asked "Have your classes and experiences helped prepare you for a career or further education?" According to the written responses, while students overwhelmingly reported that their coursework and faculty prepared them for continued education and future careers: "Yes, I've learned a lot of traits for future education;" "Yes they have been helped me prepare me for a further education. I am be able to understand more for the next class;" "Yes, all of my classes have helped prepare for future education because each class teaches me the right and wrong." They also identified opportunities to strengthen connections between academic programs and career pathways through increased experiential learning, more intentional advising, greater flexibility for working students, and improved awareness of internships and career preparation opportunities: "Yes. They really helps me to understand more what I'm going to do and get a deeper connection with my career;" "I am in the beginning of my school journey. Each day/class is a new lesson. I'm confident y upon completion I will be career ready;" "I've had a bunch of classes that has helped me prepare for a career;" and "Yes, I have learned technical skills in programs that will help me in my career path." Many students highlighted faculty as being helpful in preparing them for careers or future education: "Yes, my professors have advised me on career paths;" "Yes, the expertise my professor's [sic] have in their respected fields;" "It has because some professors that care here does give helpful advice to want to help others succeed;" and "Yes, because I have teacher with a lot of years as a teacher is helpful for new students." Although exploratory, these findings reinforce the College's ongoing efforts to align curriculum, student support, and workforce preparation.

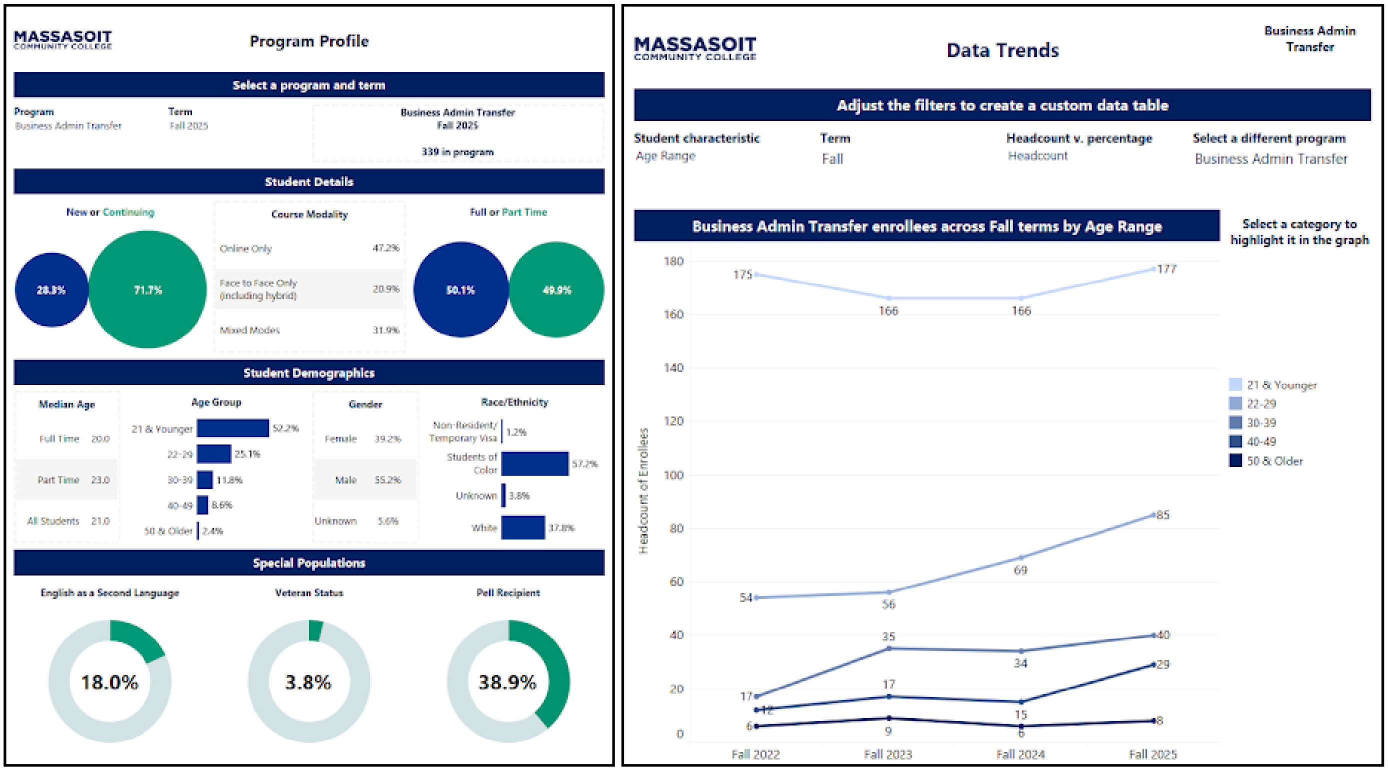
To guide the Academic Program Review process, the College provides a course release for a faculty member serving as the Assessment Faculty Fellow. This role guides the development of program reviews, annual reports, and statewide assessment committee work, fostering assessment and reporting practices across academic programs. The Fellow communicates regularly with faculty engaged in program reviews to discuss requirements and offer feedback. The Fellow also collaborates with **Institutional Research (IR)** to ensure faculty have access to program review data and other indirect measures of student learning.

Professional development opportunities to aid the assessment of student learning are also available and include workshops on assessment design, data interpretation, and the use of evidence for improvement. Faculty and staff have access to external professional development through Advancing a Massachusetts Culture of Assessment (AMCOA) and the New England Education Assessment Network (NEEAN), supporting continued learning and engagement with regional best practices. In addition, as discussed in Standard Two, faculty have additional support for professional development through the Center for Employee Enrichment & Development (CEED). These opportunities strengthen faculty capacity to implement the curricular reforms outlined in strategy two through data-informed curriculum redesign and evaluation of gateway courses.

Appraisal

Massasoit is advancing several initiatives that directly support the student learning strategies outlined in the 2024–2029 Strategic Plan. IR and Academic Affairs are jointly leading the development of comprehensive Tableau dashboards and curriculum reform efforts. As shown in Figure 4.1, two preliminary program review dashboards focused on baseline enrollment trends and student demographics have been shared with the Academic Deans and the Assessment Fellow in Spring 2026. The Total Enrollment Dashboard provides an institution-wide view of enrollment patterns at the student level (Workroom Document: Massasoit Total Enrollment Dashboard). The Program Enrollment Dashboard serves as a program-level snapshot for academic program review and analysis (Workroom Document: Massasoit Program Enrollment Dashboard). Since students may be enrolled in more than one program, the dashboard reflects student-major level data, meaning a single student may be represented multiple times across programs. This distinction allows academic leadership to more accurately assess program participation, enrollment distribution, and program-specific trends.

Figure 4.1: Academic Program Review Tableau Dashboards



To guide curriculum reform and improvement, Massasoit assembled an ad hoc committee commissioned by the Vice President for Academic Affairs to review Massasoit's course schedule and evaluate new scheduling models. The committee was divided into several working groups, including a Success Data Team charged with collecting and analyzing data related to the impact of course scheduling on student success. IR played a central role in supporting this group's work through the development of a Tableau visualization and longitudinal trend analyses of the College's course offerings.

Findings from the dashboard analysis (Workroom Document: Examination of Credit Course Offerings) revealed shifts in course scheduling patterns since the COVID-19 pandemic. Data examining the percentage of credit-bearing courses by scheduled days of the week demonstrated a notable decline in Tuesday/Thursday course offerings when comparing Fall 2019 and Spring 2020 to Fall 2025 and Spring 2026. The analysis also highlighted the growing concentration of course offerings during morning hours, with limited afternoon offerings. Analysis of course pass rates showed limited variation based on course meeting times, suggesting that expanding afternoon offerings may improve scheduling flexibility and student access without negatively impacting student performance outcomes. The work of this group reflects Massasoit's commitment to using data analysis to guide curriculum reform to improve student learning.

Review of completed program reviews identified inconsistent implementation of the 2018 guidelines, particularly related to curriculum mapping, benchmarking, assessment reporting, and annual progress updates. Although 10 programs have completed reviews and seven are underway (Workroom Document: Academic Program Review Calendar), pandemic-related disruptions and limited faculty capacity delayed implementation. These findings prompted the College to pause the 2026–2027 review cycle to revise the guidelines, clarify expectations, and strengthen faculty support.

Massasoit aligns its mission and goals for student learning across institutional, program, and course levels through its ISLOs. The use of the AAC&U VALUE rubrics reflects alignment with best practices. The College recognizes, however, that stronger alignment across ISLOs, program outcomes, course outcomes, and assessment practices is still needed to fully demonstrate educational effectiveness in a systematic and consistent manner, as mentioned in Standard Two.

In addition, while all associate degree programs include general education requirements through the College's core curriculum, Massasoit currently does not have a formalized process for systematically reviewing and evaluating general education coursework across programs. Although Academic Program Review provides opportunities to review program curricula, the absence of a comprehensive general education review process limits the College's ability to consistently evaluate how general education requirements support ISLOs across disciplines and modalities.

Academic programs employ multiple direct and indirect measures of student learning, however, implementation varies across departments. Faculty integrate institutional competencies into selected courses, including capstone experiences. Assessment methods across programs include embedded assignments, rubrics, examinations, and student surveys. Licensure exams provide external validation in programs such as Nursing and Veterinary Technology. Indirect measures, such as co-curricular participation, provide additional insight into student learning. IR also conducts program-based student surveys, although response rates remain very low, at less than 10%.

Professional development related to student learning, assessment, and teaching continues to expand through CEED and the Teaching and Learning Collaborative, reflecting the College's commitment to building assessment capacity. While there is support for assessment among academic leadership, broader faculty engagement remains an area for continued development. As a result, the evaluation of the impact of professional development on student learning outcomes remains limited.

While the College has offered relatively few centralized assessment trainings in recent years, emerging initiatives demonstrate renewed attention to strengthening assessment practice. For example, in February and March 2026, the Business Department offered an intensive 35-hour assessment training for selected faculty in partnership with James Madison University's Center for Assessment and Research Studies. Faculty who participated in this program served as both participants and facilitators for a Summer 2026 Assessment Training Institute open to faculty across the College. This initiative provides a promising model for expanding assessment expertise across the institution and improving consistency in assessment practice.

Since college-wide student learning benchmarks and assessment practices are still evolving, the College cannot yet consistently evaluate student learning outcomes across all programs, modalities, and locations using a standardized framework. Strengthening this capacity remains a central institutional priority. Massasoit demonstrates evidence of student learning through its preliminary program review Tableau dashboards that provide an overview of student enrollment trends and demographics by program and division. Success measures are also being established within these dashboards to include course completions, gateway course performance, and course progression to provide indirect metrics for student learning. This major initiative is being led by IR and ties back to the key strategies for student learning within the 2024–2029 Strategic Plan.

Direct metrics of student learning are gleaned from program reviews conducted by external accreditation. These reviews provide evidence of student learning through externally validated benchmarks. For example, the Department of Nurse Education establishes and monitors program benchmarks in accordance with standards set by the Massachusetts Board of Registration in Nursing (MABORN) and the Accreditation Commission for Education in Nursing (ACEN). Faculty review benchmark data annually to evaluate program effectiveness and student outcomes. Key benchmarks include first-time NCLEX-RN licensure pass rates, program completion rates, job placement rates, admission yield rates, and the annual number of program graduates (Workroom Document: Department of Nurse Education Benchmarks). The program has consistently met or exceeded established Estimated Levels of Achievement (ELAs) in several key areas. Most notably, the NCLEX-RN first-time pass rate remained above the faculty-established benchmark of 80% each year from 2021–2026, including a 99% pass rate in 2023 and 100% on the 2026 first-quarter report. Program completion rates also met or exceeded the MABORN benchmark of 70% completion within 150% of program length, while employment rates for graduates consistently exceeded 90% in recent years. These benchmarks demonstrate the program's commitment to continuous quality improvement, student success, and workforce readiness (Workroom Folder: Nursing Program).

The American Veterinary Medical Association Committee on Veterinary Technician Education and Activities serves as the specialized accreditor for the Massasoit Veterinary Technology Program and establishes benchmarks for student success, including first-time pass rates on the Veterinary Technician National Examination (VTNE), graduate employment, employer satisfaction, and student exit surveys. The Program consistently exceeds these benchmarks. From 2021–2024, graduates achieved a 90% three-year average first-time VTNE pass rate, compared with the national average of 60%. Employment surveys from 2022–2025 indicate 100% of respondents secured employment in the veterinary field, while employer surveys consistently report that graduates are well prepared for the workforce. The program supports continuous improvement through regular program review, assessment of workforce needs, and ongoing efforts to strengthen student success (Workroom Folder: Veterinary Technology Program).

The College also has examples of departments using assessment findings to redesign curriculum, revise placement practices, and strengthen instructional services. Although inconsistent across the College, department-level assessment initiatives provide concrete examples of evidence-informed improvement regarding student learning. The English Department's Curriculum Restructure Proposal (Workroom Document: English Department Curriculum Restructure Proposal), developed in response to a 2017 Department of Higher Education charge, illustrates sustained use of research, data, and self-assessment to address student retention and success. The initiative involved extensive collaboration among English and English as a Second Language (ESOL) faculty, as well as the Writing Center, over multiple years of departmental professional development and meetings.

Significant progress has been made in meeting the objectives of the project demonstrating that the English Department revised teaching approaches based on research, data, and departmental self-assessment. Reading/Writing Seminar (ENGL 098 Comp I Studio) is now running as a co-requisite model for development English courses, serving as lab support for Composition I students. Embedded tutors are being trained through The Writing Center to assist students and professors teaching ENGL 098. Composition I and Composition II outcomes were revised as of 2020. Stand-alone developmental courses were deactivated beginning Fall 2025. Theme-based courses for Composition I and II have been developed and are currently offered. Multiple-measures writing placement is now in effect. Several professional development sessions on artificial intelligence in the classroom were offered. The effectiveness of the Reading/Writing Seminar (Composition I Studio) co-req model is described in more detail in this Standard's Student Success section.

The 2024–2029 Strategic Plan also indicates potential new programs to research, and the development of new academic programs involves a data-informed process. As part of the program approval process, environmental scans assess labor market demand, workforce needs, and regional and national trends. In 2021, Computer Science faculty used labor market and economic data to support the development of a Data Science program (Workroom Document: Computer Science Academic Program Review). Similarly in 2025, the Business Department used institutional and workforce data and convened a 15-member ad hoc committee to evaluate the viability and intended outcomes of a proposed Entrepreneurship associate degree program. Program review recommendations have led to curricular and instructional improvements, such as adjustments to core requirements in Criminal Justice (Workroom Document: Criminal Justice Academic Program Review), integration of information literacy in Veterinary Technology, and expanded course modality options in Business (Workroom Document: Business Administration Academic Program Review).

Collectively, these findings indicate that Massasoit is transitioning from program-level assessment practices that vary across departments to a more coordinated institutional framework for evaluating student learning. Although implementation remains uneven, investments in program review, assessment infrastructure, faculty development, and data analytics are strengthening the College's ability to systematically assess learning and use evidence to improve curriculum.

Student Success

Description

Consistent with American Association of Collegiate Registrars and Admissions Officers (AACRAO) membership best practices, Massasoit is adopting the principle that student success begins with recruitment and extends through preparation, progression, completion, transfer, and career outcomes. This approach reinforces the College's efforts to align enrollment management, student support services, co-curricular engagement, and student success initiatives within a coordinated institutional framework. Massasoit has established Student Success strategies through its Strategic Plan that focus on two primary priorities: establishing data-informed enrollment and retention goals for diverse learner populations, and creating sustainable Early College pathways that support student access, persistence, and long-term success.

The College is developing the analytics infrastructure to establish five-year enrollment and retention goals for key student populations. Baseline analyses are being established for Early College students, students ages 18–24, adult learners over age 25, English Language Learners, Pell recipients, and students by regional distribution. The strategy also includes the examination of demographic trends within continuing education. Desired outcomes include assessing placement practices, student support utilization, modality and scheduling preferences, and student experiences, as well as alignment between course offerings, instructional delivery, and student needs. Student Success is currently assessed using multiple internal and external measures, including enrollment, persistence, retention, completion, and transfer. The College tracks these metrics through IPEDS, HEIRS, institutional reporting, annual trend analyses, and peer benchmarking. Progress toward these objectives is reviewed annually through the strategic planning process and used to inform institutional planning and improvement.

The College is also evaluating its Early College model to ensure long-term sustainability, effectiveness, and alignment with college systems. This work includes evaluating program effectiveness, partner expectations, recognized best practices, student outcomes, program scale, and support needs. Desired outcomes include sustainable program growth, effective student support services, and expanded regional access to Early College programming.

Since traditional higher education metrics emphasize first-time, full-time students—a population representing only about one-third of Massasoit's entering students—the College uses a broader framework that also evaluates part-time students and Early College students. As a result, the College is better positioned to evaluate outcomes across the diverse populations it serves. The College uses the Massachusetts Department of Higher Education Performance Measurement Reporting System (PMRS), NECHE E-Series (Workroom Document: NECHE E-Series Peer Comparison Form), and the Survey of Community College Outcomes (SCCO) (Workroom Document: Federal Reserve Bank of Richmond SCCO Report) to benchmark student success and provide context for institutional performance relative to peer institutions and statewide outcomes.

IR supports the articulation and documentation of the College's mission-centered goals by acting as a steward for standardized outcomes. The department facilitates access to longitudinal data through its webpage and the MyMassasoit Portal, and provides academic and functional areas with ad hoc student outcomes analysis. This collaborative approach reflects the evolution of IR from a primarily compliance-focused function to a strategic partner supporting planning, assessment, and evidence-informed decision-making.

Appraisal

The College has begun operationalizing the Student Success priorities outlined in its Strategic Plan. First, the College has begun developing disaggregated enrollment, retention, and completion trend analyses that serve as the foundation for establishing five-year enrollment and retention goals by demographic group. Preliminary analyses have informed discussions regarding equity gaps, scheduling patterns, modality preferences, and student support needs. Advising, Career, and Transfer (ACT) has also adjusted service delivery practices, including expanded virtual access and redesigned web resources, in response to student feedback and utilization trends. Second, the College is creating an Early College Strategic Plan to assess program effectiveness. Although the plan remains under development, existing program outcomes provide valuable evidence regarding program effectiveness, scale, and resource needs. Between Spring 2024 and Spring 2026, 1,754 Early College students enrolled at Massasoit, with 103 students (6%) completing an associate degree during that period. Notably, 91 of those graduates (88%) transferred to another institution to continue their education, demonstrating strong transfer outcomes among Early College participants. As participation has grown through partnerships with eight regional high schools, the ongoing strategic planning process helps the College identify opportunities to strengthen student success and ensure resources are aligned to sustain continued growth (Workroom Document: Early College Pathway Partners). Progress toward both priorities is reviewed annually through the strategic planning process to refine interventions, establish benchmarks, and monitor long-term outcomes.

Historically, student success data were used primarily for compliance reporting rather than institutional planning. Over the past year, however, the College has expanded its capacity to use these data to inform decision making. Although institution-wide benchmarks are still being finalized, the College has established a strong foundation for more systematic evaluation and goal setting. The College routinely reviews student success outcomes by race/ethnicity, gender, Pell Grant status, and other characteristics to better understand variations in student achievement and outcomes.

To support this expanded use of data, IR implemented **TeamDynamix**, an IT Service Management (ITSM) platform, in Spring 2026, creating a centralized process for managing institutional data requests and analytics projects. The system has improved transparency and strengthened communication with functional areas. At the same time, the College continues to expand access to institutional data through Argos reporting, Tableau dashboards, and peer benchmarking resources, providing the community with more timely information.

As described in Standard One, the leadership stability established during the past year has created the foundation necessary to advance the College's strategic priorities. Due to state investments in free community college, Massasoit has begun to reverse the post-pandemic enrollment decline and build the infrastructure necessary to support long-term improvement in student retention and completion. Intentional leadership and increased access to data position the College to continue improving outcomes while remaining focused on its mission of equitable access, student success, and institutional effectiveness.

Student success findings are informing schedule planning, modality offerings, advising redesign, early alert interventions, and targeted support strategies for student populations experiencing lower persistence and completion outcomes. Current analyses include co-requisite English and mathematics models and ongoing evaluation of course sequencing and scheduling, as discussed in the Student Learning section.

For example, preliminary analysis of corequisite English and math courses across Fall 2025 and Spring 2026 demonstrated slightly higher pass rates for students' first attempts in standalone courses compared to co-requisite courses, with college algebra exhibiting the largest discrepancy (See Table 4.1). Pass rates in English 102 were 75% for students with prior standalone English 101, and 65% for those with prior co-requisite English 101. These findings have been shared with English and mathematics faculty for review and discussion. Faculty feedback helps inform interpretation of the results and guide future evaluation of co-requisite course effectiveness. Such efforts reflect a growing institutional capacity to use evidence not only to identify challenges, but also to evaluate the effectiveness of interventions (Workroom document: Co-Requisite Data Presentation Summer 2026).

Table 4.1: Differences in pass rates on first attempt between standalone and co-requisite English and math courses, Fall 2025 and Spring 2026

Course	Standalone Pass Rate	Co-requisite Pass Rate	Difference (Percentage Points)
English 101	68%	64%	4
Math 154	86%	81%	5
Math 158	69%	61%	8
Math 203	77%	66%	11

**Pass rate is the number of students who received a C or higher divided by all students who received a letter grade for the course, excluding auditors.*

The College remains focused on achieving the goals established within its Strategic Plan and is informed by state-established outcome measures. Massasoit's use of PMRS and NECHE E-Series peer comparison data strengthens its ability to evaluate institutional effectiveness relative to statewide benchmarks and similar institutions. These analyses highlight clear areas of strength, including performance on gateway course completion, persistence, and transfer outcomes, while also identifying persistent gaps in credit accumulation and long-term completion. Disaggregated PMRS data further reveal equity gaps among Black or African American students, Hispanic or Latino students, and Pell recipients, particularly in credit accumulation and completion metrics, despite stronger performance in persistence for some groups. These findings have informed the College's emphasis on early momentum, advising redesign, and targeted supports for historically underserved populations.

For example, the College is assessing opportunities to strengthen and streamline its early alert and advising practices. Through ongoing evaluation of advising processes and student success initiatives, the College seeks to improve the timely identification of students in need of support, enhance coordination across student services and academic affairs, and promote persistence, completion, and transfer. Recognizing that effective advising depends on well-prepared faculty and staff, the College has made investments in professional development to support the consistent implementation of advising practices. All professional advisors complete the Florida Atlantic University Appreciative Advising Institute shortly after hire, and advisors are encouraged to pursue Certified Appreciative Advisor credentials. The College also maintains institutional memberships with associations such as the National Academic Advising Association (NACADA).

While the College has historically used peer comparison data for compliance and reporting purposes, there is a growing shift toward integrating these benchmarks into routine planning, program review, and evaluation of student success initiatives. As these practices continue to mature, the College will be better positioned to establish measurable benchmarks, evaluate interventions longitudinally, and demonstrate the effectiveness of strategies designed to improve equity, persistence, completion, and transfer outcomes.

Student Services and Co-curricular Programming

Description

Massasoit recognizes that student success depends upon both academic and non-academic factors and, therefore, approaches student services and co-curricular programming as integral parts of educational effectiveness. Consistent with its open-access mission and Strategic Plan, the College seeks to reduce barriers to enrollment, persistence, completion, transfer, and career attainment through coordinated advising, student support services, engagement opportunities, and community partnerships. These priorities are advanced through the 2024–2029 Strategic Plan, which has strategies focused on strengthening advising and academic support systems, improving customer service and student support networks, and expanding co-curricular opportunities. In addition, the College is establishing a Strategic Enrollment Management (SEM) framework to align enrollment and student success priorities and guide development of a comprehensive SEM Plan.

As described in Standard Two, the College's student support infrastructure includes the ACT, Academic Resource Center (ARC), Access & Disability Resources (ADR), Library Services, Veterans Services, Student Engagement, Student Life, Basic Needs initiatives, and targeted programs such as TRIO Student Support Services, SUCCESS Scholars, LATCH, and Choices. These services are complemented by co-curricular opportunities that support student engagement as well as community building through student organizations. The College strives to improve student outcomes through these services and opportunities.

Development of the SEM Framework began in Summer 2026 with a review of institutional data to establish enrollment management goals. This work, informed by the College's AACRAO membership, is expected to culminate in a comprehensive SEM Plan over the next year. While all student service and co-curricular areas contribute to institutional goals, assessment practices continue to evolve across functional areas. Programs such as TRIO and SUCCESS Scholars maintain established outcome measures and benchmarks, while the College is working to develop more systematic outcome assessment across other student service and co-curricular functions. Massasoit uses a combination of direct and indirect measures such as service utilization, engagement, satisfaction, and student success measures to assess services and co-curricular programming. Where available, departments examine outcome-based measures such as persistence, retention, completion, transfer, and post-enrollment outcomes.

Massasoit uses both direct and indirect measures to assess the effectiveness of student services and co-curricular programs. Direct measures include administrative and participation data collected through institutional systems. The College uses Navigate360 to track advising appointments, early alert interventions, case management activities, student outreach, and utilization of key student support services, including tutoring, Veterans Services, and Basic Needs Security. Disability accommodation usage is tracked through institutional records. Departments maintain program-specific records and assessment data to evaluate their services and initiatives. IR also provides periodic demographic and outcome analyses for CHOICES, LATCH, Veteran Services, SUCCESS Scholars, and other targeted student support programs (Workroom Folder: Student Services Data).

Beginning in Fall 2025, the College implemented the Engage platform for co-curricular assessment and student engagement tracking. The platform documents leadership experiences, student organization participation, and other engagement activities while maintaining co-curricular transcripts and participation records. These data support assessment of student engagement and its relationship to student success outcomes.

As discussed in Standard Two, the College also uses the Ruffalo Noel-Levitz Student Satisfaction Inventory (SSI) and internal surveys to assess student perceptions regarding advising, registration, support services, belonging, and overall student experience. Massasoit administered the SSI in 2019 and again in 2023. As reported in the College's Interim Fifth-Year Report, the 2019 survey results exceeded national averages across all categories and, together with the College's Campus Diversity Survey, identified both institutional strengths and differences in student satisfaction among demographic groups. Although the 2023 administration produced a lower response rate that limited interpretation, it reinforced the need for stronger institution-wide survey engagement.

Appraisal

Assessment practices across student services continue to mature. While state and federally funded programs maintain well-developed outcome measures, other functional areas are expanding their assessment capacity through increased access to data and closer collaboration with IR. The development of a comprehensive SEM Framework represents an important next step in advancing these goals. Findings from the initial Summer 2026 assessment will inform development of the SEM Plan and strengthen the alignment of enrollment management, student support, and resource allocation.

ACT, SUCCESS Scholars, LATCH, TRIO, CHOICES, Basic Needs, Student Life, and other student support functions use Navigate360 to document appointments, outreach efforts, case management activities, and student engagement. The platform's reporting and analytics capabilities provide departments with information regarding service utilization, intervention outcomes, student engagement patterns, and periods of high demand, allowing staff to make more informed decisions regarding programming and resource allocation. In AY24, the College recorded 26,712 appointments involving 5,728 students across Student Life, Advising, Basic Needs, Peer Outreach, and Tutoring. During the same period, Navigate360 documented 143,366 student communications, including 111,418 emails and 31,948 text messages. The platform also serves as the College's Early Alert system. During Fall 2025, approximately 3,000 students were included in the Early Alert cohort, and faculty submitted feedback for more than 2,600 students. These analytics have strengthened the College's ability to coordinate interventions, identify periods of high demand, evaluate advising practices, and inform resource allocation.

In addition to utilization measures, the College evaluates outcome-based indicators associated with engagement and support service participation. The College has begun examining relationships among student engagement, service utilization, and student success outcomes. According to a report from the Student Engagement Team—a subcommittee within the ad hoc committee to review Massasoit's course schedule—between Spring 2025 and Fall 2025, returning students participated in 2,371 campus events and held 48 leadership positions. Between Fall 2025 and Spring 2026, returning students participated in 3,279 campus events and held 57 leadership positions. Although causal relationships have not yet been established, these findings suggest a positive association between student engagement and persistence and provide a foundation for future assessment.

Since 2015, the College has used the Ruffalo Noel-Levitz SSI to systematically assess student services and co-curricular activities. Review of prior survey administrations demonstrated that satisfaction data alone were insufficient to understand how students engage with institutional services and how those experiences influence student success outcomes. Low response rates during the 2023 administration also reinforced the need for increased survey campaigning and college-wide partnerships to promote participation. Beginning in AY2026–2027, the College plans to conduct the Community College Survey of Student Engagement (CCSSE) which will provide a more comprehensive framework for assessing student engagement, belonging, educational experiences, and use of support services.

Through multiple assessment activities, the College has gained a clearer understanding of student engagement with services and co-curricular opportunities. Although student service and co-curricular areas share common institutional goals, assessment maturity varies across functional areas. TRIO and SUCCESS Scholars have benchmark-driven assessment as part of their programs. Other areas continue to strengthen their assessment capacity through improved data access, dashboard development, and expanded outcome reporting.

TRIO Student Support Services and Talent Search served 170 students and exceeded all federal performance benchmarks in 2024-2025. Participants achieved an 82% persistence rate compared to a federal goal of 65%, a 96% rate of good academic standing compared to a goal of 85%, and a 38% associate degree or certificate attainment rate. TRIO Talent Search served 537 students and similarly exceeded federal benchmarks, achieving a 93% secondary school persistence rate compared to a goal of 55%, a 98% graduation attainment rate compared to a goal of 80%, and an 80% postsecondary enrollment rate compared to a goal of 73%. These results provide compelling evidence of program effectiveness and demonstrate the value of clearly defined outcome measures and performance benchmarks (**Community Report** pg. 12).

The SUCCESS Scholars Program has established several measurable goals designed to support persistence, completion, and transfer. Program benchmarks include maintaining an average student GPA of 3.0 or higher, ensuring each participant engages in at least three meaningful interactions annually through advising or SUCCESS-sponsored activities, and achieving engagement rates of 80% or higher across the student caseload. The program has also established a targeted objective to improve course completion rates among Hispanic, Haitian, and Cape Verdean students through early intervention strategies informed by IR analyses. These goals reflect the program's commitment to data-informed decision-making and continuous improvement.

The College has also expanded its assessment of co-curricular learning and engagement through the implementation of Engage in Fall 2025. During its first year of implementation, the platform served as a campus-wide engagement hub, connecting students with 28 departments and 17 recognized student organizations, including six newly established clubs. By the end of AY2026, Engage supported 990 co-curricular events, engaged 2,164 unique users across nearly 40,000 platform sessions, and documented nearly 10,500 event registrations (Workroom Document: Engage AY26 Infographic). The College also supported 54 student leadership positions, while participation data demonstrated meaningful engagement across multiple student populations, including 550 event participations by SUCCESS Scholars students, 354 by TRIO students, 296 by LATCH students, and 353 by student-athletes. Beyond tracking attendance, Engage enables the College to systematically document and assess student involvement in leadership, recognized student organizations, and other co-curricular experiences that contribute to student learning, sense of belonging, and overall student success.

Basic Needs initiatives, including food pantry services and resource referrals, have enhanced the institution's understanding of barriers related to food insecurity, housing instability, transportation, and other non-academic challenges that influence student success. The Pantry distributed 58,688 pounds of food and recorded 7,465 student visits during 2024-2025. The College also reported 765 community household visits through its food access initiatives. These utilization data demonstrate both significant student need and substantial institutional engagement in addressing basic needs barriers (**Community Report** pg. 14). Assessment findings from these efforts continue to inform whole-student support strategies and service delivery models.

Assessment findings are used to guide operational improvements, resource allocation, and strategic planning across student services and co-curricular programming. For example, a Spring 2025 advising survey, developed collaboratively by IR and the ACT Center, identified opportunities to improve students' advising experiences and access to information (Workroom Document: Advising Survey Report Summer 2025). In response, the ACT Center redesigned its website, enhanced the visibility of career and transfer resources, and maintained expanded Zoom advising availability. Similarly, Navigate360 data have informed refinements to early alert outreach and strengthened transitions between professional and faculty advisors, improving continuity of student support. Engage participation data have also been used to optimize event scheduling, strengthen leadership programming, and guide resource allocation. To further enhance the use of assessment data, IR is expanding Tableau-based reporting across student support programs. Demographic and performance reports previously distributed in Excel to initiatives such as LATCH, CHOICES, and other Student Success programs are being transitioned to interactive dashboards, improving the timeliness, accessibility, and consistency of data used for program planning, evaluation, and continuous improvement.

Institutional inquiry has also informed broader strategic decisions. Rather than pursuing a formal JED Campus partnership, the College expanded its community-based approach to student well-being by increasing partnerships with local organizations, including Brockton Area Multi-Services, Inc. (BAMSI), to provide students with access to mental health counseling, behavioral health services, and additional community resources. The College also partnered with Active Minds to host the nationally recognized Send Silence Packing exhibit on the Brockton Campus, increasing awareness of mental health challenges and available resources.

Available evidence indicates that students are successful across several institutional measures, including engagement with support services, persistence in targeted programs, achievement of federal TRIO benchmarks, and participation in co-curricular experiences. At the same time, the College recognizes the need for more centralized assessment practices, stronger integration of co-curricular and student success data, and more systematic evaluation of how support services contribute to persistence, completion, transfer, workforce outcomes, and belonging. The development of a SEM Framework provides the College with an important opportunity to establish common assessment expectations, strengthen evaluation across student services and co-curricular programming, and more systematically demonstrate the relationship between student engagement, support services, and student success outcomes.

Post-Enrollment Outcomes

Description

The College has one primary strategy related to post-enrollment outcomes within the 2024–2029 Strategic Plan. This strategy focuses on prioritizing service to the South Shore region with appropriate credit and continuing education programs aligned with community economic mobility and social advancement. Baseline expectations include implementing a program proposal process aligned with program review Tableau dashboard criteria, assessing current and future advisory boards, and conducting ongoing evaluations of community education programming to ensure it continues to meet regional needs. These efforts aim to advance transfer, employment, and earnings outcomes within the region.

As described in Standard Two and the Student Learning section of Standard Four, the College's program review and program proposal processes serve as primary mechanisms for evaluating whether academic offerings support successful post-enrollment outcomes. As part of this work, the Academic Program Review reassessment will include data on current students as well as metrics on graduates, transfers, and post-enrollment information. Massasoit's **advisory boards** also help ensure academic programs remain aligned with workforce needs and employment expectations.

To strengthen cross-functional coordination, Community Education was integrated with Institutional Research, strategic planning, and accreditation under the Associate Vice President of Academic Affairs and Effectiveness in Spring 2026. This organizational structure better connects labor market information, workforce development, student outcomes, and strategic planning, creating a more collaborative approach to evaluating post-enrollment success and responding to regional needs. Building on this organizational change, Community Education launched a strategic planning process in Summer 2026 to establish short- and long-term goals related to community engagement and enrollment growth.

Massasoit tracks post-enrollment outcomes through a comprehensive set of measures aligned with its student population and open-access mission. Key metrics include persistence and retention, credit accumulation, credential attainment, transfer to four-year institutions, and employment-related outcomes. These measures are informed by internal analyses, state and federal reporting, alumni and graduate surveys, transfer tracking, labor market information, and workforce outcome data. Externally accredited programs also monitor discipline-specific post-enrollment outcomes that provide additional evidence of student success.

Through implementation of the Strategic Plan, the College is using peer comparison data more intentionally to inform advising, program design, and student support initiatives. This effort strengthens the College's ability to evaluate how effectively it fulfills its mission and serves students and the broader community. The College's participation in SCCO and use of the Richmond Fed Success Rate further strengthen this work by recognizing multiple pathways to student success, including transfer, credential attainment, and continued enrollment.

Appraisal

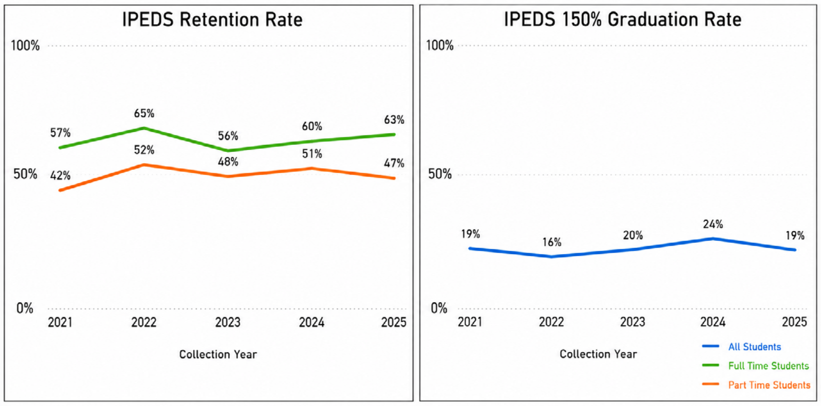
As mentioned in Standard Two and the Student Learning section of Standard Four, Academic Affairs has a data-informed program proposal process. Advisory boards currently provide meaningful input regarding workforce expectations, scope of practice requirements, clinical placement opportunities, and industry standards that influence curriculum and program delivery. For example, the Medical Assisting Program's advisory board includes clinical supervisors and human resource professionals who provide guidance regarding workforce expectations, certification requirements, employment qualifications, and evolving responsibilities within the profession. This feedback helps ensure that curriculum and clinical experiences remain aligned with employer needs. Further, in AY25–26 the Computer Science advisory board recommended moving a critical mathematics course, Discrete Mathematics, from the second year to the first year of the program to better support student preparation and progression. This forward-thinking curriculum change was recognized positively by a transfer pathway institution as an innovative improvement that strengthened transfer alignment and student readiness. Although advisory boards provide valuable program-level feedback, the College recognizes the need for a more systematic process to document recommendations, monitor implementation, and evaluate their impact.

The College has also strengthened its capacity to advance these goals through the integration of Community Education, IR, strategic planning, and accreditation functions. Although this structure is relatively new, it creates a stronger framework for integrating workforce data and post-enrollment outcomes into planning and decision making. Community Education's strategic planning process began in Summer 2026 and will further improve this work by establishing workforce development goals, regional workforce priorities, and a framework for assessing employment, credential attainment, and community impact outcomes.

Regular semester reviews of post-enrollment outcomes by Senior Leadership have strengthened institutional planning. Massasoit's use of multiple institutional, state, and national outcome measures provides a broad understanding of post-enrollment success. The College has strengthened its ability to evaluate outcomes by integrating transfer, workforce, and completion metrics alongside traditional retention and graduation measures, resulting in a more holistic assessment of long-term student success.

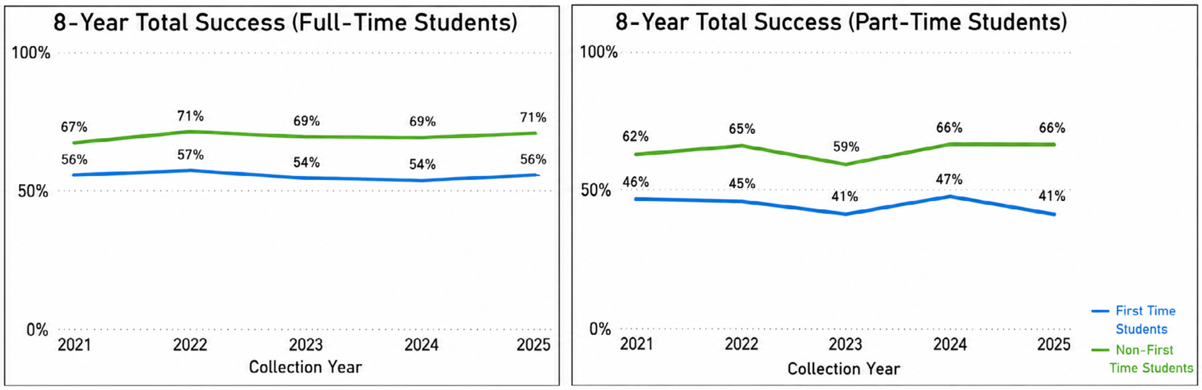
For first-time, full-time students, the College's three-year (150% of normal time) graduation rate was 19% for the Fall 2021 cohort, with a 25% transfer-out rate before completing a credential. Retention rates for this cohort reflect patterns consistent with state averages, and recently increased for first-time, full-time students but declined for first-time, part-time students. See Figure 4.2, NECHE Undergraduate Students FTFT Data Dashboard. These findings reinforce the College's continued focus on improving completion while strengthening retention.

Figure 4.2: NECHE Undergraduate Students FTFT Data Dashboard



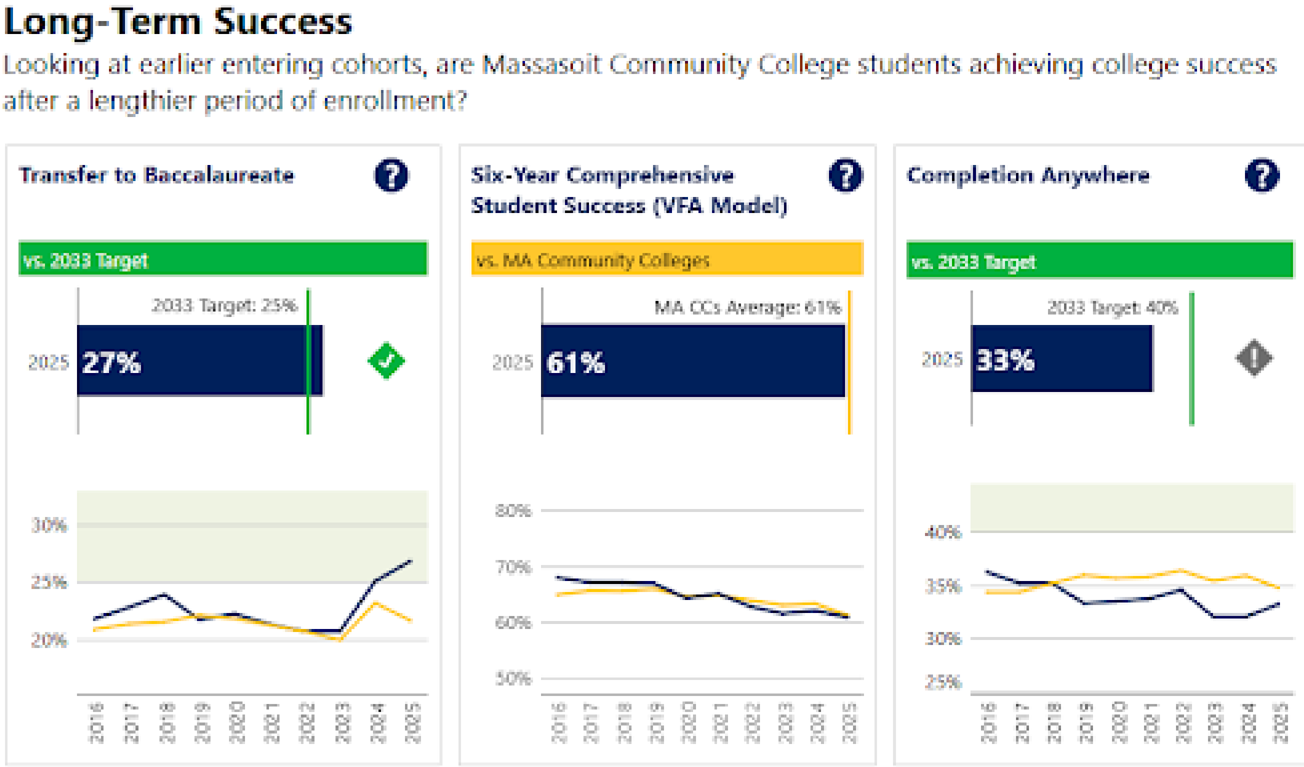
As documented in the NECHE E-Series Form (Workroom Document: NECHE E-Series Peer Comparison Form), Massasoit's outcomes generally align with peer institutions on early momentum measures, while longer-term completion outcomes lag behind statewide completion goals. While 8-year success totals have remained relatively stable over time, when disaggregated by full-time and part-time status, part-time students have a lower success rate, which also declined for first-time, part-time students in 2025. See Figure 4.3, NECHE Undergraduate Success Data Dashboard. These findings indicate that improving outcomes for part-time students remains a significant priority.

Figure 4.3 NECHE Undergraduate Success Data Dashboard



Massasoit's course completion rate of 77% and the six-year comprehensive student success rate of 61% (Voluntary Framework of Accountability) are comparable to other Massachusetts Community Colleges. As shown in Figure 4.4, within six years after enrolling as either first-time or transfer students at Massasoit, 33% of these students completed a certificate or degree at any institution within 6 years. This outcome remains below both peer averages and the Commonwealth's 40% completion benchmark, emphasizing the importance of continued focus on curriculum mapping and transfer support discussed in Standard Two.

Figure 4.4: Performance Measurement Reporting System Long-Term Success Metrics



Massasoit participated in a new initiative led by the Massachusetts Association of Community Colleges (MACCs) and completed the 2025 SCCO that captures the Richmond Fed Success Rate. For the 2020-2021 entering cohort, with outcomes measured through 2023-2024, Massasoit's Richmond Fed Success Rate is 58%, the highest among all MACCs. Of that rate, 18% earned an associate degree, 2% earned a certificate, 32% transferred prior to earning an award, and 6% were retained at Massasoit. The overall success rate for Massachusetts is 48%. The Richmond Fed Success Rate is particularly valuable for evaluating student success at an open-access institution because it recognizes multiple successful pathways. This measure provides a more comprehensive understanding of student outcomes than traditional graduation rates alone and better reflects the diverse educational goals of Massasoit students.

Labor market analyses conducted through Lightcast further contextualize college outcomes and inform academic planning. Recent Lightcast analysis (Workroom Document: Lightcast Analyst Overview February 2026) indicates that Plymouth County is projected to experience steady population and job growth through 2030, with labor force participation increasing and unemployment declining significantly since 2020. The regional economy is heavily concentrated in health care and social assistance, which is the largest industry by employment and among the fastest growing, alongside accommodation and food services. Job posting data further highlight strong demand for occupations such as registered nurses, retail supervisors, and allied health roles, while also indicating that many residents commute outside the county for employment. Demographic trends, including an aging population and a relatively low proportion of residents holding associate degrees, reinforce the College's role in workforce development and upskilling.

Current analyses highlight clear opportunities to strengthen alignment between academic program offerings and regional workforce demand, particularly in high-growth sectors such as healthcare and service industries, while also identifying gaps in higher-wage fields that are more prominent statewide. Wage data indicating lower median advertised salaries in Plymouth County compared to Massachusetts overall further underscore the importance of ensuring that academic programs support both employment and economic mobility. Additionally, demographic trends, including an aging regional workforce and relatively low associate degree attainment, present opportunities for the College to expand adult education, credential completion, and reskilling pathways.

Massasoit collects post-graduation outcomes through a survey administered at graduation and an alumni survey conducted one year after graduation, with a particular focus on Perkins-funded programs and workforce outcomes. These surveys provide additional insight into employment, continued education, and alignment with field of study. These surveys also provide important qualitative context that complements institutional and state-level outcomes data and helps the College better understand student experiences beyond graduation. Obtaining this information from alumni has been historically challenging at Massasoit. Of the 701 graduates in the Class of 2025, 140 graduates completed the Graduate Exit Survey (August/January and Spring graduates combined), representing a 20% response rate. Although the One-Year Alumni Follow-Up Survey provides more comprehensive long-term outcomes, the Exit Survey establishes an important baseline immediately following graduation. Among the 117 respondents who answered the employment question, 40% reported being employed full-time and 37% reported being employed part-time. Of the 91 respondents who answered the question regarding the relationship between their employment and their field of study, 25% indicated their job was directly related to their program of study and an additional 12% reported their employment was closely related, for a combined total of 37% whose employment was directly or closely related to their field of study.

Graduate Exit Survey results are reviewed by IR and shared with academic leadership to evaluate graduate outcomes, identify opportunities to strengthen academic programs and student support services, and supplement employment and transfer data obtained through the National Student Clearinghouse StudentTracker and the One-Year Alumni Follow-Up Survey. Together, these data sources provide a more complete understanding of graduate success and support evidence-based planning, program review, external reporting requirements, and continuous improvement.

Recognizing the importance of obtaining robust graduate outcome data, the College conducted a comprehensive review of its graduate and alumni survey process in Spring 2026. The review identified barriers contributing to historically low response rates and resulted in a collaborative action plan involving Institutional Research, Alumni Relations, the Registrar's Office, Marketing and Communications, and academic departments. As a result of this work, the College implemented a more comprehensive data collection strategy beginning with the graduating class of 2026. The Graduate Exit Survey was incorporated into commencement-related activities, including graduation ticket distribution, rehearsal, and commencement day outreach, to collect updated personal email addresses, employment intentions, transfer plans, and contact information prior to graduation. The survey was also revised to include questions that invite graduates to reflect on their greatest experience at Massasoit and to share how the College impacted their educational journey. Graduates are also informed that survey responses support state and federal reporting requirements, including Massachusetts TrainingPro program approvals and Perkins grant funding for career and technical education programs. Massasoit has established a goal of increasing survey participation to 30% among future graduating classes, while also improving the completeness, reliability, and usefulness of graduate outcomes data.

National Student Clearinghouse (NSC) StudentTracker data provide an additional measure of post-graduation student success by tracking graduates who continue their education at other institutions. Of the 687 graduates in the Class of 2025 included in the StudentTracker analysis, 280 graduates (41%) enrolled at another institution following graduation. These data demonstrate that a substantial proportion of Massasoit graduates continue their educational journey through transfer or additional credential attainment.

Massasoit demonstrates success across several mission-aligned post-enrollment metrics. The College performs comparably to peer institutions on comprehensive success measures and exceeds statewide averages on the Richmond Fed Success Rate. Transfer outcomes remain a notable institutional strength, and alumni survey findings suggest strong levels of graduate employment and satisfaction. At the same time, completion rates remain below statewide benchmarks, particularly among part-time students, and the College recognizes the need to continue improving long-term student outcomes, especially for historically underserved student populations. These findings provide important context for institutional planning and improvement efforts.

Projections

Action Item	Timeline	Responsible Area
Reassess the Academic Program Review cycle to ensure five-year reviews happen consistently, annual progress reports are submitted, and external evaluator feedback is systematically integrated and acted upon.	2026–2027	Academic Affairs, Program Coordinators
Expand and systematize both direct and indirect assessment of student learning, including rubrics, embedded assignments, student surveys, experiential learning.	2026–2028	Academic Affairs
Enhance student success initiatives by using disaggregated outcome data to identify achievement gaps and design, implement, and evaluate targeted interventions.	2026–2028	Student Services, IR, Academic Affairs
Provide ongoing professional development for faculty and staff in assessment design, inclusive pedagogy, data interpretation, and using evidence for improvement.	2026–2027	Academic Affairs, Professional Development
Assess advisory groups to increase community and partner involvement and support post-enrollment outcomes.	2027–2028	Academic Affairs

Standard Five: Integrity, Transparency, and Public Disclosure

Integrity

Description

Massasoit Community College demonstrates its commitment to high ethical standards and institutional integrity consistent with its role as a publicly chartered institution of higher education in the Commonwealth of Massachusetts. The College is authorized under Section 5 of Chapter 15A of the Massachusetts General Laws and operates within the authority granted by the Massachusetts Board of Higher Education. Ethical oversight begins with the College's Board of Trustees, whose members are approved by the Governor of Massachusetts and participate in required training through the Massachusetts Department of Higher Education as discussed in Standard One.

Institutional compliance with regulatory standards is further reinforced through coordinated and timely reporting. During 2024–2025, the College submitted all required federal, state, and accreditor reports by established deadlines, including IPEDS, HEIRS, Clery Act reporting, and NECHE annual updates. The College's most recent independent financial audit identified no significant deficiencies, reflecting sound operational controls and compliance oversight. Key institutional information, including student enrollment and success outcomes, as well as financial information, is made publicly available through the College's website and Community Report.

The College maintains formal policies and processes that ensure fair and equitable treatment of students, employees, and community members. These include policies related to affirmative action, equal opportunity and diversity, disability accommodations, and grievance procedures. Employment practices further support ethical operations through collective bargaining agreements for unionized staff, including support staff represented by the American Federation of State, County and Municipal Employees (AFSCME) and faculty represented by the Massachusetts Community College Council (MCCC). Non-unit professional staff and administrators are guided by a handbook issued by the Massachusetts Board of Higher Education.

Statewide requirements for employment further reinforce integrity and accountability. All state employees are required to complete conflict of interest training. Select members of Senior Leadership and the President's Cabinet with significant policymaking authority are required to file Statements of Financial Interest with the State Ethics Commission. The College also maintains an internal purchasing manual that outlines procurement processes, including requirements related to RFPs, public disclosures, and Board actions (Workroom Document: Purchasing Manual Revised September 2025). These procurement processes align with Massachusetts public contracting laws and ensure fairness, transparency, and appropriate stewardship of public resources.

Massasoit demonstrates a sustained commitment to affordability as a core component of its mission to provide accessible education. As an open-enrollment institution, the

College historically offered one of the lowest tuition and mandatory fees rates among Massachusetts Community Colleges, reducing financial barriers for residents of diverse socioeconomic backgrounds (Workroom Document: DHE Tuition and Mandatory Fees at Massachusetts Community Colleges). Recent statewide initiatives have further strengthened this commitment. Through participation in **Massachusetts' MassReconnect and MassEducate programs**, eligible residents who have not yet earned a bachelor's degree can attend Massasoit with 100% of tuition and fees covered. Many students also receive allowances for books and supplies based on program rules and income criteria.

To ensure continuity in research oversight following a period of limited Institutional Review Board (IRB) activity and leadership transition, Massasoit entered into a two-year IRB Authorization Agreement (IAA) with Bristol Community College in Fall 2025 (Workroom Document: Bristol Massasoit IRB Authorization Agreement). This agreement was established to quickly restore formal oversight capacity and ensure that faculty, staff, and students could continue to conduct human subjects research in compliance with federal regulations.

Appraisal

Leadership continuity has improved following a period of presidential transitions. The current leadership structure, put in place by Interim President Mitchell in 2024, includes a Senior Leadership Team and President's Cabinet. This new structure has strengthened oversight, increased representation, and supported institutional stability during periods of change, including the aftermath of the COVID-19 pandemic and implementation of Free College initiatives.

Massasoit demonstrates a strong foundation of integrity rooted in consistent governance, regulatory compliance, and mission-driven practices. Compliance training and timely external reporting reflect institutional adherence to ethical and regulatory expectations. Professional growth and ethical culture are supported through biannual Professional Development Days and additional ongoing programming offered by the Office of Professional Development and Academic Innovation (PDAI) and the **Center for Employee Enrichment and Development (CEED)**. Another key initiative—"First Friday" presentations—further supports faculty development. Presentations have included sessions focused on adjunct faculty engagement and professional learning. The **CEED Blog** provides timely posts regarding resources and programming.

Question 11 on the "Student Feedback Worksheet – NECHE Accreditation" from March 2026 asks students, "Do you feel Massasoit treats students fairly and respectfully? Please explain." The majority of students indicated that they felt that they were treated fairly and respectfully by the College: "I do feel we are being treated fairly and respectfully;" "Yes as I feel comfortable being here;" "It's very diverse here and everyone is treated the same respectfully;" "Yes because all students are treated the same and with respect;" "Massasoit treats every student with respect and dignity regardless of age and gender;" and "Yes, as a lesbian, I am not treated differently" (Workroom Document: Student Feedback Worksheet).

However, a small number of students indicate inconsistencies related to department, staff, or situations: "Sometimes No. Trying to do stuff for clubs is a nightmare;" "I feel the Brockton students have a better campus life;" "It depends. Some departments and professors treat students with respect, while others make you feel like you're just a number. Fairness isn't consistent across the board, especially when it comes to administrative processes;" "Yes and no. As a community college I thought Massasoit would be more prepared to deal with diversity (language/culture)" (Workroom Document: Student Feedback Worksheet). In Academic Year 2026–2027, Massasoit plans to explore these comments further through the Community College Survey of Student Engagement (CCSSE).

Massasoit is committed to affordability as a core component of its mission and makes key financial aid indicators publicly available through the College's annual Community Report. In 2024–2025, approximately 2,400 students received Pell Grants, representing about 42% of students enrolled in aid-eligible programs and indicating that federal grant aid continues to be a primary source of financial support for many students. FAFSA completion increased to 76%, up from 63% two years earlier, reflecting substantial growth in student participation in federal aid programs. Overall, 65% of students in aid-eligible programs received some form of financial assistance, the highest level in more than a decade. During the same period, federal student loan borrowing declined to 138 students (1.61%), down from 6.46% two years prior. Complementing these federal supports, nearly 1,300 students received $4.85 million through MassReconnect and MassEducate.

These layered federal, state, and institutional resources demonstrate that Free College operates within a broader affordability framework characterized by expanded grant participation and significantly reduced reliance on student loans. Preliminary retention improvements among MassReconnect and MassEducate participants suggest positive early impact, though longitudinal completion data will be necessary to assess sustained effectiveness (Workroom Document: Fall 2025 Free College Data). Collectively, these indicators reflect Massasoit's continued commitment to equitable access, transparency, and responsible stewardship of public resources.

Integrity also includes pursuit of the College's Mission and Statement of Values in its work with the community. The College's Food Pantry, for example, is a major support service to address access to food, not just for students, but for the broader community. In 2024–2025, more than 58,000 pounds of food were distributed through 765 community household visits and 7,465 student visits to the Pantry. The pantry is also briefly discussed in Standard Two.

Establishing the IAA ensured uninterrupted access to IRB review during a period of institutional transition and demonstrated the College's proactive approach to maintaining compliance with federal research regulations. The successful review and approval of protocols without compliance issues reflects the effectiveness of this structure in supporting ethical research practices. This arrangement positions the College to sustain research activity while strengthening its internal capacity for long-term oversight.

Transparency

Description

Massasoit promotes transparency through consistent communication and governance practices. Major institutional decisions and updates are communicated by the President, Senior Leadership Team, and Cabinet through email, the College website, All College meetings, and Board of Trustees meetings. The Massasoit Morning Minute, a weekly newsletter sent to all full and part-time employees, includes several important updates, happenings, and opportunities for faculty and staff. Views vary each week, but range from 250 to more than 600.

In 2025, the Board convened nine Regularly Scheduled Meetings, one Annual Meeting, one Board Retreat, and one Audit & Finance Committee meeting. All meeting agendas are publicly posted in advance of meetings, and approved minutes are subsequently published on the College's website. Since the COVID-19 pandemic, all Board meetings and most All College meetings have included a Zoom option to support broad participation. The Board of Trustees also provides a public comment period at the end of each meeting. Board meeting packets are shared internally through the myMassasoit Portal, while official minutes are publicly posted on the College's website to promote transparency and accountability. These practices demonstrate consistent adherence to statutory transparency requirements and institutional commitment to open governance.

The Vice Presidents of Academic Affairs and Student Services and Enrollment Management regularly host forums open to all employees and focused on issues most relevant to faculty and student services staff. Recent topics included strategic planning implementation, NECHE self-study progress, facilities updates, and ongoing operational matters. In 2025, five institutional forums were held, providing structured opportunities for open dialogue and institutional transparency.

Transparency is further supported through the dissemination of college policies and expectations. Massasoit provides onboarding resources, orientations, and training opportunities to communicate expectations and standards to employees and students. These resources are designed to support consistency and transparency across functional areas. In 2025, Human Resources established a formal onboarding evaluation framework that monitors the employee experience during the first six months. Administered by Talent Management, this framework includes structured feedback collection from both hiring managers and new employees, enabling the College to evaluate the clarity, accessibility, and effectiveness of onboarding processes and materials. Student onboarding includes orientation modules covering student conduct, Title IX protections, and institutional policies. Completion of onboarding and orientation requirements is tracked through institutional systems to ensure participation and compliance.

Massasoit strives to ensure the accuracy and transparency of information related to student success and institutional performance. Institutional Research (IR) plays a central role in transparency by publishing enrollment data, retention, graduation, and transfer rates on its website and within the College portal. The IR office oversees compliance reporting, including IPEDS, HEIRS, and NECHE annual reports, and collaborates with College Communications to make data accessible to the public through publications such as the Community Report, Fact Sheet, and presentations (Workroom Document: Massasoit Professional Development Day Presentation Fall 2025) to the College community. Massasoit demonstrates transparency in its relationship with NECHE through timely reporting, substantive change notifications, and annual disclosure submissions.

Appraisal

Massasoit's defined policies, governance structures, and ongoing communication practices make college information accessible to employees and the community. Regulatory requirements, collective bargaining agreements, and Board of Trustees practices establish expectations for decision-making, employee rights, and accountability. Key institutional documents, including Board agendas and minutes, academic policies, and consumer information disclosures, are publicly available through the College website, supporting transparency in governance and operations.

In the Spring 2026 Student Feedback Worksheet (Workroom Document: NECHE Student Feedback Form March 2026), when asked "How does the college communicate important information to students?" out of the approximately 200 respondents, the majority of students indicated that the College communicates information to them frequently and in a variety of different ways including email, the portal, telephone calls, Canvas, Engage, and messages posted around campus. A few of their comments included, "The college communicates important information to students by through email [sic], or through verbal instruction;" "I get many notices on various apps;" "sending a text and give me a call when the college has important information;" and "Theres [sic] weekly newsletters which help and I got phone calls for cancellations during the storm." A limited number of students had negative responses to how the College communicates information ("it doesn't").

Most students felt that communication is effective ("they do communicate pretty well," and "I feel like they do a good job"). However, there were some concerns: "A lot of information, but not well spread;" "It can be hard to find information on the website like schedules;" and "Mostly through email and online systems, but it's not always clear or easy to navigate. Important information can get lost or buried. Communication needs to be more direct and organized" (Workroom Document: Student Feedback Worksheet Responses). Students appreciate the differing ways information is provided, and it increases the chances that messages are seen. However, there may be information overload when they get multiple messages across platforms, and they can start to ignore them or miss them altogether.

Massasoit strengthened employee onboarding effectiveness by implementing a systematic feedback process through Human Resources (Workroom Document: Onboarding Initiatives and Peer Mentor Program – Strategic Plan Update). This approach combines electronic surveys for hiring managers with direct outreach to new employees, including 30-day phone check-ins, followed by 60-day and six-month assessments. This design captures both measurable outcomes and nuanced feedback on key onboarding components such as resource clarity, manager communication, and overall preparedness. Early results indicate strong alignment between manager and employee feedback, suggesting onboarding resources are accessible, well-structured, and effective. Continued data collection and analysis will be necessary to assess long-term effectiveness and ensure consistency across the College.

The College also recognizes areas where transparency can be improved through more timely updates and broader distribution of information. While the Faculty Handbook is reviewed and updated on a regular cycle, adjunct faculty resources (Workroom Document: Adjunct Faculty Guide Fall 2025) were only recently developed, and some published materials, such as employee credentials in the College Catalog, are updated annually rather than on an ongoing basis. Addressing these gaps will require defined ownership of updates and more consistent communication.

Institutional Research has made progress toward playing a more proactive and transparent role in communicating data to support decision-making. Historically, data requests were largely reactive, and the office mostly focused on compliance reporting. Beginning in 2025, IR began shifting toward scheduled reporting cycles, the development of Tableau dashboards, and clearer documentation of data definitions and sources. The Office also distributed and discussed a formal compliance reporting proposal (Workroom Document: Massasoit Modernization Proposal - Part 1 Compliance Reporting) outlining solutions to address longstanding challenges related to required submissions, responsible offices, and reporting timelines. While this transition is ongoing, these efforts reflect an intentional move toward clearer communication of institutional data aligned with strategic priorities.

Massasoit has engaged with NECHE appropriately on matters requiring notification or approval, including a substantive change review and site visit in October 2025 related to the Old Colony Correctional Center Prison Education Program. While documentation of notifications has not always been centralized, recent improvements in compliance tracking and centralized documentation strengthen the College's ability to maintain consistent and verifiable accreditation communications.

Public Disclosure

Description

The **Office of College Marketing and Communications** oversees official messaging, branding, and media engagement. In January 2026, the College launched a redesigned website to improve accessibility and navigation of public information. Footer navigation provides direct access to accreditation status, public notices and policies, campus safety information, and other disclosures.

Institutional Research coordinates the College's annual submission of public disclosure links to NECHE in accordance with Commission requirements (Workroom Document: Public Disclosure and Key Documents). During the 2026 reporting cycle, all required disclosure links were reviewed, verified, and submitted on schedule. The redesigned website strengthened compliance by consolidating disclosures into clearly organized, accessible webpages aligned with NECHE, state, and federal transparency guidelines and expectations.

Massasoit is committed to providing accurate, timely, and accessible consumer information. The College publicly discloses cost of attendance, net price calculator access, student loan borrowing and default rates, graduation and retention rates, transfer policies, Title IX procedures, anti-discrimination policies, Clery Act reports, complaint procedures, and articulation agreements through a centralized **public disclosure webpage**. Through marketing and advertising efforts, Massasoit provides accessible information about academic programs, free college opportunities, and student support services using direct mail, email, **social media**, and traditional advertising (Workroom Document: Massasoit Spring Advertisement). The College notifies students, employees, and community members of their rights through handbooks, posters, email communications, training, and the website. **Public notices and policies** are linked at the bottom of every webpage and provide access to spending plans, financial statements, open bids, and procurement opportunities.

Communications maintains a **Style Guide** to support consistency in representation, and publications undergo vetting prior to release. Website content is reviewed periodically by content owners, and the College maintains a ticketing system to manage website updates. Between May 2024 and May 2025, 647 tickets were submitted with a 94% resolution rate. The average resolution time was 4.2 business days. Following the January 2026 website relaunch, an embedded accessibility review tool aligned with WCAG 2.2 standards was implemented. The new website includes simplified navigation to improve access to important information, a robust homepage focused on storytelling and enrollment, enhanced accessibility checks to ensure more students can access information, and refreshed design that better meets current web standards.

Massasoit engages external constituencies through partnerships that support its public mission and accreditation responsibilities. The College participates in statewide collaborations among public higher education leaders and partners with multiple K-12 districts to support Early College programming and access initiatives (Workroom Document: Early College Pathway Partners). Additional partnerships include participation in the CONNECT consortium, which supports collaboration on transfer agreements, public programming, and resource sharing. For example, CONNECT facilitated a conference on state-supported public services hosted by Massasoit and Bridgewater State University in April 2026 (Workroom Document: Rebuilding Our Community Poster- updated version). The College also collaborates with the MassHire Greater Brockton Workforce Board and launched the Future of Work Institute (FOWI) in 2024. One of the FOWI's first agreements was with the Massachusetts Probation Service to support workforce training and reentry initiatives.

Appraisal

When the College launched its new website in January 2026, the community was notified to report any issues, errors, or omissions, by submitting an ITS ticket. Communications worked collaboratively with ITS to prioritize and resolve tickets as soon as possible. Continued investment in website governance and compliance tracking will strengthen the College's ability to maintain accurate, timely, and accessible public information.

Massasoit has made progress in improving the consistency and clarity of publicly available information by creating opportunities for content owners and leaders to collaborate, which led to the consolidation of the Student Handbook into the College Catalog. This effort reduced duplication and clarified policy language. The College plans to transition to a digital-first catalog as part of its redesigned website in 2026, which is expected to further enhance the timeliness and usability of published information.

Participation in New Student Orientation (NSO) has increased, with 62% of students completing the program in Fall 2025. While this represents meaningful progress in communicating institutional policies, resources, and expectations to incoming students, NSO does not yet reach all students. As a result, questions remain regarding the consistency of policy awareness across the student population. Additional evidence, including student survey data, will help assess the effectiveness of current communication strategies and identify opportunities for improvement.

Oversight of public messaging and media engagement is generally effective. However, the Communications Style Guide needs updating, and website content review is not yet conducted on a consistent schedule. These gaps present opportunities to strengthen accuracy and consistency across college communications. At the same time, the update to the website as well as webpages such as its "Paying for College" area demonstrates progress in making cost, financial aid, and free college information clearer and more accessible to prospective students, families, and the broader public. Financial Aid and Student Accounts are now housed under a single, consolidated structure, making it easier for students to locate accurate, current information and navigate the webpages more intuitively. Informational videos were added throughout the site, along with a centralized video library to support students' understanding of complex financial topics. Collectively, these improvements reflect meaningful progress in public disclosure related to affordability, financial aid, and student support.

Projections

Action Item	Timeline	Responsible Area
Disseminate an updated Communications Style Guide to ensure consistent messaging across platforms.	2026–2027	External Relations
Publish a digital-first College Catalog housed on the College website.	2026–2027	External Relations, ITS, Academic Affairs, Student Services and Enrollment Management
Continue evaluation of appropriate staffing structure for website content support and management.	2026–2027	Information Technology Services, External Relations
Codify and publish information on policy/procedure development, review, finalization, and ownership	2026–2027	Academic Affairs, Student Services and Enrollment Management, External Relations
Reassess gaps in community-facing services and explore mission-aligned approaches to expanding community engagement.	2026–2027	Academic Affairs

MASSASOIT COMMUNITY COLLEGE

1966

ENDURANCE AND FAITH

Appendices

MASSASOIT COMMUNITY COLLEGE

1966

ENDURANCE AND FAITH

Appendix A:
Affirmation and Compliance Form

New England Commission of Higher Education
301 Edgewater Place, Suite 210, Wakefield, MA 01880
Tel: 781-425-7785 I neche.org

AFFIRMATION OF COMPLIANCE WITH FEDERAL REGULATIONS RELATING TO TITLE IV

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

1. **Credit Transfer Policies**. The institution's policy on transfer of credit is publicly disclosed through its website and other relevant publications. The institution includes a statement of its criteria for transfer of credit earned at another institution of higher education along with a list of institutions with which it has articulation agreements. (NECHE Policy 95. See also *Standards for Accreditation* 4.29-4.32 and 9.18.)

URL	https://massasoit.edu/get-started/registrar/transfer-credit.html
Print Publications	None
Self-study Report Page Reference	Pages 19, 36-37

2. **Student Complaints.** **"**Policies on student rights and responsibilities, including grievance procedures, are clearly stated, well publicized and readily available, and fairly and consistently administered." (*Standards for Accreditation* 5.18, 9.8, and 9.18.)

URL	https://massasoit.edu/student-success/student-rights-responsibilities/index.html
Print Publications	None
Self-study Report Page Reference	Page 95

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

Method(s) used for verification	Institutional authentication protocols, including unique ID, password, and DOB. Canvas is accessed through the MyMassasoit Portal.
Self-study Report Page Reference	Page 23

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

URL	https://massasoit.edu/about/strategic-plan/neche.html
Print Publications	Massasoit will be sending out a public notice for comment to the Brockton Enterprise, The Patriot Ledger, and The Canton Journal
Self-study Page Reference	Page lix

The undersigned affirms that Massasoit Community College meets the above federal requirements relating to Title IV program participation, including those enumerated above.

Chief Executive Officer: ______________________

Date: August 21, 2026

March,2016, June 2020, August 2021

MASSASOIT COMMUNITY COLLEGE

1966

ENDURANCE AND FAITH

Appendix B:
NECHE E-Series Option 4 Form

CATEGORY	(1) What is the measure of student achievement or student success?		(2) What is the institution's score or rate?	(3) What is the peer comparison group?	(4) What is the peer score or rate on this measure?	(5) What changes are anticipated as a result of the comparison?	(6) Source
Part-time Retention	**IPEDS Part-time Retention Rate**						
	Percent Returning to Same Institution - First-Year Retention Rate (Fall-to-Fall), New First-Time, Part-time Degree-Seeking Students at Same Institution	Fall Cohort 2020 - 21	52.0%	National Peers	44.0%	Part-time retention rates have remained at or above national peer averages, although recent fluctuations highlight the need for continued attention to the success of part-time learners. As outlined in the Strategic Plan, the College will continue to strengthen proactive advising, academic support services, flexible scheduling, and student engagement strategies designed to improve persistence among part-time students. Ongoing analysis of this growing population will inform targeted interventions and resource allocation.	The Integrated Postsecondary Education Data System (IPEDS) Data Feedback Report
		Fall Cohort 2022 - 23	51.0%	National Peers	46.0%		
		Fall Cohort 2023 - 24	47.0%	National Peers	47.0%		
		Fall Cohort 2024 - 25	51.0%	National Peers	Unavailable		
Full-time Retention Rates	**HEIRS Full-time Retention Rate for Same Institution**						
	Percent Returning to Same Institution - First-Year Retention Rate (Fall-to-Fall), New First-Time, Full-time Degree Seeking Students	Fall Cohort 2021 - 22	56.3%	Massachusetts Community Colleges	56.0%	Massasoit's full-time retention rates usually meet or exceed state and national peer benchmarks. The College will continue to advance Strategic Plan goals focused on student success through expanded use of data analytics and ongoing use of early-alert systems. Recent analyses of co-requisite models and course scheduling patterns will be used to identify opportunities for further improvement in first-year persistence and progression.	Massachusetts Department of Higher Education Tableau Dashboards, DHE Data Center
		Fall Cohort 2022 - 23	60.3%	Massachusetts Community Colleges	61.0%		
		Fall Cohort 2023 - 24	62.6%	Massachusetts Community Colleges	60.0%		
		Fall Cohort 2024 - 25	61.9%	Massachusetts Community Colleges	Unavailable		
	HEIRS Full-time Retention Rate for Any Institution						
	Percent Returning to Anywhere - First-Year Retention Rate (Fall-to-Fall), New First-Time, Full-time Degree Seeking Students	Fall Cohort 2020 - 21	70.1%	Massachusetts Community Colleges	65.0%		Massachusetts Department of Higher Education Tableau Dashboards, DHE Data Center
		Fall Cohort 2021 - 22	65.0%	Massachusetts Community Colleges	64.0%		
		Fall Cohort 2022 - 23	66.9%	Massachusetts Community Colleges	68.0%		
		Fall Cohort 2023 - 24	69.8%	Massachusetts Community Colleges	Unavailable		
	IPEDS Full-time Retention Rate						
	Percent Returning to Same Institution - First-Year Retention Rate (Fall-to-Fall), New First-Time, Full-time Degree-Seeking Students at Same Institution	Fall Cohort 2019 - 20	57.0%	National Peers	57.0%		The Integrated Postsecondary Education Data System (IPEDS) Data Feedback Report
		Fall Cohort 2020 - 21	65.0%	National Peers	59.0%		
		Fall Cohort 2021 - 22	56.0%	National Peers	61.0%		
		Fall Cohort 2022 - 23	60.0%	National Peers	62.0%		
		Fall Cohort 2023 - 24	63.0%	National Peers	62.0%		
		Fall Cohort 2024 - 25	61.9%	National Peers	Unavailable		
Transfer Rates	**IPEDS Transfer-out Rate**						
	IPEDS transfer-out rates of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to program completion	Fall Cohort 2017	19.0%	National Peers	12.0%	Transfer-out rates consistently exceed national peer averages, reflecting the College's mission as an institution that prepares students for successful transfer opportunities. To further strengthen transfer outcomes, the College will continue implementing Strategic Plan priorities related to transfer agreements, partnerships, as well as transfer and career planning. Expanded use of transfer and post-enrollment outcome data will support continuous improvement efforts and help ensure students successfully transition to four-year institutions.	The Integrated Postsecondary Education Data System (IPEDS) Data Feedback Report
		Fall Cohort 2018	20.0%	National Peers	15.0%		
		Fall Cohort 2019	16.0%	National Peers	15.0%		
		Fall Cohort 2020	21.0%	National Peers	11%		
		Fall Cohort 2021	25.0%	National Peers	13%		
Graduation Rates	**IPEDS Graduation Rates within 150% of Normal Time**						
	Graduation Rates of Full-Time, First-Time, Degree/ Certificate- Seeking Undergraduates within 150% of Normal Time to Program Completion	Cohort 2015	17.0%	National Peers	26.0%	Although graduation rates have shown modest improvement over time, they remain below national peer averages. The College is prioritizing initiatives that support student momentum toward credential completion, degree planning, enhanced advising, and efforts to reduce barriers to enrollment and persistence. Consistent with Strategic Plan objectives, the College will continue monitoring completion outcomes and using disaggregated data to identify equity gaps and improve student achievement across all populations.	The Integrated Postsecondary Education Data System (IPEDS) Data Feedback Report
		Cohort 2017	19.0%	National Peers	31.0%		
		Cohort 2018	16.0%	National Peers	33.0%		
		Cohort 2019	19.0%	National Peers	33.0%		

		Cohort 2020	24.0%	National Peers	36.0%		
		Cohort 2021	19.0%	National Peers	38.0%		
	IPEDS Graduation Rates within 200% of Normal Time						
	Graduation Rates of Full-Time, First-Time, Degree/ Certificate- Seeking Undergraduates within 200% of Normal Time to Program Completion	Cohort 2016	25.0%	National Peers	37.0%		The Integrated Postsecondary Education Data System (IPEDS) Data Feedback Report
		Cohort 2017	23.0%	National Peers	39.0%		
		Cohort 2018	20.0%	National Peers	39.0%		
		Cohort 2019	25.0%	National Peers	40.0%		
		Cohort 2020	28.0%	National Peers	44.0%		
Completion Rates	**HEIRS Annual Credit Course Completion Rate**						
	Annual Credit Course Completion Rate	FY2020	74.4%	Massachusetts Community Colleges	77.9%	Course completion rates have remained relatively stable but trail statewide community college averages. The College is using course-level success data to assess instructional modalities, scheduling practices, and co-requisite course performance. Strategic Plan initiatives focused on academic support and student engagement are expected to improve course completion and strengthen progression toward credential attainment.	Massachusetts Department of Higher Education Tableau Dashboards
		FY2021	75.9%	Massachusetts Community Colleges	77.2%		
		FY2022	73.5%	Massachusetts Community Colleges	75.6%		
		FY2023	76.5%	Massachusetts Community Colleges	77.5%		
		FY2024	76.6%	Massachusetts Community Colleges	78.7%		
	HEIRS "Six-Year Comprehensive Student Success Rate (VFA Model)						
	Comprehensive student success rate reflecting the percentage of students within six years (either first-time or transfer students) that graduate, transfer, attain 30 credits and/or remain enrolled	Fall 2015 Cohort	65.0%	Massachusetts Community Colleges	65.0%	Massasoit's comprehensive student success rate remains comparable to peer institutions, demonstrating that students achieve a variety of success outcomes, including completion and transfer. Building upon this performance, the College will continue advancing Strategic Plan priorities that emphasize equitable student success, transfer attainment, workforce readiness, and data-informed decision making. Enhanced tracking of post-enrollment outcomes and labor market alignment will support continuous improvement efforts and help ensure students achieve their educational and career goals.	Massachusetts Department of Higher Education Tableau Dashboards
		Fall 2016 Cohort	63.0%	Massachusetts Community Colleges	64.0%		
		Fall 2017 Cohort	61.0%	Massachusetts Community Colleges	63.0%		
		Fall 2018 Cohort	62.0%	Massachusetts Community Colleges	63%		
		Fall 2019 Cohort	61.0%	Massachusetts Community Colleges	61%		

Notes:

Massasoit Community College's National Peers include: Central Georgia Technical College (Warner Robins, GA), Chattahoochee Technical College (Marietta, GA), Community College of Allegheny County(Pittsburgh, PA), Connecticut State Community College (Hartford, CT), Frederick Community College (Frederick, MD), Gateway Technical College (Kenosha, WI), Georgia Northwestern Technical College (Rome, GA), Gwinnett Technical College (Lawrenceville, GA), Harrisburg Area Community College (Harrisburg, PA), Hinds Community College (Raymond, MS), Holmes Community College (Goodman, MS), Jefferson State Community College (Birmingham, AL), Kansas City Kansas Community College (Kansas City, KS), Kirkwood Community College (Cedar Rapids, IA), Lanier Technical College (Gainesville, GA), Madison Area Technical College (Madison, WI), Minnesota State Community and Technical College (Fergus Falls, MN), Northeast Community College (Norfolk, NE), Northeast Wisconsin Technical College (Green Bay, WI), Ohlone College (Fremont, CA), San Juan College (Farmington, NM), Shelton State Community College (Tuscaloosa, AL), Southeast Community College Area (Lincoln, NE), Southern Crescent Technical College (Griffin, GA), Southern Regional Technical College (Thomasville, GA), Stark State College (North Canton, OH), West Georgia Technical College (Waco, GA) and Yuba College (Marysville, CA).

MASSASOIT COMMUNITY COLLEGE

1966

ENDURANCE AND FAITH

Appendix C:
NECHE Finance Forms

Statement of Financial Position/Statement of Net Assets

Fiscal Year Ends - month & day: (06/30)	2 Years Prior (FY23)	1 Year Prior (FY24)	Most Recent Year (FY25)	% Change 2 yrs-1yr Prior	% Change 1y-most recent
ASSETS (in 000s)					
Cash and Short Term Investments	$17,975	$17,111	$19,672	-4.8%	15.0%
Cash held by State Treasurer	$3,541	$2,836	$4,950	-19.9%	74.5%
Deposits held by State Treasurer	$1,371	$1,457	$1,024	6.3%	-29.7%
Accounts Receivable, Net	$3,250	$3,125	$4,387	-3.8%	40.4%
Contributions Receivable, Net	$0	$0	$0	-	-
Inventory and Prepaid Expenses	$520	$564	$607	8.5%	7.6%
Long–Term Investments	$31,327	$41,610	$44,634	32.8%	7.3%
Loans to Students	$0	$0	$0	-	-
Funds held under bond agreement	$0	$0	$0	-	-
Property, plants, and equipment, net	$38,803	$40,673	$42,167	4.8%	3.7%
Other Assets	$567	$632	$1,614	11.5%	155.4%
Total Assets	**$97,354**	**$108,008**	**$119,055**	10.9%	10.2%

Fiscal Year Ends - month & day: (06/30)	2 Years Prior (FY23)	1 Year Prior (FY24)	Most Recent Year (FY25)	% Change 2 yrs-1yr Prior	% Change 1y-most recent
LIABILITIES (in 000s)					
Accounts payable and accrued liabilities	$9,145	$9,239	$12,064	1.0%	30.6%
Deferred revenue & refundable advances	$3,862	$2,106	$2,184	-45.5%	3.7%
Due to state	$0	$0	$0	-	-
Due to affiliates	$0	$0	$0	-	-
Annuity and life income obligations	$0	$0	$0	-	-
Amounts held on behalf of others	$0	$0	$0	-	-
Long–Term Investments	$4,653	$4,155	$3,637	-10.7%	-12.5%
Refundable government advances	$0	$0	$0	-	-
Other long-term liabilities	$21,609	$16,548	$13,391	-23.4%	-19.1%
Total Liabilities	**$39,269**	**$32,048**	**$31,276**	-18.4%	-2.4%

Statement of Financial Position/Statement of Net Assets

Fiscal Year Ends - month & day: (06/30)	2 Years Prior (FY23)	1 Year Prior (FY24)	Most Recent Year (FY25)	% Change 2 yrs-1yr Prior	% Change 1y-most recent
NET ASSESTS (in 000s)					
Net Assets without donor restrictions					
Institutional	**$18,398**	**$34,543**	**$43,287**	87.8%	25.3%
Foundation	**$960**	**$1,207**	**$1,358**	25.7%	12.5%
Total	**$19,358**	**$35,750**	**$44,645**	84.7%	24.9%
Net Asets with donor restrictions					
Insitutional	**$37,548**	**$38,802**	**$41,806**	3.3%	7.7%
Foundation	**$1,179**	**$1,408**	**$1,328**	19.4%	-5.7%
Total	**$38,727**	**$40,210**	**$43,134**	3.8%	7.3%
Total Net Assets	**$58,085**	**$75,960**	**$87,779**	30.8%	15.6%

Fiscal Year Ends - month & day: (06/30)	2 Years Prior (FY23)	1 Year Prior (FY24)	Most Recent Year (FY25)	% Change 2 yrs-1yr Prior	% Change 1y-most recent
TOTAL LIABILITIES and NET ASSETS	**$97,354**	**$108,008**	**$119,055**	10.9%	10.2%

Please enter any explanatory notes related to the institution's Statement of Financial Position in the box below:

The College continues to have a strong financial position, as evidenced by our statement of net position from FY23 to FY25, primarily due to growth in cash and short-term investments, increases in accounts receivable, and appreciation of long-term investments. Long-term investments reflect favorable market performance and investment growth. Capital assets increased as a result of ongoing capital investments and facility improvements. Total liabilities decreased due to reductions in long-term obligations and other post-employment benefit liabilities. Net Assets continue to increase each year, reflecting positive operating support from state appropriations, investment performance, and capital appropriations.

Statement of Revenues and Expenses

Fiscal Year ends - month& day: (06/30)	3 Years Prior (FY23)	2 Years Prior (FY24)	Most Recently Completed Year (FY 25)	Current Year (FY 26)	Next Year Forward (FY 27)
OPERATING REVENUES (in 000s)					
Tuition and fees	$21,728	$23,368	$25,039	$27,776	$29,720
Room and board					
Less: Financial aid	(4,096)	(5,094)	(8,483)	(10,873)	(11,634)
Net student fees	$17,632	$18,274	$16,556	$16,903	$18,086
Government grants and contracts	$13,426	$18,848	$22,195	$23,614	$24,500
Private gifts, grants and contracts	$782	$1,102	$555	$1,064	$1,085
Other auxiliary enterprises	$67	$84	$160	$150	$150
Endowment income used in operations					
Other revenue (specify): other operating revenue	$735	$359	$535	$175	$176
Other revenue (specify):					
Net assets released from restrictions					
Total Operating Revenues	**$32,642**	**$38,667**	**$40,001**	**$41,906**	**$43,997**

Statement of Revenues and Expenses

Fiscal Year ends - month& day: (06/30)	3 Years Prior (FY23)	2 Years Prior (FY24)	Most Recently Completed Year (FY 25)	Current Year (FY 26)	Next Year Forward (FY 27)
OPERATING EXPENSES (in 000s)					
Instruction	$15,282	$18,064	$18,335	$21,465	$21,723
Research					
Public Service	$279	$409	$338	$423	$428
Academic Support	$11,798	$13,976	$14,247	$16,175	$16,369
Student Services	$6,741	$8,522	$9,045	$9,769	$9,887
Institutional Support	$11,212	$12,384	$14,120	$15,799	$15,993
Fundraising and alumni relations					
Operation, maintenance of plant (if not allocated)	$4,069	$4,373	$5,275	$6,115	$6,189
Scholarships and fellowships (cash refunded by public institution)	$7,222	$7,259	$10,630	$11,338	$11,705
Auxiliary enterprises					
Depreciation (if not allocated)	$2,935	$3,039	$3,231	$3,186	$3,686
Other expenses (specify):					
Other expenses (specify):					
Total operating expenditures	**$59,538**	**$68,026**	**$75,221**	**$84,270**	**$85,980**
Change in net assets from operations	**(26,896)**	**(29,359)**	**(35,220)**	**(42,364)**	**(41,983)**

Statement of Revenues and Expenses

Fiscal Year ends - month& day: (06/30)	3 Years Prior (FY23)	2 Years Prior (FY24)	Most Recently Completed Year (FY 25)	Current Year (FY 26)	Next Year Forward (FY 27)
NON OPERATING REVENUES (in 000s)					
State appropriations (net)	**$35,236**	**$40,350**	**$41,391**	**$43,646**	**$44,816**
Investment return	**$2,523**	**$4,868**	**$3,764**	**$3,405**	**$3,000**
Interest expense (public institutions)	**(298)**	**(300)**	**(255)**	**-$181**	**(200)**
Gifts, bequests and contributions not used in operations					
Other (specify): Federal grants revenue	**$2,657**				
Other (specify):					
Other (specify):					
Net non-operating revenues	**$40,118**	**$44,918**	**$44,900**	**$46,870**	**$47,616**
Income before other revenues, expenses, gains, or losses	**$13,222**	**$15,559**	**$9,680**	**$4,506**	**$5,633**
Capital appropriations (public institutions)	**$2,056**	**$2,318**	**$2,139**	**$18,740**	
Other (specify):					
TOTAL INCREASE/DECREASE IN NET ASSETS	**$15,278**	**$17,877**	**$11,819**	**$23,246**	**$5,633**

Please enter any explanatory notes related to the institution's Statement of Revenues and Expenses in the box below:

Operating revenues continue to be supplemented by state appropriations and other non-operating revenues. Government grants and contracts increased substantially over the three-year period, reflecting expanded federal and state funding opportunities. The increase in Financial Aid is primarily due to State Free College Intuitive support provided to students. Operating expenses increased primarily in instruction, academic support, student services, institutional support, and scholarship expenditures, reflecting inflationary pressures, collective bargaining obligations, and strategic investments in student success initiatives. The institution reported an increase in net assets of approximately $11.8 million in FY2025 after capital appropriations and non-operating revenue

Statement of Debt

Fiscal Year ends - month & day: (06/30)	3 Years Prior (FY23)	2 Years Prior (FY24)	Most Recently Completed Year (FY 25)	Current Year (FY 26)	Next Year Forward (FY 27)
Long-term Debt					
Beginning balance	$5,595,834	$5,133,155	$4,652,976	$4,154,530	$3,637,014
Additions					
Reductions	($462,679)	($480,179)	($498,446)	($517,516)	($537,423)
Ending balance	**$5,133,155**	**$4,652,976**	**$4,154,530**	**$3,637,014**	**$3,099,591**
Interest paid during fiscal year	$242,382	$222,665	$202,127	$180,812	$158,660
Current Portion	$480,179	$498,446	$517,516	$537,423	$494,924
Bond Rating (if applicable)	N/A				
"Debt to Assets Ratio Long-term Debt / Total Assets"	5.0%	4.0%	3.0%	3.0%	2.0%

Debt Covenants: (1) Describe interest rate, schedule, and structure of payments; and (2) indicate whether the debt covenants are being met. If not being met, describe the specific covenant violation (i.e., requirement of the lender vs. actual achieved by the institution). Also, indicate whether a waiver has been secured from the lender and/or if covenants were modified:

The College's long-term obligations consist primarily of Commonwealth-supported capital lease and bond obligations administered through state financing mechanisms. Principal and interest payments are made in accordance with established debt service schedules. The College is not aware of any covenant violations and is in compliance with all applicable debt requirements as of June 30, 2025. Debt balances continue to decline through scheduled repayments.

Line(s) of Credit: List the institutions line(s) of credit and their uses:

The College does not maintain a revolving line of credit and funds operations through operating revenues, state appropriations, grants, and available reserves.

Future borrowing plans (please describe):

The College has no future borrowing plans at this time.

Liquidity

Fiscal Year ends - month& day: (06/30)	3 Years Prior (FY23)	2 Years Prior (FY24)	Most Recently Completed Year (FY 25)	Current Year (FY 26)	Next Year Forward (FY 27)
CASH FLOW					
Cash and Cash Equivalents beginning of year	$17,436	$22,883	$21,402	$25,647	$22,886
Cash Flow from Operating Activities	($18,188)	($22,794)	($22,973)	($24,800)	($24,100)
Cash Flow from Investing Activities	($3,598)	($5,476)	$666	$250	$250
Cash Flow from Financing Activities	$27,233	$26,789	$26,552	$21,789	$22,250
Cash and Cash Equivalents end of year	**$22,883**	**$21,402**	**$25,647**	**$22,886**	**$21,286**
LIQUIDITY RATIOS					
Current Assets	$57,983	$25,093	$30,641	$27,472	$22,357
Current Liabilities	$13,007	$11,345	$14,247	$12,456	$12,501
Current Ratio	**4.46**	**2.21**	**2.15**	**2.21**	**1.79**
Days Cash on Hand: Cash and Cash Equivalents ÷ ((Operating expenses - Noncash expenses) ÷ 365)	**140**	**114**	**124**	**108**	**100**
PHYSICAL RESOURCES					
Deferred Maintenance	**4,015,357.00**	**4,783,945.00**	**5,171,799.00**	**3,608,544.00**	**4,600,000.00**

Has the institution needed to liquidate any financial assets to fund operations? (Please describe.) :

No. The College has not been required to liquidate long-term investment assets to fund routine operations during the reporting period.

Has the institution made any endowment withdrawals that deviate from its spending policy? (Please describe.):

No. The College has not made an endowment withdrawl that deviate from its spending policy.

Has the institution needed to borrow against its endowment? If so, please describe and indicate when approvals (if required) were obtained from the state's authority:

No. The College has not borrowed against endowment assets.

Please describe the institution's plans for managing its deferred maintenance:

The College continues to address deferred maintenance through a combination of annual operating budgets, state capital appropriations, energy efficiency initiatives, grant opportunities, and long-range facilities planning. Priority is given to life-safety, regulatory compliance, infrastructure reliability, and projects that support student success and operational efficiency.

Please enter any additional explanatory notes related to the intitiution's liquidity in the box below:

The College maintains adequate liquidity through a combination of cash balances, investments, and Commonwealth operating support. The current ratio exceeded 2.0 in FY2025 and days cash on hand remained above 120 days, demonstrating the institution's ability to meet current obligations while supporting ongoing operations and strategic initiatives.

Financial Aid

Fiscal Year ends - month & day: (06/30)	3 Years Prior (FY23)	2 Years Prior (FY24)	Most Recently Completed Year (FY 25)	Current Year (FY 26)	Next Year Forward (FY 27)
FINANCIAL AID					
Source of funds					
Unrestricted institutional	$985,072	$1,021,417	$1,013,943	$1,009,789	$1,100,000
Federal, state and private grants	$10,770,208	**$14,435,173**	**$19,282,829**	**$21,947,472**	**$22,750,000**
Restricted funds	**$781,761**	**$1,101,962**	**$555,066**	**$1,063,857**	**$1,085,000**
Total	**$12,537,041**	**$16,558,552**	**$20,851,838**	**$24,021,118**	**$24,935,000**
% Discount of tuition and fees	18.9%	21.8%	33.9%	39.1%	45.1%
% Unrestricted discount	4.5%	4.4%	4.0%	3.6%	3.3%
Net Tutition Revenue per FTE	81%	78%	66%	61%	58.0%
Net Student Fees per FTE					
FEDERAL FINANCIAL RESPONSIBILITY COMPOSITE SCORE	N/A				

Provide any explanatory notes related to the institution's financial aid in the box below:

MASSASOIT COMMUNITY COLLEGE

1966

ENDURANCE AND FAITH

Appendix D:

Most Recent Audited Financial Statements and Auditor's Management Letter

MASSASOIT COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

FINANCIAL STATEMENTS AND MANAGEMENT'S DISCUSSION AND ANALYSIS

JUNE 30, 2025 and 2024

MASSASOIT COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Financial Statements

June 30, 2025 and 2024

C O N T E N T S

withum
ADVISORY TAX AUDIT

INDEPENDENT AUDITOR'S REPORT

To the Board of Trustees of
Massasoit Community College
Brockton, Massachusetts

Report on the Audit of the Financial Statements

Opinions

We have audited the accompanying financial statements of the business-type activities and the aggregate discretely presented component unit, of Massasoit Community College (the "College"), as of and for the years ended June 30, 2025 and 2024, and the related notes to the financial statements, which collectively comprise the College's basic financial statements as listed in the table of contents.

In our opinion, the financial statements present fairly, in all material respects, the respective financial position of the business-type activities and the aggregate discretely presented component unit of the College, as of June 30, 2025 and 2024, and the respective changes in financial position and, where applicable, cash flows thereof for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinions

We conducted our audits in accordance with auditing standards generally accepted in the United States of America ("GAAS") and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the College, and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the College's ability to continue as a going concern for twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

WithumSmith+Brown, PC 25 Braintree Hill Office Park, Suite 102, Braintree, MA 02184-8715 T (617) 471 1120 F (617) 472 7560 withum.com

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the College's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the College's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and the other required supplementary information as listed in the table of contents be presented to supplement the basic financial statements. Such information is the responsibility of management and, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with GAAS and Government Auditing Standards, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

withum

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated November 19, 2025, on our consideration of the College's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the College's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with Government Auditing Standards in considering the College's internal control over financial reporting and compliance.

Withum Smith+Brown, PC

November 19, 2025

MASSASOIT COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Management's Discussion and Analysis (Unaudited)

June 30, 2025. 2024 and 2023

The following discussion and analysis provides management's view of the financial position of Massasoit Community College (the "College") as of June 30, 2025, 2024, and 2023 and the results of operations for the years then ended. This analysis should be read in conjunction with the College's financial statements and notes thereto which are also presented in this document.

Massasoit Community College is a comprehensive public two-year institution of higher learning with approximately 5,574 students enrolled for credit for the Fall of 2024, with 98 full-time and 392 part-time faculty members on campuses in Brockton, Canton, and Middleborough, Massachusetts. The College offers associate degree programs in arts, sciences, and applied sciences, one-year and short-term certificates for a range of occupations and interests, and contributes to its service area through community education, workforce development, theater and conference event programs.

Financial Highlights

At June 30, 2025, 2024 and 2023, the College's assets and deferred outflows were $116.3 million, $105.4 million and $95.2 million, and its liabilities and deferred inflows were $31.2, $32.0 million, and $39.2 million. The result net position is summarized into the following categories:

	June 30		
	2025	**2024**	**2023**
Net investment in capital assets	$ 36,838,641	$ 34,542,053	$ 32,769,331
Restricted, expendable	4,967,323	4,259,680	4,779,040
Unrestricted	43,287,098	34,544,247	18,396,181
Total net position	$ 85,093,062	$ 73,345,980	$ 55,944,552

The Primary Reserve Ratio provides a snapshot of financial strength and flexibility by indicating how long the institution can operate using available expendable reserves without relying on additional new assets generated by operations. The Primary Reserve Ratio for fiscal year 2025, 2024, was 67.7%, 60.9 %, and 42.4% in 2023.

The Return on Net Position Ratio determines whether an institution has financially improved since the previous year by measuring total economic return. This ratio is 15.6% for 2025, 30.8% for 2024 and 35.7 % for 2023.

The Net Operating Revenue Ratio indicates whether total operating activities result in a surplus or a deficit. The net operating revenue ratio was 11.7% in the year ended June 30, 2025, 18.9% for the fiscal year 2024, and 18.5% for fiscal year 2023.

The Viability Ratio measures the availability of expendable net position to cover debt. The Viability Ratio for fiscal year 2025 was 1226.2%, 2024 was 889.7%, and 2023 it was 492.2 %.

Overall, the College's operating revenues increased approximately $1.8 million. The net tuition revenue declined; however, the state and federal grants and contracts had increased this fiscal year. Revenues from net tuition and fees declined by approximately $1.7 million. Revenues from state grants and contracts increased by $0.7 million and revenues from federal grants and contracts increased by $2.7 million. The College's investment portfolio yielded a net gain of approximately $3.6 million due to market conditions. Operating expenditures increased $7.2 million.

Overview of the Financial Statements

Massasoit Community College's financial statements are comprised of two primary components: 1) the financial statements and 2) the notes to the financial statements.

The Financial Statements – The financial statements are designed to provide readers with a broad overview of Massasoit Community College's finances and are comprised of three basic statements.

These statements are prepared in accordance with Government Accounting Standards Board (GASB) principles. These principles establish standards for external financial reporting for public colleges and universities and require that financial statements be presented on a consolidated basis to focus on the institution as a whole. Previously, financial statements focused on individual fund groups rather than on the College as a whole. A description of the financial statements follows:

> The ***Statements of Net Position*** presents information on all of the College's assets and liabilities, with the difference between the two reported as net position. Over time, increases or decreases in net position may serve as a useful indicator of whether the financial position of the College is improving or deteriorating. GASB 39, adopted as of July 1, 2003 requires the Foundation's net position be included in the College's Statements of Net Position.
>
> The ***Statements of Revenues, Expenses, and Changes in Net Position*** presents information showing how the College's net position changed during the most recent fiscal year. All changes in net position are reported as soon as the underlying event giving rise to the change occurs, regardless of the timing of related cash flows. Thus, revenues and expenses are reported in this statement for some items that will only result in cash flows in future fiscal periods (e.g. the payment for the accrued compensated absences, or the receipt of amounts due from students and others for services rendered). GASB 39 requires the Foundation's revenues and expenditures are included in the College's Statements of Revenues, Expenses and Changes in Net Position.

The ***Statements of Cash Flows*** is reported on the direct method. The direct method of cash flow reporting portrays net cash flows from operations as major classes of operating receipts (e.g. tuition and fees) and disbursements (e.g. cash paid to employees for services.) The Governmental Accounting Standards Board (GASB) Statements 34 and 35 require this method to be used. In accordance with GASB 39, the Foundation is not required to present the Statements of Cash Flows.

The financial statements can be found on pages 16-18 of this report.

The College reports its activity as a business-type activity using the economic resources measurement focus and full accrual basis of accounting. The College is a part of the Commonwealth of Massachusetts. Therefore, the results of the College's operations, its net position and cash flows are also summarized in the Commonwealth's Comprehensive Annual Financial Report.

Notes to the financial statements – The notes provide additional information that is essential to a full understanding of the data provided in the financial statements. The notes provide information regarding both the accounting policies and procedures the College has adopted as well as additional detail of certain amounts contained in the financial statements. The notes to the financial statements can be found on pages 19-54 of this report.

Financial Analysis of the College

As noted earlier, net position may serve over time as a useful indicator of Massasoit Community College's financial position. In the case of the College, assets and deferred outflows exceeded liabilities and deferred inflows as of June 30, 2025 by $85.1 million, 2024 by $73.3 and in 2023 by $55.9 million.

MASSASOIT COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Management's Discussion and Analysis (Unaudited) - Continued

June 30, 2025, 2024 and 2023

Condensed Statements of Net Position

	June 30		
	2025	2024	2023
Assets and Deferred Outflows of Resources:			
Current Assets	$ 29,398,269	$ 23,768,180	$ 25,677,801
Non-current Assets	43,143,082	40,277,459	30,141,590
Capital Assets	42,166,774	40,673,319	38,803,235
Deferred Outflows of Resources	1,613,531	632,059	566,811
Total Assets and Deferred Outflows of Resources	$ 116,321,656	$ 105,351,017	$ 95,189,437
Liabilities and Deferred Inflows of Resources:			
Current Liabilities	$ 14,200,257	$ 11,302,717	$ 12,982,859
Non-current Liabilities	11,036,928	10,672,881	11,414,614
Deferred Inflows of Resources	5,991,409	10,029,439	14,847,412
Total Liabilities and Deferred Inflows of Resources	$ 31,228,594	$ 32,005,037	$ 39,244,885
Net Position:			
Net investment in capital assets	$ 36,838,641	$ 34,542,053	$ 32,769,331
Restricted-expendable	4,967,323	4,259,680	4,779,040
Unrestricted	43,287,098	34,544,247	18,396,181
Total Net Position	$ 85,093,062	$ 73,345,980	$ 55,944,552

By far the largest portion of Massasoit Community College's net position reflects its investment in capital assets (e.g. land, buildings, machinery and equipment); less any related debt, including capital leases, used to acquire those assets that are still outstanding. Massasoit Community College uses these capital assets to provide services to students, faculty and administration; consequently, these assets are *not* available for future spending. Although Massasoit Community College's investment in its capital assets is reported net of related debt and accumulated depreciation, it should be noted that the resources needed to repay this debt must be provided from other sources, since the capital assets themselves cannot be used to liquidate these liabilities. The College has a capital reserve fund for future repair and replacement of capital assets and in recent years has added to the capital reserve with available funds after year-end.

MASSASOIT COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Management's Discussion and Analysis (Unaudited) - Continued

June 30, 2025, 2024 and 2023

Condensed Statements of Revenues and Expenses

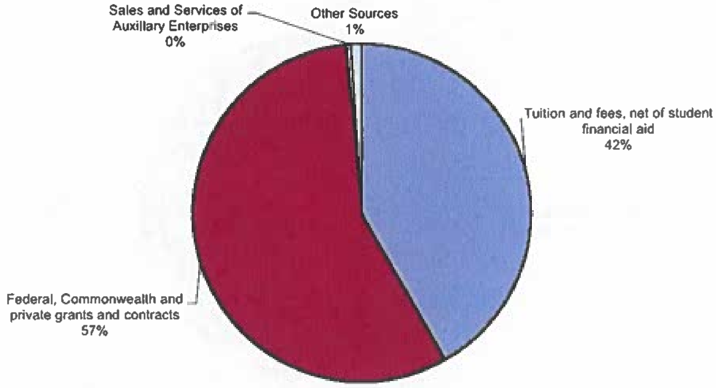
	2025	2024	2023
Operating Revenues:			
Tuition and fees, net	$ 16,556,213	$ 18,273,390	$ 17,632,020
Operating grants and contracts	22,571,349	19,334,500	13,784,834
Other	561,764	314,027	700,004
Total Operating Revenues	39,689,326	37,921,917	32,116,858
Operating Expenses	74,814,445	67,572,385	59,109,191
Net Operating Loss	(35,125,119)	(29,650,468)	(26,992,333)
Non-Operating Revenues (Expenses):			
Net appropriations	41,390,767	40,349,549	35,235,612
Federal grants revenue	-	-	2,656,820
Other	3,342,295	4,384,256	2,129,496
Total Non-Operating Revenues	44,733,062	44,733,805	40,021,928
Income (Loss) Before Capital Appropriations	9,607,943	15,083,337	13,029,595
Capital Appropiations	2,139,139	2,318,091	2,056,072
Increase (Decrease) in Net Position	$ 11,747,082	$ 17,401,428	$ 15,085,667

MASSASOIT COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

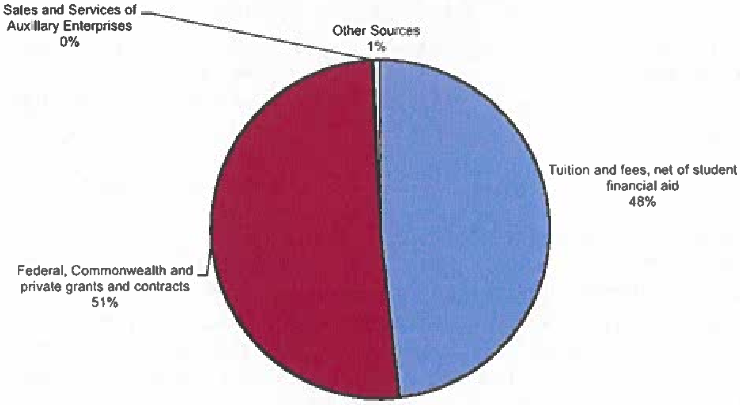
Management's Discussion and Analysis (Unaudited) - Continued

June 30, 2025, 2024 and 2023

Operating Revenue by Source FY25



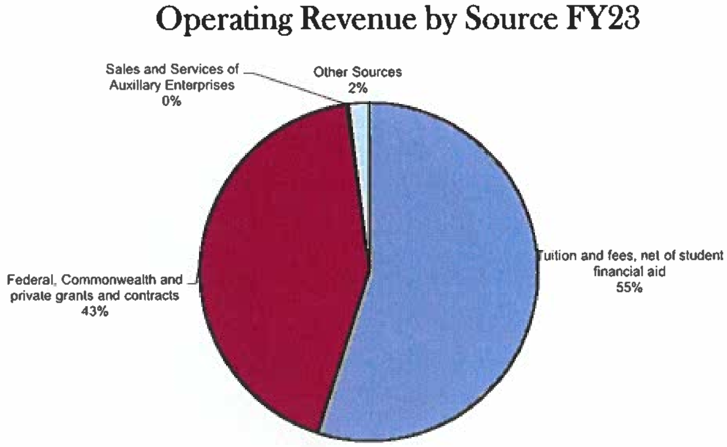
Operating Revenue by Source FY24



MASSASOIT COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Management's Discussion and Analysis (Unaudited) - Continued

June 30, 2025, 2024 and 2023



Tuition and fees received by Massasoit Community College included the following for the year ended June 30:

	2025	2024	2023
Tuition	$ 3,393,012	$ 3,118,633	$ 3,196,871
General college fees	18,733,721	16,933,772	15,773,138
Technology fees	744,787	745,114	661,236
Course fees	881,589	790,681	715,058
Other tuition and fees	1,286,489	1,779,542	1,385,624
	$ 25,039,598	$ 23,367,742	$ 21,731,927

Highlights of operating revenue activity for the year include:

- Tuition and fees increased by approximately $1.7 million, in total, compared to the previous year. Enrollment has increased by 10.3% in billable credits.
- State grants and contracts have increased slightly for the fiscal year 2025. Federal grant and contracts have also increased this fiscal year due to increases in Pell awards.
- A gain of $3.6 million in investment income during the year ended June 30, 2025 was due to ending the year favorably from market conditions.

Major grants and contracts received by Massasoit Community College for the year included the following:

- Two Adult Basic Education grants received for a total of $560,793. These grant awards saw a decline of $132,059 over the prior year due to reduced funding.

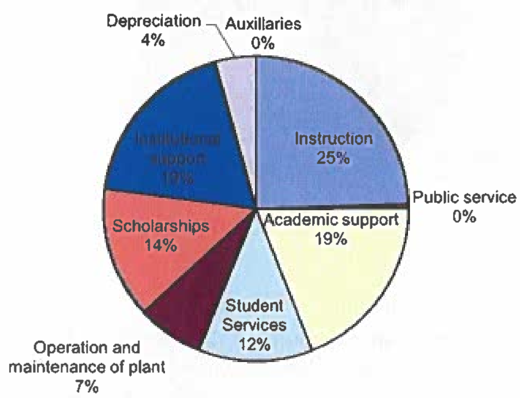
MASSASOIT COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Management's Discussion and Analysis (Unaudited) - Continued

June 30, 2025, 2024 and 2023

- The Federal Perkins Vocational and Technical Education grants received a total of $344,853 and $26,700 for Perkins Equipment grant.
- A Federal TRIO grants received in total $626,399 from the U.S. Department of Education. The previous fiscal year's amount was $659,859.
- A Gateway to College Program brought in $863,549 compared to $827,561 last year. This is an increase of $35,998.
- The College received two awards for the STEM Starter Academy Grant receiving a total of $236,430 for the current fiscal year and $325,012 for FY2024.
- EEC Career Pathways received $540,428 this fiscal year. This grant promotes professional development opportunities for early childhood education and our-of-school time workforce.
- Workforce Training Grant received $67,746 in this fiscal year.
- DOL Strengthening Community Colleges for this fiscal year totaled $50,177.
- TRAIN grant totaled $98,267 for this fiscal year.
- Dual Enrollment Grants saw a decrease of $337,092, totaling $560,902 this fiscal year.
- The Success program from the state, provides wraparound support and services to improve outcomes for the most vulnerable student populations. This funding totaled $984,385 for the fiscal year.
- Other grants that received funding during this fiscal year included MAICEI grant for $97,688, EFT High Demand Workforce awards of $344,295, ARPA & Mental Health awards for $182,549 and Campus Hunger Program for $114,613.
- New grants this year included GROW Apprenticeship Expansion for $20,000 and MA Skills Architectural Expansion totaling $100,000.

Operating Expenses by Source FY25

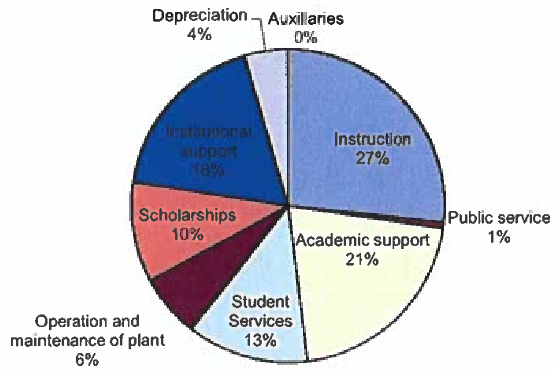


MASSASOIT COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

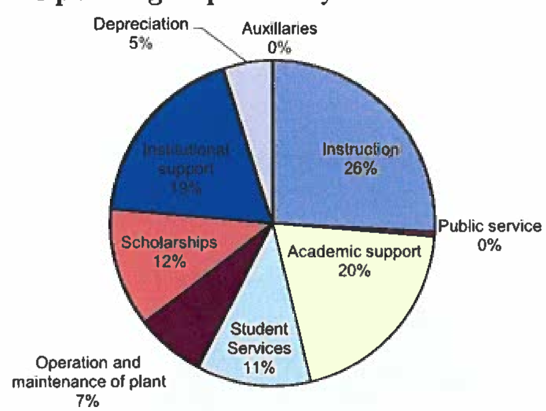
Management's Discussion and Analysis (Unaudited) - Continued

June 30, 2025, 2024 and 2023

Operating Expenses by Source FY24



Operating Expenses by Source FY23



Highlights of operating expense activity include:

- This fiscal year the overall operating expenditures increased by 10.7%. An increase in salary expense for this fiscal year was due to the collective bargaining payments and well as an increase in adjunct faculty expenses. Increases in operating expenses were due to spending returning to pre-pandemic levels and increase in enrollments on campus. This fiscal year the impact of GASB 75 for OPEB and GASB 68 for Pensions, resulted in a net credit of $4.1 million. The implementation of GASB 87, Leases and GASB 96 Subscription Based Software require a right to use asset be recognized and yearly amortization expense taken.

- The state appropriation continues cover more of the payroll resulting in a lower fringe chargeback. Additionally, related fringes for fiscal year 2025, at the rate of 45.06%, were charged for the locally funded payroll, the fringe rate has been increasing each fiscal year with FY24 at 43.2%.
- Accruals for compensated absences have increased expenses by $199,956 for operational departments during this fiscal year. A decrease in workers compensation liability resulted in a credit of $3,420 this fiscal year.
- Capital projects include Brockton accessibility improvements, fire alarm upgrades, window replacements, fuel storage tank replacement, emergency switchgear replacement, and work on the Police relocation and renovation project.

For non-operating revenues and expenses, the Commonwealth's unrestricted appropriation, including fringe benefits, net of tuition remissions, and special appropriation increased by 2.58%. Gain on investments totaled $3.6 million. The non-operating expense included interest expense from the Clean Renewable Energy Bond repayment, and the Clean Energy Investment Program debt service payments for Phase I, Phase II and Phase III, and as a result of GASB 87 right to use assets totaling $255,085.

Loss from Operations

Due to the nature of public higher education, institutions incur a loss from operations. The Commonwealth's Department of Higher Education sets the tuition rate. The College sets fees and other charges. Commonwealth appropriations to the College help to offset the loss from operations not made up by tuition and fees. The College, with the purpose of balancing educational and operational needs with tuition and fee revenue, approves budgets to mitigate losses after Commonwealth appropriations.

Capital Assets and Debts of the College

Capital Assets

The College's Investment in Capital Assets as of June 30, 2025, 2024 and 2023 amounts to $42.2 million, $40.6 million, and $38.8 million respectively, net of accumulated depreciation. This investment in capital assets includes, land, building, (including improvements), furnishings and equipment, (including the cost of capital leases) and books.

Massasoit Community College has received a $40.7 million commitment from the Commonwealth of Massachusetts for the renovation of two academic buildings on the Brockton Campus. These renovations include converting the existing Liberal Arts Building to a state-of-the-art Science Building. We will then renovate the existing Science Building to become a state-of-the-art allied health facility. Estimated total project costs for the project is $51.8 million. Given the states commitment of $40.7 million, the college has developed a plan to fund the $11.1 million. This may include borrowing funds in the amount of $5 million through the Massachusetts State College Building Authority. The college estimates the annual for 20 years of level debt service and associated costs to be approximately $401,000. The college plans to use unallocated investment income to satisfy the annual debt payment. The remaining gap will be filled utilizing existing college reserves and philanthropic sources.

All capital asset purchases are pre-approved by the Board of Trustees and included in the College's capital spending plan submitted to the Department of Higher Education and the Commonwealth's Fiscal Affairs Division. Additional information about Massasoit Community College's capital assets can be found in Note 6 on pages 29-30 of this report.

Long-Term Debt

Massasoit Community College long-term debt consists of the accruals for compensated absences, workmen's compensation, net pension liability, OPEB liability and for the long-term portion of bond and notes payable debt service obligations due to the Commonwealth. The accrual for compensated absences consists of the long-term portion of sick and vacation pay related to employees on the College's payroll.

Economic Factors and Next Year's Enrollment

The seasonally adjusted unemployment rate for the Commonwealth of Massachusetts within which the College primarily draws students has increased slightly to 4.8%, the prior year being 3.7%, according to the US Bureau of Labor Statistics.

The College recognized increasing enrollment and fiscal year 2025 and is projected to increase in billable credit hours. This is due to the state funding programs for the community college sector for MassReconnect and MassEducate. The following chart illustrates the College's recent enrollment figures:

Fiscal 2022	103,301
Fiscal 2023	91,787
Fiscal 2024	99,688
Fiscal 2025	109,911
Fiscal 2026 projected	111,714

Requests for Information

This financial report is designed to provide a general overview of Massasoit Community College's finances for all those with an interest in the College's finances. Questions concerning any of the information provided in this report or requests for additional financial information should be addressed to the Office of the Comptroller, Massasoit Community College, at One Massasoit Boulevard, Brockton, Massachusetts 02302.

MASSASOIT COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Statements of Net Position
June 30,

Assets and Deferred Outflows of Resources

	Primary Government 2025 College	Primary Government 2024 College	Component Unit 2025 Foundation	Component Unit 2024 Foundation
Current Assets:				
Cash and equivalents	$18,440,831	$ 15,970,618	$ 1,231,557	$ 1,138,244
Deposits held by State Treasurer	1,024,377	1,456,616	-	-
Cash held by State Treasurer	4,949,824	2,836,401	-	-
Accounts receivable, net	4,375,942	2,940,420	11,179	184,415
Other current assets	607,295	564,125	-	2,000
Total Current Assets	29,398,269	23,768,180	1,242,736	1,324,659
Non-Current Asset:				
Investments	43,143,082	40,277,459	1,490,623	1,332,199
Capital assets, net	42,166,774	40,673,319	-	-
Total Non-Current Assets	85,309,856	80,950,778	1,490,623	1,332,199
Total Assets	114,708,125	104,718,958	2,733,359	2,656,858
Deferred Outflows of Resources:				
Deferred outflows of resources related to pension	714,510	364,109	-	-
Deferred outflows of resources related to OPEB	899,021	267,950	-	-
Total Deferrred Outflows of Resources	1,613,531	632,059	-	-
Total Assets and Deferred Outflows of Resources	$ 116,321,656	$ 105,351,017	$ 2,733,359	$ 2,656,858

Liabilities Deferred Inflows of Resources and Net Position

	Primary Government 2025 College	Primary Government 2024 College	Component Unit 2025 Foundation	Component Unit 2024 Foundation
Current Liabilities:				
Accounts payable	$ 5,154,938	$ 2,262,904	$ 46,824	$ 35,693
Accrued payroll	2,970,773	3,041,202	-	-
Accrued compensated absences	2,645,585	2,642,168	-	-
Accrued workers' compensation benefits	112,809	111,859	-	-
Current portion of notes payable	517,516	498,446	-	-
Current portion of lease liability	199,894	159,390	-	-
Current portion of SBITA liability	415,245	480,451	-	-
Student deposits and unearned revenues	2,183,497	2,106,297	-	6,625
Total Current Liabilities	14,200,257	11,302,717	46,824	42,318
Non-Current Liabilities:				
Accrued compensated absences	1,532,995	1,336,456	-	-
Accrued workers' compensation benefits	783,484	787,854	-	-
Notes payable	3,637,014	4,154,530	-	-
Lease liability	496,845	361,589	-	-
SBITA liability	61,619	476,860	-	-
Net pension liability	2,127,272	1,723,019	-	-
Net OPEB liability	2,397,699	1,832,573	-	-
Total Non-Current Liabilities	11,036,928	10,672,881	-	-
Total Liabilities	25,237,185	21,975,598	46,824	42,318
Deferred Inflows of Resources:				
Deferred inflows of resources related to pension	1,531,167	2,684,576	-	-
Deferred inflows of resources related to OPEB	4,460,242	7,344,863	-	-
Total Deferred Inflows of Resources	5,991,409	10,029,439	-	-
Net Position:				
Net investment in capital assets	36,838,641	34,542,053	-	-
Restricted-expendable	4,967,323	4,259,680	1,328,083	1,407,869
Unrestricted	43,287,098	34,544,247	1,358,452	1,206,671
Total Net Position	85,093,062	73,345,980	2,686,535	2,614,540
Total Liabilities, Deferred Inflows of Resources and Net Position	$ 116,321,656	$ 105,351,017	$ 2,733,359	$ 2,656,858

See accompanying notes to the financial statements.

MASSASOIT COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Statements of Revenues, Expenses and Changes in Net Position

For the Years Ended June 30,

	Primary Government 2025 College	Primary Government 2024 College	Component Unit 2025 Foundation	Component Unit 2024 Foundation
Operating Revenues:				
Tuition and fees	$25,039,598	$ 23,367,742	$ -	$ -
Less: scholarships and fellowships	8,483,385	5,094,352	-	-
Net tuition and fees	16,556,213	18,273,390	-	-
Federal grants and contracts	11,089,913	8,396,947	-	-
State grants and contracts	11,104,979	10,451,315	-	-
Private grants and contracts	376,457	486,238	-	-
Gifts and contributions	-	-	178,609	615,724
Auxiliary enterprises	159,830	83,872	-	-
Other operating revenues	401,934	230,155	133,000	129,275
Total Operating Revenues	39,689,326	37,921,917	311,609	744,999
Operating Expenses:				
Educational and general:				
Instruction	18,335,258	18,064,415	-	-
Scholarships and fellowships	10,448,016	7,007,003	182,171	251,551
Academic support	14,247,417	13,975,626	-	-
Student services	9,044,561	8,521,584	-	-
Institutional support	13,895,685	12,180,977	223,993	202,528
Public service	337,855	408,802	-	-
Operation and maintenance of plant	5,274,854	4,373,191	-	-
Depreciation and amortization	3,230,799	3,040,787	-	-
Total Operating Expenses	74,814,445	67,572,385	406,164	454,079
Net Operating Loss	(35,125,119)	(29,650,468)	(94,555)	290,920
Non-Operating Revenues (Expenses):				
State appropriations, net	41,390,767	40,349,549	-	-
Federal grants revenue	-	-	-	-
Investment income, net	3,597,380	4,683,805	166,550	184,359
Interest expense	(255,085)	(299,549)	-	-
Net Non-Operating Revenues (Expenses)	44,733,062	44,733,805	166,550	184,359
Increase in Net Position Before Capital Appropriations	9,607,943	15,083,337	71,995	475,279
Capital Appropriations	2,139,139	2,318,091	-	-
Increase in Net Position	$ 11,747,082	$ 17,401,428	$ 71,995	$ 475,279
Net Position, at Beginning of Year	73,345,980	55,944,552	2,614,540	2,139,261
Net Position, at End of Year	$ 85,093,062	$ 73,345,980	$ 2,686,535	$ 2,614,540

See accompanying notes to the financial statements.

MASSASOIT COMMUNITY COLLEGE

(an agency of the Commonwealth of Massachusetts)

Statements of Cash Flows

For the Years Ended June 30,

	2025 College	2024 College
Cash Flows from Operating Activities:		
Tuition and fees	$ 16,417,936	$ 17,495,303
Grants and contracts	21,351,305	18,613,419
Payments to employees	(37,513,731)	(35,017,660)
Payments to suppliers and vendors	(13,501,492)	(17,431,785)
Payments to students	(10,448,016)	(7,007,003)
Auxiliary enterprises receipts	159,830	83,872
Other operating receipts	401,934	230,155
Net Cash Applied to Operating Activities	(23,132,234)	(23,033,699)
Cash Flows from Non-Capital Financing Activities:		
State appropriations	30,544,403	30,375,307
Federal grants	-	-
Tuition remitted to state	(349,196)	(791,453)
Net Cash Provided by Non-Capital Financing Activities	30,195,207	29,583,854
Cash Flows from Capital Financing Activities:		
Purchases of capital assets	(1,973,571)	(1,380,154)
Principal payment on notes payable, lease liability and SBITA liability	(1,414,677)	(1,115,264)
Interest paid	(255,085)	(299,549)
Net Cash Applied to Capital Financing Activities	(3,643,333)	(2,794,967)
Cash Flows from Investing Activities:		
Purchase of investments	(17,754,321)	(14,263,501)
Proceeds on sale of investments	17,056,742	8,113,859
Interest on investments	1,429,336	697,578
Net Cash Applied to Investing Activities	731,757	(5,452,064)
Net Increase (Decrease) in Cash and Equivalents	4,151,397	(1,696,876)
Cash and Equivalents, Beginning of Year	20,263,635	21,960,511
Cash and Equivalents, End of Year	$ 24,415,032	$ 20,263,635
Reconciliation of Net Operating Loss to Net Cash Applied to Operating Activities:		
Net operating loss	$ (35,125,119)	$ (29,650,468)
Adjustments to reconcile net operating loss to net cash applied to operating activities:		
Depreciation and amortization	3,230,799	3,040,787
Bad debts	1,212,404	1,158,415
Fringe benefits provided by the state	11,195,560	10,765,695
Net pension activity	(1,099,557)	(1,660,409)
Net OPEB activity	(2,950,566)	(3,868,631)
Changes in assets and liabilities:		
Accounts receivable	(2,647,926)	(901,524)
Other current assets	(43,170)	(44,146)
Accounts payable	2,892,034	(865,123)
Accrued payroll	(70,429)	466,388
Accrued compensated absences and workers' compensation	196,536	281,380
Student deposits and unearned revenues	77,200	(1,756,063)
Net Cash Applied to Operating Activities	$ (23,132,234)	$ (23,033,699)
Reconciliation of Cash and Equivalents Balance to the Statements of Net Position:		
Cash and equivalents	$ 18,440,831	$ 15,970,618
Cash held by State Treasurer	1,024,377	1,456,616
Deposits held by State Treasurer	4,949,824	2,836,401
Cash and equivalents, end of year	$ 24,415,032	$ 20,263,635
Non-Cash Transactions:		
Capital assets acquired through capital appropriations	$ 2,139,139	$ 2,318,091
Capital assets acquired through incurring lease or SBITA liability	$ 611,544	$ 1,212,626
Fringe benefits provided by the state	$ 11,195,560	$ 10,765,695
Unrealized gain on investments	$ 3,019,173	$ 3,986,227

See accompanying notes to the financial statements.

MASSASOIT COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements

June 30, 2025 and 2024

Note 1 - **Summary of Significant Accounting Policies**

Organization
Massasoit Community College (the "College") is a state-supported comprehensive two-year community college that offers a quality education leading to associate degrees in arts and sciences, as well as one-year certificate programs. The College's primary campus is located in Brockton, Massachusetts and has additional locations in Canton and Middleborough, Massachusetts, and is accredited by the New England Commission of Higher Education. The College provides instruction and training in a variety of liberal arts, allied health, and business fields of study and through the Division of Continuing Education, credit and non-credit courses as well as community service programs.

Basis of Presentation and Accounting
The accompanying financial statements have been prepared using the economic resources measurement focus and the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America, as prescribed by the Governmental Accounting Standards Board ("GASB").

The Massasoit Community College Foundation, Inc. (the "Foundation"), a component unit of the College, was formed on April 15, 1976 to render financial assistance and support to educational programs and development of the College. The Foundation is legally separate from the College, and the College is not financially accountable for the Foundation. The Foundation has been included in these financial statements because of the nature and significance of its relationship with the College. A complete copy of the Foundation's financial statements can be obtained from the Foundation's administrative office in Brockton, Massachusetts.

Revenues are recorded when earned, and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows. Grants and similar items are recognized as revenue as soon as all eligibility requirements have been met. The accompanying statements of revenues and expenses demonstrates the degree to which the direct expenses of a given function are offset by program revenues.

Direct expenses are those that are clearly identifiable within a specific function. Program revenues primarily include charges to students or others who enroll or directly benefit from services that are provided by a particular function. Items not meeting the definition of program revenues are instead reported as general revenues.

The College has determined that it functions as a business-type activity as defined by GASB. The effect of interfund activity has been eliminated from these financial statements. The basic financial statements and required supplementary information for general-purpose governments consist of management's discussion and analysis, basic financial statements including the College's discretely presented component unit and required supplementary information. The College presents statements of net position, revenues and expenses, changes in net position, and cash flows on a combined College-wide basis.

The College's policy for defining operating activities in the statements of revenues and expenses are those that generally result from exchange transactions such as payments received for services and for the purchase of goods and services. Certain other transactions are reported as non-operating activities. These non-operating activities include the College's operating and capital appropriations from the Commonwealth of Massachusetts (the "Commonwealth"), net investment income and interest expense.

The College's financial statements are prepared in accordance with generally accepted accounting principles ("GAAP"). The Governmental Accounting Standards Board is responsible for establishing GAAP for state and local governments through its pronouncements.

Net Position

Resources are classified for accounting purposes into the following four net position categories:

Net investment in capital assets: Capital assets, net of accumulated depreciation and outstanding principal balances of debt attributable to the acquisition, construction, or improvement of those assets. Deferred outflows of resources and deferred inflows of resources that are attributable to the acquisition, construction, or improvement of those assets or related debt are included in this component of net position.

Restricted - nonexpendable: Net position subject to externally imposed conditions or by law such that the College must maintain the funds in perpetuity.

Restricted - expendable: Net position whose use is subject to externally imposed conditions or by law that can be fulfilled by the actions of the College or the passage of time.

MASSASOIT COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2025 and 2024

Unrestricted: Net position that is not subject to externally imposed stipulations or categorized as net investment in capital assets. Unrestricted net assets may be designated for specific purposes by action of management or the Board of Trustees or may otherwise be limited by contractual agreements with outside parties.

The College has adopted a policy of generally utilizing restricted - expendable funds, when available, prior to unrestricted funds.

Trust Funds
In accordance with the requirements of the Commonwealth of Massachusetts, the College's operations are accounted for in several trust funds. All of these trust funds have been consolidated and are included in these financial statements.

Cash and Equivalents
The College considers all highly liquid debt instruments purchased with an original maturity date of three months or less, and monies held by agencies of the state on behalf of the College, to be cash equivalents.

Allowance for Doubtful Accounts
Provisions for losses on receivables are determined on the basis of loss experience, known and inherent risks, and current economic conditions.

Investments
Investments in marketable securities are stated at fair value. The College has no donor-restricted endowments at June 30, 2025 or 2024.

Fair Value Hierarchy
The fair value hierarchy categorizes inputs to valuation techniques used to measure fair value into three levels. Level 1 inputs are quoted market prices for identical assets or liabilities in active markets that a government can access at the measurement date. Level 2 inputs are inputs other than quoted market prices included within Level 1 that are observable for an asset or liability, directly or indirectly. Level 3 inputs are unobservable inputs. The highest priority is assigned to Level 1 inputs and the lowest priority to Level 3 inputs. If the fair value is measured is measured using inputs from more than one level of the hierarchy, the measurement is considered to be on the lowest priority input that is significant to the entire measurement.

Capital Assets

Real estate assets, including improvements, are generally stated at cost at date of acquisition. Furnishings, equipment, and collection items are stated at cost at date of acquisition or, in the case of gifts, at fair value at date of donation. In accordance with the state's capitalization policy, only those items with a unit cost of more than $50,000 are capitalized. Library materials are generally expenses during the year. College capital assets, with the exception of land and construction in progress, are depreciated on a straight-line basis over their estimated useful lives, which range from 3 to 40 years. Leased and subscription-based information technology arrangement assets are amortized over the shorter of the lease/ subscription term or useful life of the underlying asset. The costs of normal maintenance and repairs that do not add to the value of the asset or materially extend assets lives are not capitalized. Amortization of leasehold improvements and leased assets is included within depreciation expense.

The College does not have collections of historical treasures, works of art or other items that are inexhaustible by their nature and are of immeasurable intrinsic value, thus not requiring capitalization or depreciation in accordance with GASB guidelines. Capital assets are controlled but not owned by the College. The College is not able to sell or otherwise pledge its assets, since the assets are owned by the Commonwealth.

Pensions

For purposes of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, and pension expense, information about the fiduciary net position of the Massachusetts State Employees' Retirement System plan ("SERS") and the additions to/deductions from SERS' fiduciary net position have been determined on the same basis as they are reported by SERS. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value.

Post-Employment Benefits Other Than Pensions ("OPEB")

For purposes of measuring the College's net OPEB liability, deferred outflows of resources and deferred inflows of resources related to OPEB, and OPEB expense, information about the fiduciary net position of the State Retirees' Benefit Trust ("SRBT") and additions to/deductions from SRBT's fiduciary net position have been determined on the same basis as they are reported by SRBT. For this purpose, SRBT recognizes benefit payments when due and payable in accordance with the benefit terms. Investments are reported at fair value, except for money market investments and participating interest-earning investment contracts that have a maturity at the time of purchase of one year or less, which are reported at cost.

MASSASOIT COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2025 and 2024

Fringe Benefits
The College participates in the Commonwealth's Fringe Benefit programs, including health insurance, unemployment, pension, workers' compensation benefits and certain post-employment benefits. Health insurance, unemployment and pension costs are billed through a fringe benefit rate charged to the College. The Commonwealth provides workers' compensation coverage to its employers on a self-insured basis. The Commonwealth requires the College to record its portion of the workers' compensation in its records. Workers' compensation costs are actuarially determined based on the College's actual experience.

Compensated Absences
Employees earn the right to be compensated during absences for vacation leave and sick leave. Accrued vacation is the amount earned by all eligible employees through June 30, 2025 and 2024. The accrued sick leave balance represents 20% of amounts earned by those employees with ten or more unearned years of Commonwealth service at June 30, 2025 and 2024. Upon retirement, these employees are entitled to receive payment for this accrued balance. Funding of these amounts is anticipated to be part of the future annual appropriation process from the Commonwealth of Massachusetts.

Student Deposits and Unearned Revenues
Deposits and advance payments received for tuition and fees related to certain summer programs and tuition received for the following academic year are recorded as revenue as the related services are provided. Grants and other advance payments are recognized as revenue in accordance with the underlying agreement. Grants, including CARES institutional portion, and other advance payments are recognized as revenue in accordance with the underlying agreement.

Student Fees
Student tuition and fees are presented net of scholarships and fellowships applied to students' accounts. Certain other scholarships are paid directly to, or refunded to, the students and are generally reflected as expenses.

Tax Status
The College is an agency of the Commonwealth of Massachusetts and is therefore generally exempt from income taxes under Section 115 of the Internal Revenue Code. The Foundation is also exempt from income taxes under the provisions of Section 501(c)(3) of the Internal Revenue Code.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions about future events. These estimates and assumptions affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements, as well as reported amounts of revenue and expenses during the reporting period. Management evaluates the estimates and assumptions on an ongoing basis using historical experience and other factors that management believes to be reasonable under the circumstances. Adjustments to estimates and assumptions are made as facts and circumstances require. As future events and their effects cannot be determined with certainty, actual results may differ from the estimates used in preparing the accompanying financial statements. Significant estimates and assumptions are required as part of estimating an allowance for doubtful accounts, lease and subscription-based information technology arrangement right of use assets and liabilities, depreciation, net position classification, determining net pension and OPEB liabilities.

New Governmental Accounting Pronouncements

GASB Statement 103 – *Financial Reporting Model Improvements* is effective for reporting periods beginning after June 15, 2025. The objective of this statement is to improve the financial reporting model to enhance decision making by the organization and assessing a government's accountability.

GASB Statement 104 – Disclosure of Certain Capital Assets is effective for fiscal years beginning after June 15, 2025. The objective of this statement is to provide users of governmental financial statements with essential information about certain types of capital assets

Management has not completed its review of the requirements of these pronouncements and their applicability.

Note 2 - **Implementation of Newly Effective Accounting Standard**

As of July 1, 2024, the College implemented GASB Statement 101 – *Compensated Absences*. The objective of this statement is to update the recognition and measurement for compensated absences. The adoption of this statement did not have a material impact to the financial statements.

As of July 1, 2024, the College implemented GASB Statement 102 – Certain Rate Disclosures. The objective of this statement is to update the required disclosures for risks that could negatively impact state and local governments. The adoption of this statement did not have a material impact to the financial statements.

MASSASOIT COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2025 and 2024

Note 3 - **Cash and Deposits held by the State Treasurer**

Custodial Credit Risk
Custodial credit risk is risk associated with the failure of a depository financial institution. In the event of a depository financial institution's failure, the College would not be able to recover its balance in excess of amounts insured by the Federal Deposit Insurance Corporation ("FDIC"). The College has a formal deposit policy for custodial credit risk whereby deposits in the bank in excess of the insured amount are collateralized by a third party. As of June 30, 2025 and 2024, the Colleges bank balances were approximately $19,295,000 and $16,206,000, respectively. As of June 30, 2025 and 2024, uninsured bank balances with collateral held by a pledging bank was approximately $ 18,795,000 and $15,706,000.

Accounts payable, accrued payroll and capital projects to be funded from state-appropriated funds totaled $4,949,824 and $2,836,401 at June 30, 2025 and 2024, respectively. The College has recorded a comparable dollar amount of cash held by the State Treasurer for the benefit of the College, which was subsequently used for these liabilities.

Accounts payable and accrued salaries to be funded by cash forwarded by the College to, and held by, the State Treasurer for payment of so-called "non-appropriated" liabilities at June 30, 2025 and 2024 through MMARS were recorded in the sum of $1,024,376 and $1,456,616, respectively.

Note 4 - **Accounts Receivable, net**

The accounts receivable balance is comprised of the following at June 30,:

	2025	2024
Student accounts receivable	**$ 10,316,933**	$ 8,975,773
Grants receivable	**2,177,201**	918,075
Other receivables	**228,483**	180,843
	12,722,617	10,074,691
Less: allowance for doubtful accounts	**(8,346,675)**	(7,134,271)
	$ 4,375,942	$ 2,940,420

MASSASOIT COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2025 and 2024

Note 5 - **Investments**

College
At June 30, 2025, the entire balance of investments are insured, registered, or held by the College's agent in the College's name. The College currently follows investment policies largely defined by the Commonwealth of Massachusetts, as well as internal College investment policies. The policies do not limit investment maturities as a means of managing its exposure to fair value losses arising from interest rate fluctuations. Investments of the College are stated at fair market value and consist of the following at June 30, 2025 and 2024:

2025
Investment Maturities (in Years)

Investment Type	Fair Value	Less Than 1	1-5	6-10	More Than 10
Debt Securities:					
Corporate bonds	$ 6,855,723	$ 914,816	$ 5,172,816	$ 768,091	$ -
U.S. Agencies	3,407,755	1,024,643	2,029,339	353,773	-
	10,263,478	$ 1,939,459	$ 7,202,155	$ 1,121,864	$ -
Other Investment:					
Corporate equity securities	32,879,604				
Total	$ 43,143,082				

2024
Investment Maturities (in Years)

Investment Type	Fair Value	Less Than 1	1-5	6-10	More Than 10
Debt Securities:					
Bond mutual fund	$ 7,289,110	$ 2,867,621	$ 4,421,489	$ -	$ -
U.S. Agencies	3,555,638	833,169	2,722,469	-	-
	10,844,748	$ 3,700,790	$ 7,143,958	$ -	$ -
Other Investment:					
Equity mutual fund	29,432,711				
Total	$ 40,277,459				

At June 30, 2025 and 2024, the College's U.S. Agencies and corporate debt securities credit quality ratings are as follows:

2025

	Quality Ratings											
	Fair Value	BBB-	BBB	BBB+	A-	A	A+	AA-	AA	AA+	AAA	Not Rated
Corporate bonds	$ 6,855,723	$ -	$ 690,212	$ 1,636,671	$ 313,101	$ 2,348,828	$ 630,287	$ 122,206	$ 1,016,147	$ 98,271	$ -	$ -
U.S. Agencies	3,407,755	-	-	-	-	-	-	-	-	3,407,755	-	-
Totals	$ 10,263,478	$ -	$ 690,212	$ 1,636,671	$ 313,101	$ 2,348,828	$ 630,287	$ 122,206	$ 1,016,147	$ 3,506,026	$ -	$ -

2024

	Quality Ratings											
	Fair Value	BBB-	BBB	BBB+	A-	A	A+	AA-	AA	AA+	AAA	Not Rated
Corporate bonds	$ 7,289,110	$ 65,301	$ 1,113,532	$ 1,561,411	$ 1,068,401	$ 1,223,708	$ 231,951	$ 718,660	$ 289,217	$ 94,999	$ -	$ 921,930
U.S. Agencies	3,555,638	-	-	-	-	-	-	-	-	-	3,555,638	-
Totals	$ 10,844,748	$ 65,301	$ 1,113,532	$ 1,561,411	$ 1,068,401	$ 1,223,708	$ 231,951	$ 718,660	$ 289,217	$ 94,999	$ 3,555,638	$ 921,930

Following is a description of the valuation methodologies used for assets measured at fair value. There have been no changes in the methodologies used at June 30, 2025 and 2024:

Corporate Equity Securities: Valued at quoted market value of the shares held at fiscal year-end.

Corporate debt instruments: Valued either by using pricing models maximizing the use of observable inputs for similar securities or valued by the investment manager.
U.S. Agencies: Valued at the initial investment plus accrued interest.

The preceding methods described may produce a fair value calculation that may not be indicative of net realizable value or reflective of future values. Furthermore, although the College believes its valuation methods are appropriate and consistent with other market participants, the use of different methodologies or assumptions to determine the fair value of certain financial instruments could result in a different fair value measurement at the reporting date.

MASSASOIT COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2025 and 2024

The following tables set forth, by level, the College's investments as of June 30, 2025 and 2024:

	2025			
	Level 1	**Level 2**	**Level 3**	**Total**
Recurring fair value measurements:				
Corporate bonds	**$ -**	**$ 6,855,723**	**$ -**	**$ 6,855,723**
U.S. Agencies	**-**	**3,407,755**	**-**	**3,407,755**
Corporate equity securities	**32,879,604**	**-**	**-**	**32,879,604**
Total marketable securities at fair value	**$ 32,879,604**	**$ 10,263,478**	**$ -**	**$ 43,143,082**

	2024			
	Level 1	Level 2	Level 3	Total
Recurring fair value measurements:				
Corporate bonds	$ -	$ 7,289,110	$ -	$ 7,289,110
U.S. Agencies	-	3,555,638	-	3,555,638
Corporate equity securities	29,432,718	-	-	29,432,711
Total marketable securities at fair value	$ 29,432,718	$ 10,844,748	$ -	$ 40,277,459

Foundation

Investments of the Foundation are stated at fair value and consist of the following at June 30,:

	2025	2024
Corporate bonds	**$ 140,886**	$ 152,051
U.S. Agencies	**347,368**	289,360
Corporate equity securities	**1,002,369**	890,788
	$ 1,490,623	$ 1,332,199

MASSASOIT COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2025 and 2024

Note 6 - **Capital Assets**

Capital assets consist of the following at June 30, 2025:

	Estimated lives (in years)	Beginning Balance	Additions	Retirements	Reclassifications	Ending Balance
Capital assets, not depreciated:						
Land	-	$ 3,525,608	$ -	$ -	$ -	$ 3,525,608
Construction in process		697,037	1,182,292	-	-	1,879,329
Total capital assets not depreciated or amortized		4,222,645	1,182,292	-	-	5,404,937
Capital assets, depreciated:						
Buildings and improvements	10-40	92,197,921	2,854,647	-	-	95,052,568
Furnishings and equipment	5	12,678,907	75,771	-	-	12,754,678
Educational resource materials	5	96,295	-	-	-	96,295
Software arrangements	3-5	1,634,912	226,380	-	-	1,861,292
Leased equipment	4	312,929	385,164	-	-	698,093
Leased classrooms	5	907,675	-	-	-	907,675
Total depreciable assets		107,828,639	3,541,962	-	-	111,370,601
Total capital assets		112,051,284	4,724,254	-	-	116,775,538
Less: accumulated depreciation:						
Buildings and improvements		57,677,564	2,429,311	-	-	60,106,875
Furnishings and equipment		12,185,015	106,191	-	-	12,291,206
Educational resource materials		96,295	-	-	-	96,295
Software arrangements		696,404	489,143	-	-	1,185,547
Leased equipment		268,224	92,851	-	-	361,075
Leased classrooms		454,463	113,303	-	-	567,766
Total accumulated depreciation		71,377,965	3,230,799	-	-	74,608,764
Capital assets, net		$ 40,673,319	$ 1,493,455	$ -	$ -	$ 42,166,774

MASSASOIT COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2025 and 2024

Capital assets consist of the following at June 30, 2024:

	Estimated lives (in years)	Beginning Balance	Additions	Retirements	Reclassifications	Ending Balance
Capital assets, not depreciated:						
Land	-	$ 3,525,608	$ -	$ -	$ -	$ 3,525,608
Construction in process		-	697,037	-	-	697,037
Total capital assets not depreciated or amortized		3,525,608	697,037	-	-	4,222,645
Capital assets, depreciated:						
Buildings and improvements	10-40	89,354,716	2,843,205	-	-	92,197,921
Furnishings and equipment	5	12,520,907	158,000	-	-	12,678,907
Educational resource materials	5	96,295	-	-	-	96,295
Software arrangements	3-5	988,798	646,114	-	-	1,634,912
Leased equipment	4	312,929	-	-	-	312,929
Leased classrooms	5	341,160	566,515	-	-	907,675
Total depreciable assets		103,614,805	4,213,834	-	-	107,828,639
Total capital assets		107,140,413	4,910,871	-	-	112,051,284
Less: accumulated depreciation:						
Buildings and improvements		55,347,602	2,329,962	-	-	57,677,564
Furnishings and equipment		12,103,633	81,382	-	-	12,185,015
Educational resource materials		96,295	-	-	-	96,295
Software arrangements		269,672	426,732	-	-	696,404
Leased equipment		178,816	89,408	-	-	268,224
Leased classrooms		341,160	113,303	-	-	454,463
Total accumulated depreciation		68,337,178	3,040,787	-	-	71,377,965
Capital assets, net		$ 38,803,235	$ 1,870,084	$ -	$ -	$ 40,673,319

MASSASOIT COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2025 and 2024

Note 7 - **Long-Term Liabilities**

Long-term liabilities at June 30, 2025 consist of:

	Beginning Balance	Additions	Reductions	Ending Balance	Current Portion
Notes payable	$ 4,652,976	$ -	$ 498,446	$ 4,154,530	$ 517,516
Lease liability	520,979	385,164	209,404	696,739	199,894
SBITA liability	957,311	226,380	706,827	476,864	415,245
Other long-term liabilities:					
Compensated absences	3,978,624	199,956	-	4,178,580	2,645,585
Workers' compensation	899,713	-	3,420	896,293	112,809
Net pension liability	1,723,019	404,253	-	2,127,272	-
Net OPEB liability	1,832,573	565,126	-	2,397,699	-
Total long-term liabilities	$ 14,565,195	$ 1,780,879	$ 1,418,097	$ 14,927,977	$ 3,891,049

Long-term liabilities at June 30, 2024 consist of:

	Beginning Balance	Additions	Reductions	Ending Balance	Current Portion
Notes payable	$ 5,133,155	$ -	$ 480,179	$ 4,652,976	$ 498,446
Lease liability	144,832	566,515	190,368	520,979	159,390
SBITA liability	755,917	646,111	444,717	957,311	480,451
Other long-term liabilities:					
Compensated absences	3,676,974	301,650	-	3,978,624	2,642,168
Workers' compensation	919,983	-	20,270	899,713	111,859
Net pension liability	1,860,274	-	137,255	1,723,019	-
Net OPEB liability	2,341,137	-	508,564	1,832,573	-
Total long-term liabilities	$ 14,832,272	$ 1,514,276	$ 1,781,353	$ 14,565,195	$ 3,892,314

Notes Payable

The following is a summary of the College's notes payable for the years ended June 30,:

	2025	2024
Note payable, Eastern Bank. Original amount of debt issued - $1,075,742. Principal of $63,279 is payable annually and interest is payable semiannually at 3.5%	**$ 126,556**	$ 189,837
Note payable, Division of Capital Asset Management and Maintenance ("DCAMM"). Original amount of debt issued - $1,367,790. Principal and interest of $105,150 is payable semi-annually with interest charged at 4.5%	**542,352**	619,619
Note payable, DCAMM. Original amount of debt issued - $4,439,479. Principal and interest of $341,290 is payable semi-annually with interest charged at 4.5%	**2,251,109**	2,480,765
Note payable, DCAMM. Original amount of debt issued - $2,480,203. Principal and interest of $184,117 is payable semi-annually with interest charged at 4.1%	**1,234,513**	1,362,755
Notes payable	**$ 4,154,530**	$ 4,652,976

MASSASOIT COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2025 and 2024

Maturities of principal and interest subsequent to June 30, 2025 are as follows:

Fiscal Years Ending June 30,	Principal	Interest
2026	517,516	180,812
2027	537,423	158,660
2028	494,924	135,634
2029	516,617	113,941
2030	539,262	91,295
2031-2033	1,548,788	132,582
	$ 4,154,530	$ 812,924

Note 8 - **Lease Liability**

A summary of the College's leases at June 30, 2025 is as follows:

Description	Issue Date	Expiration Date	Terms	Payment Amount	Rate Type	Interest Rate	Lease Liability
Classroom Space	7/1/2023	6/30/2029	60 months	$ 10,691	IBR	5.00%	$361,588
Equipment	1/1/2025	12/31/2028	48 months	8,870	IBR	5.00%	335,151
							$696,739

A summary of the College's leases at June 30, 2024 is as follows:

Description	Issue Date	Expiration Date	Terms	Payment Amount	Rate Type	Interest Rate	Lease Liability
Classroom Space	7/1/2023	6/30/2029	60 months	$ 10,691	IBR	5.00%	$466,551
Equipment	1/1/2021	12/31/2024	48 months	8,137	IBR	5.00%	54,428
							$520,979

In July 2023, the College entered into a five-year lease agreement for classroom space. Payments of $10,691 are due monthly. The agreement contains no options to renew the lease. No other payments are due other than the monthly payments.

MASSASOIT COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2025 and 2024

In January, 2021, the College entered into a four-year lease agreement for equipment. Payments of $8,137 are due monthly. The agreement contains no options to renew the lease or an option to purchase the equipment. No other payments are due other than the monthly payments.

The College's incremental borrowing rate for a transaction with similar attributes was used to discount the lease payments for the leases described above to recognize the intangible right to use this asset and the associated lease liability.

Annual requirements to amortize the right of use asset and related interest subsequent to June 30, 2025 are as follows:

Years Ending June 30,	Principal	Interest
2026	$ 199,894	$ 34,837
2027	209,888	24,842
2028	234,532	14,348
2029	52,425	1,261
	$ 696,739	$ 75,288

Note 9 - **Subscription-Based Information Technology Arrangements**

The College has entered into subscription-based information technology arrangements (SBITAs) involving its financial management software, online learning software, and student recruitment and retention software.

The financial management software arrangement is a five-year agreement, initiated in fiscal year 2022 with a monthly payment ranging from approximately $22,000 to $27,000. The College has used a 5% discount rate for this arrangement based on the College's estimated incremental borrowing rate to determine the present value of the intangible right-to-use asset and SBITA liability. The College does not have an option to extend this arrangement. There is no option to purchase the software. For the year ended June 30, 2025 and 2024, the College did not make any payments for services outside of this arrangement.

The online learning software arrangement is a three-year agreement, initiated in fiscal year 2024 with a monthly payment ranging from approximately $139,000 to $147,000. The College has used a 3% discount rate for this arrangement based on the College's estimated incremental borrowing rate to determine the present value of the intangible right-to-use asset and SBITA liability. The College does not have an option to extend this arrangement. There is no option to purchase the software. For the years ended June 30, 2025 and 2024, the College did not make any payments for services outside of this arrangement.

The student recruitment and retention software arrangement is a four-year agreement, initiated in fiscal year 2024 with a monthly payment ranging from approximately $57,000 to $63,000. The College has used a 3% discount rate for this arrangement based on the College's estimated incremental borrowing rate to determine the present value of the intangible right-to-use asset and SBITA liability. The College does not have an option to extend this arrangement. There is no option to purchase the software. For the years ended June 30, 2025 and 2024, the College did not make any payments for services outside of this arrangement.

The network security software arrangement is a five-year agreement, initiated in fiscal year 2025 with a one-time payment of approximately $226,000. The College has used a 3% discount rate for this arrangement based on the College's estimated incremental borrowing rate to determine the present value of the intangible right-to-use asset and SBITA liability. The College does not have an option to extend this arrangement. There is no option to purchase the software. For the years ended June 30, 2025 and 2024, the College did not make any payments for services outside of this arrangement.

At June 30, 2025 and 2024, the total amount of the SBITA right of use assets and accumulated amortization for SBITAs are disclosed in Note 6. Annual requirements to amortize the SBITA liability and related interest subsequent to June 30, 2025 are as follows:

Years Ended June 30,	Principal	Interest	Total
2026	$415,245	$ 5,940	$421,185
2027	61,619	1,086	62,705
	$476,864	$ 7,026	$483,890

Note 10 - Pensions

Defined Benefit Plan Description

Certain employees of the College participate in a cost-sharing multiple-employer defined benefit pension plan – the Massachusetts State Employees' Retirement System – administered by the Massachusetts State Board of Retirement (the "Board"), which is a public employee retirement system ("PERS"). Under a cost-sharing plan, pension obligations for employees of all employers are pooled and plan assets are available to pay the benefits through the plan, regardless of the status of the employers' payment of its pension obligations to the plan. The plan provides retirement and disability benefits and death benefits to plan members and beneficiaries.

The Massachusetts State Employees' Retirement System does not issue stand-alone financial statements. Additional information regarding the plan is contained in the Commonwealth's financial statements, which is available on-line from the Office of State Comptroller's website.

Benefit Provisions

SERS provides retirement, disability, survivor and death benefits to members and their beneficiaries. Massachusetts General Laws ("MGL") establishes uniform benefit and contribution requirements for all contributory PERS. These requirements provide for superannuation retirement allowance benefits up to a maximum of 80% of a member's highest three-year average annual rate of regular compensation. For employees hired after April 1, 2012, retirement allowances are calculated based on the last five years or any five consecutive years, whichever is greater in terms of compensation. Benefit payments are based upon a member's age, length of creditable service, and group creditable service, and group classification. The authority for amending these provisions rests with the Massachusetts State Legislature (the "Legislature").

Members become vested after ten years of creditable service. A superannuation retirement allowance may be received upon the completion of twenty years of service or upon reaching the age of 55 with ten years of service. Normal retirement for most employees occurs at age 65; for certain hazardous duty and public safety positions, normal retirement is at age 55. Most employees who joined the system after April 1, 2012 are not eligible for retirement until they have reached age 60.

Contributions

The SERS' funding policies have been established by Chapter 32 of the MGL. The Legislature has the authority to amend these policies. The annuity portion of the SERS retirement allowance is funded by employees, who contribute a percentage of their regular

compensation. Costs of administering the plan are funded out of plan assets.
Member contributions for SERS vary depending on the most recent date of membership:

Hire Date	Percent of Compensation
Prior to 1975	5% of regular compensation
1975 - 1983	7% of regular compensation
1984 - 6/30/1996	8% of regular compensation
7/1/1996 - present	9% of regular compensation
1979 - present	An additional 2% of regular compensation in excess of $30,000

The Commonwealth does not require the College to contribute funding from its local trust funds for employee paid by state appropriations. Pension funding for employees paid from state appropriations are made through a benefit charge assessed by the Commonwealth. Such pension contributions amount to $4,801,406, $4,155,558, and $3,876,238 for the years ended June 30, 2025, 2024, and 2023, respectively.

For employees covered by SERS but not paid from state appropriations, the College is required to contribute at an actuarially determined rate. The rate was 18.63% 16.69%, and 16.70% of annual covered payroll for the fiscal years ended June 30, 2025, 2024 and 2023, respectively. The College contributed $225,795, $227,558, and $173,444 for the fiscal years ended June 30, 2025, 2024 and 2023, respectively, equal to 100% of the required contributions for each year.

Pension Liabilities, Pension Expense and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

At June 30, 2025, 2024 and 2023, the College reported a liability of $2,127,272, $1,723,019, and $1,860,274 for its proportionate share of the net pension liability related to its participation in SERS. The net pension liability as of June 30, 2025, the reporting date, was measured as of June 30, 2024, the measurement date, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of January 1, 2024 rolled forward to June 30, 2024. The net pension liability as of June 30, 2024, the reporting date, was measured as of June 30, 2023, the measurement date, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of January 1, 2023 rolled forward to June 30, 2023.

MASSASOIT COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2025 and 2024

The College's proportion of the net pension liability was based on its share of the Commonwealth's collective pension amounts allocated on the basis of actual fringe benefit charges assessed to the College for the fiscal years 2025 and 2024. The College's proportionate share was based on actual employer contributions to the SERS for fiscal years 2025 and 2024 relative to total contributions of all participating employers for the fiscal year. At June 30, 2025 and 2024, the College's proportion was 0.015% and 0.012%, respectively.

For the year ended June 30, 2025, the College recognized pension income of $873,760. For the year ended June 30, 2024, the College recognized pension income of $1,432,852. The College reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources at June 30:

	2025	2024
Deferred Outflows of Resources Related to Pension		
Difference between expected and actual experience	**$ 106,618**	$ 61,207
Net differences between projected and actual investment earnings	**-**	46,372
Change in pension plan actuarial assumptions	**15,266**	28,958
Changes in proportion from Commonwealth	**-**	14
Changes in proportion due to internal allocation	**366,831**	-
Contributions subsequent to themeasurement date	**225,795**	227,558
Total deferred outflows of resources related to pension	**$ 714,510**	$ 364,109

MASSASOIT COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2025 and 2024

Deferred Inflows of Related to Pension	2025	2024
Difference between expected and actual experience	**$ 27,254**	$ 42,576
Net differences between projected and actual earnings on pension plan investments	**27,660**	-
Changes in proportion from Commonwealth	**13,672**	13,163
Changes in proportion due to internal allocation	**1,462,581**	2,628,837
Total deferred inflows of resources related to pension	**$ 1,531,167**	$ 2,684,576

The College's contributions of $225,795 and $227,558 made during the fiscal years ending 2024 and 2023, respectively, subsequent to the measurement date, will be recognized as a reduction of the net pension liability in each of the succeeding years.

Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized as decreases in pension expense as follows:

Years Ending June 30,	
2025	$ 1,108,253
2026	(2,132,685)
2027	(238,733)
2028	220,713
	$ (1,042,452)

Actuarial Assumptions
The total pension liability was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Measurement date	**June 30, 2024**	June 30, 2023
Inflation on the first $13,000 of allowance	**2.50%**	2.50%
Salary increases	**4.00% to 9.00%**	4.00% to 9.00%
Investment rate of return	**7.00%**	7.00%
Interest rate credited to annuity savings fund	**3.50%**	3.50%

For measurement date June 30, 2024 and 2023, mortality rates were based on:

- Pre-retirement - reflects RP-2014 Blue Collar Employees table projected generationally with Scale MP-2016 set forward 1 year for females.
- Post-retirement - reflects RP-2014 Blue Collar Healthy Annuitant table projected generationally with Scale MP-2016 set forward 1 year for females.
- Disability - reflects the post-retirement mortality described above, set forward 1 year.

The 2025 pension liability for the June 30, 2024 measurement date was determined by an actuarial valuation as of January 1, 2024 and rolled forward to June 30, 2024. The 2024 pension liability for the June 30, 2023 measurement date was determined by an actuarial valuation as of January 2023 and rolled forward to June 30, 2023.

Investment assets of SERS are with the Pension Reserves Investment Trust ("PRIT") Fund. The long-term expected rate of return on pension plan investments was determined using a building-block method in which best-estimate ranges of expected future rates of return are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future rates of return by the target asset allocation percentage.

Best estimates of geometric rates of return for each major asset class included in the PRIT Fund's target asset allocation as of June 30, are summarized in the following table:

	2024		2023	
Asset Class	**Target Allocation**	**Long-term expected real rate of return**	Target Allocation	Long-term expected real rate of return
Global Equity	**36%**	**4.60%**	37%	4.90%
Core Fixed Income	**15%**	**2.10%**	10%	3.80%
Private Equity	**16%**	**7.40%**	15%	1.90%
Portfolio Completion Strategies	**10%**	**3.70%**	16%	7.40%
Real Estate	**10%**	**3.90%**	10%	3.00%
Value Added Fixed Income	**9%**	**5.10%**	8%	5.10%
Timber/Natural Resources	**4%**	**4.40%**	4%	4.30%
	100%		100%	

Discount Rate
The discount rate used to measure the total pension liability was 7.00% at June 30, 2025 and 2024. The projection of cash flows used to determine the discount rate assumed that plan member contributions will be made at the current contribution rates and the Commonwealth's contributions will be made at rates equal to the difference between actuarially determined contributions rates and the member rates. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

MASSASOIT COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2025 and 2024

Sensitivity of the Net Pension Liability to Changes in the Discount Rate
The following table illustrates the sensitivity of the net pension liability calculated using the discount rate as well as what the net pension liability would be if it were calculated using a discount rate that is one-percentage-point lower or one-percentage-point higher than the current rate at June 30,:

2024		
	Current	
1.00% Decrease	**Discount Rate**	**1.00% Increase**
6.00%	**7.00%**	**8.00%**
$ 2,988,542	**$ 2,127,272**	**$ 1,398,639**

2023		
	Current	
1.00% Decrease	Discount Rate	1.00% Increase
6.00%	7.00%	8.00%
$ 2,368,057	$ 1,723,019	$ 117,715

Note 11 - **OPEB**

Plan Description
As an agency of the Commonwealth, certain employees of the College participate in the Commonwealth's single-employer defined benefit-OPEB plan – the State Retirees' Benefit Trust ("SRBT"). Benefits are managed by the Group Insurance Commission ("GIC") and investments are managed by the Pension Reserves Investment Management ("PRIM") Board. The GIC has representation on the Board of Trustees of the State Retirees' Benefits Trust ("Trustees").

The SRBT is set up solely to pay for OPEB benefits and the cost to administer those benefits. It can only be revoked when all such health care and other non-pension benefits, current and future, have been paid or defeased. The GIC administers benefit payments, while the Trustees are responsible for investment decisions.

Management of the SRBT is vested with the Trustees, which consists of seven members including the Secretary of Administration and Finance (or their designee), the Executive Director of the GIC (or their designee), the Executive Director of PERAC (or their designee), the State Treasurer (or their designee), the Comptroller (or a designee), one person appointed by the Governor, and one person appointed by the State Treasurer. These members elect one person to serve as chair of the board. The SRBT does not issue stand-alone audited financial statements but is reflected as a fiduciary fund in the Commonwealth's audited financial statements.

Benefits Provided

Under Chapter 32A of the Massachusetts General Laws, the Commonwealth is required to provide certain health care and life insurance benefits for retired employees of the Commonwealth, housing authorities, redevelopment authorities and certain other governmental agencies. Substantially all of the Commonwealth's employees may become eligible for these benefits if they reach retirement age while working for the Commonwealth. Eligible retirees are required to contribute a specified percentage of the health care / benefit costs, which are comparable to contributions required from employees. Dental and vision coverage may be purchased by these groups with no subsidy from the Commonwealth.

Contributions

Employer and employee contribution rates are set by MGL. The Commonwealth recognizes its share of the costs on an actuarial basis. As of June 30, 2025 and 2024, and as of the valuation date (January 1, 2024 and 2023), participants contributed 10% to 20%, of premium costs, depending on the date of hire and whether the participant's status is active, retired, or survivor. As part of the fiscal year 2010 General Appropriation Act, all active employees pay an additional 5% of premium costs. The Massachusetts General Laws governing employer contributions to SRBT determine whether entities are billed for OPEB costs. Consequently, SRBT developed an effective contribution methodology which allocates total actual contributions amongst the employers in a consistent manner (based on an employer's share of total covered payroll). The College is required to contribute based on Massachusetts General Laws; the rate was 7.49% and 7.83% of annual covered payroll for the fiscal years ended June 30, 2025 and 2024, respectively.

The College contributed $90,794 and $106,750 for the fiscal years ended June 30, 2025 and 2024, respectively, equal to 100% of the required contribution for each year.

OPEB Liabilities, OPEB Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEB

At June 30, 2025 and 2024, the College reported a liability of $2,397,969 and $1,832,573, respectively, for its proportionate share of the net OPEB liability related to its participation in SRBT. The net OPEB liability was measured as of June 30, 2024 and 2023, respectively, and the total OPEB liability used to calculate the net OPEB liability was determined by an actuarial valuation as of January 1, 2024 and 2023, respectively. The College's proportion of the net OPEB liability was based on its share of the Commonwealth's collective OPEB amounts allocated on the basis of an effective contribution methodology which allocates total actual contributions amongst the employers in a consistent manner based on the College's share of total covered payroll for fiscal years 2024 and 2023. The College's proportionate share was based on the actual employer contributions to the SRBT for fiscal years 2024 and 2023 relative to total contributions of all participating employers for the fiscal year. At June 30, 2025 and 2024, the College's proportion was 0.0170% and 0.0130%, respectively.

For the years ended June 30, 2025 and 2024, the College recognized OPEB income of $2,950,566 and $3,868,660, respectively. The College reported deferred outflows of resources and deferred inflows of resources related to OPEB from the following sources at June 30,:

	2025	2024
Deferred Outflows of Resources Related to OPEB		
Contributions subsequent to the measurement date	**$ 90,794**	$ 106,750
Changes in OPEB plan actuarial assumptions	**46,745**	80,506
Difference between expected and actual experience	**66,646**	74,536
Net differences between projected and actual earnings on OPEB plan investments	**-**	5,990
Changes in proportion due to internal allocation	**694,836**	-
Changes in proportion from Commonwealth	**-**	168
Total deferred outflows of resources related to OPEB	**$ 899,021**	$ 267,950

MASSASOIT COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2025 and 2024

	2025	2024
Deferred Inflows of Resources Related to OPEB		
Change in assumptions	**$ 534,959**	$ 472,686
Difference between expected and actual experience	**185,218**	205,843
Difference between projected and actual investment earnings	**953**	-
Changes in proportion due to internal allocation	**3,716,019**	6,648,798
Changes in OPEB from Commonwealth	**23,093**	17,536
Total deferred inflows of resources related to OPEB	**$ 4,460,242**	$ 7,344,863

Contributions
The College's contributions of $90,794 and $106,750 made during the fiscal years 2025 and 2024, respectively, subsequent to the measurement date, will be recognized as a reduction of the net OPEB liability in each of the succeeding years.

Other amounts reported as deferred outflows of resources and deferred inflows of resources related to OPEB will be recognized as decreases in OPEB expense as follows:

Years Ending June 30,	
2025	$ (955,003)
2026	(939,271)
2027	(799,710)
2028	(730,390)
2029	(227,641)
	$ (3,652,015)

Actuarial Assumptions

The total OPEB liability was determined using the following actuarial assumptions, applied to all periods included in the measurement, unless otherwise specified:

Measurement date	June 30, 2024	June 30, 2023
Inflation	2.50%	2.50%
Salary increases	Rates vary by years of service and group classification, consistent with SERS	Rates vary by years of service and group classification, consistent with SERS
Investment rate of return	7.00%, net of OPEB plan investment expense, including inflation	7.00%, net of OPEB plan investment expense, including inflation
Health care cost trend rates	Developed based on the most recent published GAO-Getzen trend rate model, version 2024_1b. Medicare and non-medicare benefits range from 5.35% to 7.42%	Developed based on the most recent published GAO-Getzen trend rate model, version 2023_1f. Medicare and non-medicare benefits range from 5.79% to 7.50%

The mortality rate was in accordance with RP-2014 Blue Collar Mortality Table projected with scale MP-2021 from the central year, with females set forward one year.

The participation rates are actuarially assumed as below:

- 100% of all retirees who currently have health care coverage will continue with the same coverage, except that retirees under age 65 with POS/PPO coverage switch to Indemnity at age 65 and those over 65 with POS/PPO coverage switch to HMO.
- All current retirees, other than those indicated on the census data as not being eligible by Medicare, have Medicare coverage upon attainment of age 65, as do their spouses. All future retirees are assumed to have Medicare coverage upon attainment of age 65.
- 85% of current and future contingent eligible participants will elect health care benefits at age 55, or current age if later.
- Actives, upon retirement, take coverage, and are assumed to have the following coverage:

MASSASOIT COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2025 and 2024

	2025		2024	
	Under 65	Age 65+	Under 65	Age 65+
Indemnity	18.0%	96.0%	27.0%	96.0%
POS/PPO	72.0%	0.0%	63.0%	0.0%
HMO	10.0%	4.0%	10.0%	4.0%

The actuarial assumptions used in the January 1, 2024 and 2023 valuations were based on the results of an actuarial experience study for the periods ranging July 1, 2024 and 2023 through December 31, 2023 and 2022, depending upon the criteria being evaluated.

The long-term expected rate of return on OPEB plan investments was determined using a building-block method in which best-estimate ranges of expected future rates of return are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future rates of return by the target asset allocation percentage. The SRBT is required to invest in the PRIT Fund. Consequently, information about SRBT's target asset allocation and long-term expected real rate of return as of June 30, 2025 and 2024 are the same as discussed in the pension footnote.

Discount Rate
The discount rate used to measure the total OPEB liability for 2025 and 2024 was 4.61% and 4.34%. These rates were based on a blend of the Bond Buyer Index rate (3.93% and 3.65%) as of the measurement date and the expected rate of return. The OPEB plan's fiduciary net position was not projected to be available to make all projected future benefit payments for current plan members. The projected "depletion date," when projected benefits are not covered by projected assets, is 2043 for both fiscal years 2025 and 2024, respectively. Therefore, the long-term expected rate of return on OPEB plan investments of 7.00% was not applied to all periods of projected benefit payments to determine the total OPEB liability.

Sensitivity of the College's Proportionate Share of the Net OPEB Liability to Changes in the Discount Rate

The following presents the College's proportionate share of the net OPEB liability, as well as what the College's proportionate share of the net OPEB liability would be if it were calculated using a discount rate that is 1-percentage-point lower or 1-percentage-point higher than the current discount rate:

	June 30, 2025	
	Current	
1.00% Decrease	**Discount Rate**	**1.00% Increase**
3.61%	**4.61%**	**5.61%**
$ 2,792,536	**$ 2,397,699**	**$ 2,071,822**

	June 30, 2024	
	Current	
1.00% Decrease	Discount Rate	1.00% Increase
3.34%	4.34%	5.34%
$ 2,141,173	$ 1,832,573	$ 1,579,336

Sensitivity of the College's Proportionate Share of the Net OPEB Liability to Changes in the Healthcare Cost Trend Rates

The following presents the College's proportionate share of the net OPEB liability, as well as what the College's proportionate share of the net OPEB liability would be if it were calculated using health care cost trend rates that are 1-percentage-point lower or 1-percentage-point higher than the current health care cost trend rates:

1.00% Decrease (B)	June 30, 2025 Current Healthcare Cost Trend Rate (A)	1.00% Increase (C)
$ 2,012,824	**$ 2,397,699**	**$ 2,881,818**

1.00% Decrease (B)	June 30, 2024 Current Healthcare Cost Trend Rate (A)	1.00% Increase (C)
$ 1,535,551	$ 1,832,573	$ 2,208,271

(A) - Current healthcare cost trend rate, as disclosed in the actuarial assumptions

(B) - 1-percentage decrease in current healthcare cost trend rate, as disclosed in the actuarial assumptions

(C) - 1-percentage increase in current healthcare cost trend rate, as disclosed in the actuarial assumptions

Note 12 - Restricted Net Position

The College is the recipient of funds that are subject to various external constraints upon their use, either as to purpose or time.

Restricted - expendable net position consists of income to be used for grants and research, as well as funds to be used for capital projects.

The Foundation's restricted - expendable net position consists of funds, whose income is mainly used for various scholarships, grants and other general purposes.

MASSASOIT COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2025 and 2024

Note 13 - **Commitments and Contingencies**

Litigation
Various lawsuits are pending or threatened against the College that arose from the ordinary course of operations. In the opinion of management, no litigation is now pending or threatened, which would materially affect the College's financial position.

Federal, State, and Private Contracts and Grants
The College receives significant financial assistance from federal and state agencies in the form of grants. Expenditures of funds under these programs require compliance with the grant agreements and are subject to audit. The College must repay any disallowed expenditures resulting from such audits. In the opinion of management, such adjustments, if any, are not expected to materially affect the financial condition of the College.

The College participates in the Massachusetts College Savings Prepaid Tuition Program (the "Program"). This Program allows individuals to pay in advance for future tuition at the cost of tuition at the time of election to participate, increased by changes in the Consumer Price Index plus 2%. The College is obligated to accept as payment of tuition the amount determined by this Program without regard to the standard tuition rate in effect at the time of the individual's enrollment at the College. The effect of the Program cannot be determined as it is contingent on future tuition increases and the Program participants who attend the College.

Risk Management
The College participates in the various programs administered by the Commonwealth for property, general liability, automobile liability, workers' compensation, and health insurance. The Commonwealth is self-insured for employees' workers' compensation, casualty, theft, tort claims, and other losses. Such losses, including estimates of amounts incurred but not reported, are obligations of the Commonwealth. For workers' compensation, the Commonwealth assumes the full risk of claims filed under a program managed by the Human Resources Division. For personal injury or property damages, Massachusetts General Laws limit the risk assumed by the Commonwealth to $100,000 per occurrence, in most circumstances.

Federal Student Financial Assistance and other grants
The College participates in the Federal Financial Assistance (Title IV) programs along with federal grants related to various college programs and operations. These programs allow for grants, scholarship aid, and other awards to be issued to students and the College to cover qualified education and related costs.

State Student Financial Assistance and other grants
The College participates in the Massachusetts State student financial assistance programs. These programs allow for grants, scholarship aid, and other awards to be issued to students to cover qualified education costs.

State Appropriation
As disclosed in Note 1, the College is a public, State-supported, comprehensive two-year college, located in Brockton, Massachusetts, and governed by a local Board of Trustees under the direction of the Massachusetts Department of Higher Education. As such, the College receives general state appropriations for a portion of its annual operations for employee salaries and fringe benefits reported on the Statement of Revenues and Expenses and Note 16 of these financial statements.

Workforce Covered by Collective Bargaining Agreements:
The College is comprised of State Employees hired and employed by the Commonwealth of Massachusetts. The Massachusetts Board of Higher Education negotiates collective bargaining agreements (CBA) with the majority of College employees. During the fiscal years ended June 30, 2025 and 2024, the College employed individuals belonging to the following unions:

Massachusetts Community College Council
The CBA for the MCCC covers the period from September 1, 2023, to August 31, 2025. This Agreement is entered into by and between the Board of Higher Education and the Massachusetts Community College Council as the exclusive collective bargaining agent for members of the bargaining unit. As of June 30, 2025, negotiations between the Board of Higher Education and MSCA are in the process of constructing and obtaining an updated CBA. As of September 15, 2025, the Board of Higher Education and MCCC are awaiting ratification of the updated CBA by the MCCC membership.

American Federation of State, County and Municipal Employees (AFSCME)
The CBA for AFSCME union covers the period from July 1, 2020 to June 30, 2023. This Agreement is entered into by and between the Board of Higher Education and the American Federation of State, County and Municipal Employees Local 1067, Council 93, AFL-CIO and sets forth procedures for the equitable resolution of grievances, the terms of employment with respect to wages and working conditions and means by which the parties may consult periodically on mutually perceived issues. Negotiations are on-going for an updated CBA between the Board of Higher Education and AFSCME.

MASSASOIT COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2025 and 2024

Limitation on raising tuition rates:
Tuition rates are determined by the Massachusetts Board of Higher Education and cannot be adjusted without their authorization. Fees, however, are established by the College's Board of Trustees and adjusted annually as deemed appropriate.

Note 14 - **Operating Expenses**

The College's operating expenses, on a natural classification basis, are comprised of the following at June 30,:

	2025	2024
Compensation and benefits	**$ 48,835,395**	$ 46,531,123
Supplies and services	**12,300,235**	10,993,472
Depreciation and amortization	**3,230,799**	3,040,787
Scholarships and fellowships	**10,448,016**	7,007,003
	$ 74,814,445	$ 67,572,385

Note 15 - **Other Fringe Benefits**

The College participates in the Commonwealth's Fringe Benefit programs, including active employee and post-employment health insurance, unemployment, and workers' compensation benefits. Health insurance for active employees are paid through a fringe benefit rate charged to the College by the Commonwealth.

Group Insurance Commission ("GIC")
The Commonwealth's Group Insurance Commission ("GIC") was established by the Legislature in 1955 to provide and administer health insurance and other benefits to the Commonwealth's employees and retirees, and their dependents and survivors. The GIC also covers housing and redevelopment authorities' personnel, certain authorities and other offline agencies, retired municipal teachers from certain cities and towns, and a small number of municipalities as an agent multiple-employer program, accounted for as an agency fund activity of the Commonwealth, not the College.

The GIC administers a plan included within the State Retirement Benefits Trust Fund, an irrevocable trust. Any assets accumulated in excess of liabilities to pay premiums or benefits or administrative expenses are retained in that fund. The GIC's administrative costs are financed through Commonwealth appropriations and employee investment returns. The Legislature determines employees' and retirees' contribution rates.

The GIC is a quasi-independent state agency governed by an eleven-member body (the "Commission") appointed by the Governor. The GIC is located administratively within the Executive Office of Administration and Finance, and responsible for providing health insurance and other benefits to the Commonwealth's employees and retirees and their survivors and dependents. During the fiscal years ended June 30, 2025 and 2024, the GIC provided health insurance for its members through indemnity, PPO, and HMO plans. The GIC also administers carve-outs for pharmacy, mental health, and substance abuse benefits for certain of its health plans. In addition to health insurance, the GIC sponsors life insurance, long-term disability insurance (for active employees only), dental and vision coverage (for employees not covered by collective bargaining), retiree discount vision and dental plans, and a pre-tax health care spending account and dependent care assistance program (for active employees only).

Other Employee Benefits
The employees of the College can elect to participate in two defined contribution plans offered and administered by the Massachusetts Department of Higher Education – an IRC 403(b) Tax-Deferred Annuity Plan and an IRC 457 Deferred Compensation SMART Plan. Employees can contribute by payroll deduction a portion of before-tax salary into these plans up to certain limits. The College has no obligation to contribute to these plans and no obligation for any future pay out.

Note 16 - **Massachusetts Management Accounting and Reporting System ("MMARS")**

Section 15C of Chapter 15A of the Massachusetts General Laws requires Commonwealth Colleges and Universities to report activity of campus-based funds to the Comptroller of the Commonwealth on the Commonwealth's Statewide Accounting System, Massachusetts Management Accounting and Reporting System ("MMARS") on the statutory basis of accounting. The statutory basis of accounting is modified accrual basis of accounting and differs from the information included in these financial statements. Management believes the amounts reported on MMARS meet the guidelines of the Comptroller's *Guide for Higher Education Audited Financial Statements.*

The College's State Appropriations are comprised of the following for the years ended June 30,:

	2025	2024
Direct unrestricted appropriations	**$ 30,544,403**	$ 30,375,307
Add: Fringe benefits for benefited employees on the state payroll	**11,195,560**	10,765,695
Less: Day school tuition remitted to the state and included in tuition revenue	**(349,196)**	(791,453)
Total unrestricted appropriations	**41,390,767**	40,349,549
Capital appropriations	**2,139,139**	2,318,091
Total Appropriations	**$ 43,529,906**	$ 42,667,640

No timing differences occurred where the College had additional revenue that was reported to MMARS for the years ended June 30, 2025 and 2024 (unaudited).

Note 17 - **Pass-Through Loans**

The College distributed approximately $673,000 and $1,684,000 for the years ended June 30, 2025 and 2024, respectively, for student loans through the U.S. Department of Education Federal Direct Lending Program. These distributions and related funding sources are not included as expenses and revenues nor as cash disbursements and cash receipts in the accompanying financial statements.

REQUIRED SUPPLEMENTARY INFORMATION

MASSASOIT COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Schedules of Proportionate Share of Net Pension Liability (Unaudited)

Massachusetts State Employees' Retirement System

Year ended Measurement date Valuation date	June 30, 2025 June 30, 2024 January 1, 2024	June 30, 2024 June 30, 2023 January 1, 2023	June 30, 2023 June 30, 2022 January 1, 2022	June 30, 2022 June 30, 2021 January 1, 2021	June 30, 2021 June 30, 2020 January 1, 2019	June 30, 2020 June 30, 2019 January 1, 2019	June 30, 2019 June 30, 2018 January 1, 2018	June 30, 2018 June 30, 2017 January 1, 2017	June 30, 2017 June 30, 2016 January 1, 2016	June 30, 2016 June 30, 2015 January 1, 2015
Proportion of the collective net pension liability	0.015%	0.012%	0.013%	0.030%	0.043%	0.050%	0.067%	0.086%	0.089%	0.105%
Proportionate share of the collective net pension liability	$ 2,127,272	$ 1,723,019	$ 1,860,274	$ 3,093,247	$ 7,462,248	$ 7,297,962	$ 8,824,467	$ 11,051,800	$ 12,291,456	$ 11,964,719
College's covered payroll	$ 1,363,439	$ 1,038,587	$ 1,168,430	$ 2,405,061	$ 3,338,054	$ 4,117,803	$ 5,177,852	$ 6,771,156	$ 6,773,439	$ 6,333,557
College's proportionate share of the net pension liability as a percentage of its covered payroll	156.02%	165.90%	159.21%	128.61%	223.55%	177.23%	170.43%	163.22%	181.47%	188.91%
Plan fiduciary net position as a percentage of the total pension liability	72.90%	70.71%	71.05%	77.54%	62.48%	66.28%	67.91%	67.21%	63.48%	67.87%

See accompanying notes to the required supplementary information.

MASSASOIT COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Schedules of Pension Contributions (Unaudited)

Massachusetts State Employees' Retirement System

For the Years Ended June 30,

	2025	2024	2023	2022	2021	2020	2019	2018	2017	2016
Statutorily required contribution	$ 225,795	$ 227,558	$ 173,444	$ 188,234	$ 352,582	$ 469,998	$ 496,607	$ 609,951	$ 673,730	$ 640,090
Contributions in relation to the statutorily required contribution	(225,795)	(227,558)	(173,444)	(188,234)	(352,582)	(469,998)	(496,607)	(609,951)	(673,730)	(640,090)
Contribution excess	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Covered payroll	$ 1,211,997	$ 1,363,439	$ 1,038,587	$ 1,168,430	$ 2,405,061	$ 3,338,054	$ 4,117,803	$ 5,177,852	$ 6,771,156	$ 6,773,439
Contribution as a percentage of covered payroll	18.63%	16.69%	16.70%	16.11%	14.66%	14.08%	12.06%	11.78%	9.95%	9.45%

Notes:

Employers participating in the Massachusetts State Employees' Retirement System are required by MA General Laws, Section 32, to contribute an actuarially determined contribution rate each year.

See accompanying notes to the required supplementary information.

MASSASOIT COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Required Supplementary Information - SERS (Unaudited)

For the Year Ended June 30, 2025

Note 1 - **Change in Plan Actuarial and Assumptions**

Measurement date – June 30, 2023

The mortality rates were changed as follows:

- Pre-retirement mortality reflects RP-2014 Blue Collar Employees table projected generationally with Scale MP-2021, set forward 1 year for females
- Post-retirement mortality reflects RP-2014 Blue Collar Healthy Annuitant table projected generationally with Scale MP-2021, set forward 1 year for females
- For disabled retirees, mortality reflects the post-retirement mortality described above, set forward 1 year.

Measurement date – June 30, 2021

The investment rate of return changed from 7.15% to 7.00%. In conjunction with the investment rate of return changing, the discount rate was also changed to mirror the new investment rate of return.

The mortality rates were changed as follows:

- Pre-retirement mortality reflects RP-2014 Blue Collar Employees table projected generationally with Scale MP-2020, set forward 1 year for females
- Post-retirement mortality reflects RP-2014 Blue Collar Healthy Annuitant table projected generationally with Scale MP-2020, set forward 1 year for females
- For disabled retirees, mortality reflects the post-retirement mortality described above, set forward 1 year.

Measurement date – June 30, 2020

The investment rate of return changed from 7.25% to 7.15%. In conjunction with the investment rate of return changing, the discount rate was also changed to mirror the new investment rate of return.

MASSASOIT COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Required Supplementary Information - SERS (Unaudited)

For the Year Ended June 30, 2025

<u>Measurement date – June 30, 2019</u>
The investment rate of return changed from 7.35% to 7.25%. In conjunction with the investment rate of return changing, the discount rate was also changed to mirror the new investment rate of return.

<u>Measurement date – June 30, 2018</u>
The investment rate of return changed from 7.50% to 7.35%. In conjunction with the investment rate of return changing, the discount rate was also changed to mirror the new investment rate of return.

The mortality rate assumptions were changed as follows:

- Disabled members – the amount reflects the same assumptions as for superannuation retirees, but with an age set forward of one year

<u>Measurement date – June 30, 2017</u>
The mortality rates were changed in the January 1, 2017 Actuarial Valuation as follows:

- Pre-retirement – was changed from RP-2000 Employees table projected generationally with Scale BB and a base year of 2009 (gender distinct) to RP-2014 Blue Collar Employees Table projected generationally with Scale MP-2016 and set forward 1 year for females

- Post-retirement – was changed from RP-2000 Healthy Annuitant table projected generationally with Scale BB and a base year of 2009 (gender distinct) to RP-2014 Blue Collar Healthy Annuitant Table projected generationally with Scale MP-2016 and set forward 1 year for females

- Disability – did not change

<u>Measurement date – June 30, 2016</u>
The assumption for salary increases changed from a range of 3.5% to 9.0% depending on group and length of service to a range of 4.0% to 9.0% depending on group and length of service.

MASSASOIT COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Required Supplementary Information - SERS (Unaudited)

For the Year Ended June 30, 2025

Chapter 176 of the Acts of 2011 created a one-time election for eligible members of the Optional Retirement Plan ("ORP") to transfer to the SERS and purchase service for the period while members of the ORP. As a result, the total pension liability of SERS increased by approximately 400 million as of June 30, 2016.

Measurement date – June 30, 2015
The discount rate to calculate the pension liability decreased from 8.0% to 7.5%

In May 2015, Chapter 19 of the Acts of 2015 created an Early Retirement Incentive ("ERI") for certain members of SERS who upon election of the ERI retired effective June 30, 2015. As a result, the total pension liability of SERS increased by approximately $230 million as of June 30, 2015.

The mortality rates were changed as follows:

- Pre-retirement – was changed from RP-2000 Employees table projected 20 years with Scale AA (gender distinct) to RP-2000 Employees table projected generationally with Scale BB and a base year of 2009 (gender distinct)

- Post-retirement – was changed from RP-2000 Healthy Annuitant table projected 15 years with Scale AA (gender distinct) to RP-2000 Healthy Annuitant table projected generationally with Scale BB and a base year of 2009 (gender distinct)

- Disability – was changed from RP-2000 table projected 5 years with Scale AA (gender distinct) set forward three years for males to RP-2000 Healthy Annuitant table projected generationally with Scale BB and a base year of 2015 (gender distinct)

MASSASOIT COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Schedules of Proportionate Share of Net OPEB Liability (Unaudited)

State Retirees' Benefit Trust

Year ended Measurement date Valuation date	June 30, 2025 June 30, 2024 January 1, 2024	June 30, 2024 June 30, 2023 January 1, 2023	June 30, 2023 June 30, 2022 January 1, 2022	June 30, 2022 June 30, 2021 January 1, 2021	June 30, 2021 June 30, 2020 January 1, 2020	June 30, 2020 June 30, 2019 January 1, 2019	June 30, 2019 June 30, 2018 January 1, 2018	June 30, 2018 June 30, 2017 January 1, 2017
Proportion of the collective net OPEB liability		0.0130%	0.0180%	0.0506%	0.0460%	0.0750%	0.1040%	0.1230%
Proportionate share of the collective net OPEB liability	$ 2,397,699	$ 1,832,573	$ 2,341,137	$ 5,431,024	$ 9,602,164	$ 13,757,885	$ 19,309,594	$ 21,495,791
College's covered payroll	$ 1,363,439	$ 1,038,587	$ 1,168,430	$ 2,405,061	$ 3,338,054	$ 4,117,803	$ 5,177,852	$ 6,771,156
College's proportionate share of the net OPEB liability as a percentage of its covered payroll	175.86%	176.45%	200.37%	225.82%	287.66%	334.11%	372.93%	317.46%
Plan fiduciary net position as a percentage of the total OPEB liability	15.60%	13.80%	13.00%	10.70%	6.40%	6.96%	6.01%	5.39%

Notes:

Employers participating in the State Retirees' Benefit Trust are required by MA General Laws, Section 32, to contribute an actuarially determined contribution rate each year

The GASB pronouncement requiring the presentation of the information on this schedule became effective for years beginning after June 15, 2017 and is intended to provide data for the most recent ten years.

See accompanying notes to the required supplementary information.

MASSASOIT COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Schedules of OPEB Contributions (Unaudited)

State Retirees' Benefit Trust

For the Years Ended June 30,

	2025	2024	2023	2022	2021	2020	2019	2018
Statutorily required contribution	$ 90,794	$ 106,750	$ 75,585	$ 89,395	$ 185,145	$ 243,471	$ 362,123	$ 461,805
Contributions in relation to the statutorily required contribution	(90,794)	(106,750)	(75,585)	(89,395)	(185,145)	(243,471)	(362,123)	(461,805)
Contribution (excess)/deficit	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
College's covered payroll	$ 1,211,997	$ 1,363,439	$ 1,038,587	$ 1,168,430	$ 2,405,061	$ 3,338,054	$ 4,117,803	$ 5,177,852
Contribution as a percentage of covered payroll	7.49%	7.83%	7.28%	7.65%	7.70%	7.29%	8.79%	8.92%

Notes:

Employers participating in the State Retirees' Benefit Trust are required by MA General Laws, Section 32, to contribute an actuarially determined contribution rate each year.

The GASB pronouncement requiring the presentation of the information on this schedule became effective for years beginning after June 15, 2017 and is intended to provide data for the most recent ten years.

See accompanying notes to the required supplementary information.

MASSASOIT COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Required Supplementary Information – SRBT (Unaudited)

For the Year Ended June 30, 2025

Note 1 - **Change in Plan Assumptions**

Fiscal year June 30, 2025

Assumptions:
Change in per capita claims costs
Per capita claims costs were updated based on the changes in the underlying claims and benefit provisions.

Change in medical trend rates
The medical trend rates were updated based on the SOA-Getzen trend rate model version 2024_1f. The healthcare trend rates were updated to reflect short-term expectations based on a review of the Commonwealth's historical trend rates.

Change in Discount Rate
The discount rate was increased to 4.61% (based upon a blend of the Bond Buyer Index rate (3.93%) as of the measurement date as required by GASB Statement 74.

Fiscal year June 30, 2024

Assumptions:
Change in per capita claims costs
Per capita claims costs were updated based on the changes in the underlying claims and benefit provisions.

Change in medical trend rates
The medical trend rates were updated based on the SOA-Getzen trend rate model version 2023_1f. The healthcare trend rates were updated to reflect short-term expectations based on a review of the Commonwealth's historical trend rates.

Change in Discount Rate
The discount rate was increased to 4.34% (based upon a blend of the Bond Buyer Index rate (3.65%) as of the measurement date as required by GASB Statement 74.

Fiscal year June 30, 2023

Assumptions:
Change in per capita claims costs
Per capita claims costs were updated based on the changes in the underlying claims and benefit provisions.

MASSASOIT COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Required Supplementary Information – SRBT (Unaudited)

For the Year Ended June 30, 2025

Change in medical trend rates
The medical trend rates were updated based on the SOA-Getzen trend rate model version 2022_f4. The healthcare trend rates were updated to reflect short-term expectations based on a review of the Commonwealth's historical trend rates.

Change in Discount Rate
The discount rate was increased to 4.00% (based upon a blend of the Bond Buyer Index rate (3.54%) as of the measurement date as required by GASB Statement 74.

Fiscal year June 30, 2022

Assumptions:
Change in per capita claims costs
Per capita claims costs were updated reflect lower-than-expected FY22 rates, driven primarily by an increase in expected Pharmacy Benefits Manager rebates.

Change in medical trend rates
The medical trend rates were updated based on the SOA-Getzen trend rate model version 2021_b. The healthcare trend rates were updated to reflect short-term expectations based on a review of the Commonwealth's historical trend rates.

Change in Investment Rate
The investment rate of return decreased from 7.15% to 7.00%.

Change in Mortality Rates
The mortality projection scale was updated from MP-2016 to MP-2020.

Change in Discount Rate
The discount rate was increased to 2.77% (based upon a blend of the Bond Buyer Index rate (2.16%) as of the measurement date as required by GASB Statement 74.

Fiscal year June 30, 2021

Assumptions:
Change in per capita claims costs
Per capita claims costs were updated based on the changes in the underlying claims and benefit provisions.

Change in medical trend rates
The medical trend rates were updated based on the SOA-Getzen trend rate model version 20920_b, the impact of the discontinuation of the ACA Health Insurer Fee and Excise Tax.

Change in Investment Rate
The investment rate of return decreased from 7.25% to 7.15%.

Change in Salary Scale
The salary scale assumption was updated from a constant 4% assumption to rates that vary by years of service and group classification, consistent with SERS.

Change in Discount Rate
The discount rate was decreased to 2.28% (based upon a blend of the Bond Buyer Index rate (2.21%) as of the measurement date as required by GASB Statement 74.

Fiscal year June 30, 2020

Assumptions:
Change in Inflation
The inflation rate decreased from 3.0% to 2.5%.

Change in Salary Assumptions
Salary decreased from 4.5% to 4.0%.

Change in Investment Rate
The investment rate return decreased from 7.35% to 7.25%.

Change in Trend on Future Costs
The original healthcare trend rate decreased from 8.0% to 7.5%, which affects the high-cost excise tax.

Change in Discount Rate
The discount rate was decreased to 3.63% (based upon a blend of the Bond Buyer Index rate (3.51%) as of the measurement date as required by GASB Statement 74.

MASSASOIT COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Required Supplementary Information – SRBT (Unaudited)

For the Year Ended June 30, 2025

Fiscal year June 30, 2019

Assumptions:
Change in Trend on Future Costs
The healthcare trend rate decreased from 8.5% to 8.0%, which impact the high cost excise tax.

Change in Mortality Rates
The following mortality assumption changes were made in the January 1, 2018 Actuarial Valuation:

- Disabled members – would reflect the same assumptions as for superannuation retirees, but with an age set forward of one year.

Change in Discount Rate
The discount rate was increased to 3.95% (based upon a blend of the Bond Buyer Index rate (3.87%) as of the measurement date as required by GASB Statement 74.

Fiscal year June 30, 2018

Assumptions:
Change in Discount Rate
The discount rate was increased to 3.63% (based upon a blend of the Bond Buyer Index rate (3.58%) as of the measurement date as required by GASB Statement 74. The June 30, 2016 discount rate was calculated to be 2.80%.

Independent Auditors' Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards*

withum
ADVISORY TAX AUDIT

INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

To the Board of Trustees of
Massasoit Community College
Brockton, Massachusetts

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the business-type activities of Massasoit Community College (the "College"), and its discretely presented major component unit, as of and for the year ended June 30, 2025, and the related notes to the financial statements, which collectively comprise the College's basic financial statements and have issued our report thereon dated November 19, 2025.

Report on Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the College's internal control over financial reporting ("internal control") as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the College's internal control. Accordingly, we do not express an opinion on the effectiveness of the College's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A material weakness is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis. A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the College's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

WithumSmith+Brown, PC 25 Braintree Hill Office Park, Suite 102, Braintree, MA 02184-8715 T (617) 471 1120 F (617) 472 7560 withum.com

AN INDEPENDENT MEMBER OF HLB - THE GLOBAL ADVISORY AND ACCOUNTING NETWORK

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Withum Smith + Brown, PC

November 19, 2025

MASSASOIT COMMUNITY COLLEGE

1966

ENDURANCE AND FAITH

Appendix E: Supporting Documents Available in the Electronic Workroom

Standard 1 – Mission, Organization, Governance, and Planning	
Evidence	**Content Type**
2019 EMSI Economic Overview and PDG Analysis	Document
2019 EMSI Report	Document
Academic Governance Manual and Bylaws	Document
Board of Trustees Approved Minutes February 21 2024	Document
FY27 Budget Request Process and Forms	Document
March 2025 Professional Development Day Overview	Document
NECHE Student Feedback Form March 2026	Document
New Undergraduate Experience Report	Document
PENC Criteria for Nominating Trustees	Document
PENC Trustee responsibilities	Document
State training for trustees	Document
Strategic Plan Trustee Presentation May 2026	Document
Strategic Plan Trustee Presentation November 2025	Document
Student Government Association Senate Constitution 25-26	Document
Trustee Oath of Office	Document

Standard 2 – Academic and Co-Curricular Programs and Students	
Evidence	**Content Type**
Sample Syllabi	Folder
BIOL 121 - Fall 2025	Document
BIOL 201 - Fall 2025	Document
BIOL 202 - Fall 2025	Document
BUSN 110 - Fall 2025	Document
BUSN 201 - Fall 2025	Document
CHEM 151 - Fall 2025	Document
ENGL 101 - Fall 2025	Document
MATH 154S and MATH061 - Fall 2025	Document
MATH 203S and MATH 065 - Fall 2025 - 2	Document
MATH 203S and MATH 065 - Fall 2025 - 1	Document
MATH 203S and MATH 065 - Fall 2025	Document
MATH 221 - Fall 2025	Document
MATH 229 - Fall 2025	Document
MDIA108 - Spring 2025	Document
MDIA123 - Fall 2025	Document
MLSP 101 - Fall 2025	Document
MLSP 101 - Fall 2025	Document
MLSP 102 -Fall 2025	Document
Psych 101 - Fall 2025	Document
RADT 101 - Fall 2025	Document
RADT 105 - Fall 2025	Document
RADT 144 - Fall 2024	Document
RADT 144 - Fall 2025	Document
SPCH 105 - Fall 2025	Document
2025-2026 Starting a New Club Policy	Document
2025-2026 Student Club Guidelines	Document
2026 March - Massasoit Community College - Sub Change Visit - PEP	Document
Academic Program Review Calendar Start Dates v. Completion Dates	Document
Academic Program Review Template Adopted Sep 2017	Document

Standard 2 – Academic and Co-Curricular Programs and Students	
Board of Trustees February 2026	Document
Board of Trustees April 15 2026	Document
Fall 2023 Enrollment by Program	Document
Fall Enrollment Book 2025	Document
Hazing Policy	Document
Hybrid Course Development Checklist	Document
Massasoit Professional Development Day Presentation Fall 2025	Document
MOU MDOC and Massasoit	Document
New Club Probational Recognition Form 25-26	Document
New Club Rubric	Document
New Heights Charter School of Brockton 2019 (MOU)	Document
Online Course Development Checklist	Document
Returning Club Recognition Form 25-26	Document
Ruffalo Noel Levitz SSI Executive Summary 2019	Document
Strategic Plan 2024-2029	Document
Transfer Data for Graduating Class of 2025	Document
Understanding Early College Access at Massasoit	Document

Standard 3 – Institutional Resources	
Evidence	**Content Type**
Corient Investment EOY Balance Reserves	Document
Enrollment Management Metrics Fall 2024	Document
Enrollment Management Metrics Spring 2025	Document
Enrollment Think Tank BOT Presentation 2016	Document
FY2025 Financial Statements and Management Discussion	Document
FY25 Spending Plan	Document
FY25Q4 Report	Document
Grants Handbook 2018	Document
Internal Controls Policies Procedures June 2025	Document
IPEDS Fall Enrollment Survey 2025-26	Document
Massasoit BoardofTrustees December 2025	Document
Massasoit Investment Policy Feb 2021	Document
Non-Unit Professionals Handbook	Document

Standard 4 – Educational Effectiveness and the Success of All Students	
Evidence	**Content Type**
Business Administration Academic Program Review	Folder
Business Administration Academic Program Review Evaluator's Report 2022	Document
Business Administration Department Program Review 2022	Document
Computer Science Academic Program Review	Folder
Computer Science and Data Science Program Review External Report	Document
Computer Science Department Academic Program Review 2024	Document
Criminal Justice Academic Program Review	Folder
Criminal Justice Academic Program Review Final on 6-8-23	Document
Criminal Justice External Evaluator 2023	Document
Nursing Program	Folder
ACEN 2025 Annual Report	Document
MA BORN 2025 Annual Report	Document
Student Services Data	Folder
Student Services Demographics Fall 2019 - Fall 2023	Document
Student Services IPEDS Data Fall 2015 - Fall 2020	Document
Student Services Retention Data Fall 2015 - Fall 2022	Document
Veterinary Technology Program	Folder
2022-2025 Grad Check-in	Document
AAVSB School Report 3 Year_thruJune2024	Document
Employer Survey 2024-25 (Responses)	Document
Massasoit Community College Vet Tech Employer Survey – Responses_SurveyMonkey	Document
Academic Program Review Calendar Start Dates v. Completion Dates	Document
Advising Survey Report Summer 2025	Document
Co-Requisite Data Presentation Summer 2026	Document
Department of Nurse Education Benchmarks	Document
Economy Overview Massachusetts 2026	Document
Engage AY26 Infographic	Document
English Department Curriculum Restructure Proposal	Document
Examination of Credit Course Offerings	Document

Standard 4 – Educational Effectiveness and the Success of All Students	
Federal Reserve Bank of Richmond SCCO Report	Document
Lightcast Analyst Overview February 2026	Document
Massasoit Program Enrollment Dashboard	Document
Massasoit Total Enrollment Dashboard	Document
NECHE E Series Option 4 Form	Document
PMRS Draft Data Summary March 2026	Document
Student Engagement Subcommittee Report	Document

Standard 5 – Integrity, Transparency, and Public Disclosure	
Evidence	**Content Type**
Adjunct Faculty Guide Fall 2025	Document
Bristol Massasoit IRB Authorization Agreement	Document
DHE Tuition and Mandatory Fees at Massachusetts Community Colleges	Document
Early College Pathway Partners	Document
Fall 2025 Free College Data Analysis	Document
Massasoit Modernization Proposal - Part 1 Compliance Reporting	Document
Massasoit Professional Development Day Presentation Fall 2025	Document
Massasoit Spring Advertisement	Document
NECHE Student Feedback Form March 2026	Document
Onboarding Initiatives and Peer Mentor Program – Strategic Plan Update	Document
Public Disclosure and Key Documents	Document
Purchasing Manual Revised September 2025	Document
Rebuilding Our Community Poster	Document

Supplemental Resources	
Evidence	**Content Type**
2016 Massasoit Self Study	Document
2020 Massasoit Institutional Progress Report	Document
2021 Massasoit Interim Fifth Year Report	Document
2026 NECHE Self Study Timeline	Document
Massasoit Data Dashboards from NECHE	Document
Massasoit Organizational Charts	Documents
Welcome to Massasoit Community College's Electronic Workroom	Document

Intentionally
Left Blank

Inside Back Cover

Brockton Campus
1 Massasoit Boulevard
Brockton, MA 02032

Canton Campus
900 Randolph Street
Canton, MA 02021

Middleborough Center
49 Union Street
Middleborough, MA 02346