

Strategic Plan 2024-2029



MASSASOIT
COMMUNITY COLLEGE

FROM THE PRESIDENT

Strategic plans are often called roadmaps – a set guide for an organization’s future that follows a predetermined route. But Massasoit Community College’s 2024-2029 Strategic Plan is more like the GPS in your phone. It provides us clear directions to our destination, but should we decide to make a detour or encounter an obstacle on our path, it will recalculate to keep us on track. The flexibility of our plan will help us as we grow and change as an institution to better meet the needs of our students and communities in which they live and work.

Throughout our journey to strengthen our role as a regional leader in accessible education, we will keep tabs on this GPS as we continue our work to provide a collaborative, respectful, student-centered environment that celebrates the racial and cultural diversity of our region. We will strive to develop equitable opportunities and pathways to enhance individual and regional economic and social mobility.

Historic investments in community colleges through the Commonwealth’s free community college programs – MassReconnect and MassEducate – are bringing more students to our campuses. People are excited by what a Massasoit education has to offer. Our students will soon be able to take advantage of new state-of-the-art classrooms and labs thanks to our ongoing Transformation Through Renovation Project that will enhance our Science and Health Science buildings in Brockton.

The renovation project will be complete at about the same time as our next NECHE self-study, which will allow the campus to assess our progress at that point and refocus as needed to ensure the priorities we set for 2029 will be informed by our deep commitment to the state, the region, and our community. Lastly, Massasoit will celebrate it’s 60th anniversary in 2026 – a moment to celebrate our legacy and look forward to our future.

These are exciting times for our College and community, and as a former Massasoit student myself, I am looking forward to what lies ahead. Through this strategic plan, we will be able to chart a course that addresses the needs of our community while remaining flexible to respond to the challenges we may face moving forward.

A handwritten signature in white ink, reading "William Mitchell".

President
Massasoit Community College

A large, rectangular sign with the words "MASSASOIT COMMUNITY COLLEGE" in capital letters. The sign is set against a background of trees and a building.

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ABOUT THE STRATEGIC PLAN

Founded in 1966, Massasoit Community College is one of the largest community colleges in the Massachusetts public higher education system and offers associate degree programs in arts, sciences, and applied sciences, as well as one-year and short-term programs for a range of occupations and interests. The College also offers non-credit workforce development certificates, corporate training courses, adult basic education, personal enrichment classes, and Early College programs for high school students. Massasoit Community College has four locations in Brockton, Canton, Middleboro, and the newest location in the center of downtown Brockton. The College offers courses across multiple modalities including face-to-face, online, hybrid, days, evenings, and weekends.

In December of 2018, the campus community began the work to develop the seventh strategic plan for the College. The plan was designed to provide guidelines for continuous improvement between 2020-2025. Launched by President Gena Glickman in November 2018, the process began with a call to action for the college community to look for opportunities to “participate in ways for your voices and expertise to be included in this most crucial project.” The effort was co-chaired by the Chief of Staff and the President of the Academic Senate with the support of the Senior Leadership Team. The Strategic Planning Task Force consisted of volunteers from myriad faculty and staff positions throughout the institution. By the fall of 2019, President Glickman and the Commissioner reviewed Touchpoint III and gained approval to submit the plan to the Department of Higher Education for consideration and approval. Then came COVID.

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.

Under President DiPasquale’s leadership, the campus community undertook a thorough review of the 2019 strategic plan and research. This review was conducted through the lens of the NECHE Interim (Fifth Year) Report submitted in August 2021, the Massachusetts Department of Higher Education’s direction for undergraduate experiences published in “The New Undergraduate Experience: A Vision for Dismantling Barriers, Recognizing Students’ Cultural Wealth, and Achieving Racial Equity in Public Higher Education in Massachusetts”, and the vision defined for the college by the Massasoit Community College Board of Trustees. To facilitate this process, the strategic plan includes the work derived from concept papers originally developed by the community in 2018-2019, with updates for each paper obtained from the NECHE Interim Report (2021) and the Environmental Scan conducted in Fall 2023.

Through an expedited process described in the timeline, the college has developed this plan in consideration of pre-COVID and post-COVID realities to guide the college’s path from 2024-2029. Interim President William Mitchell, who has been a member of the senior leadership team for over a decade and who has previously served as an interim president for the College, has received a mandate from the Board of Trustees to continue the direction of this plan once approved by the Massachusetts Department of Higher Education.

TIMELINE

Part 1 – Pre-COVID

Phase I: Getting Organized

In December 2018, the campus community began the organizational process of developing the seventh strategic planning cycle at the college. Adopted from Patrick Sanaghan's Collaborative Strategic Planning[1]. The process began with getting organized and then moves through four additional stages:

Phase II: Data Gathering & Engagement

A 21-person Strategic Planning Task Force consisting of two chairs and interdepartmental employees held its inaugural meeting in February 2019. The Task Force undertook its initial data-gathering activity during Spring Convocation on February 26, 2019, when more than 100 Massasoit employees assembled into four focus groups to brainstorm strategic themes.

Four subcommittees were created, and additional Phase II tasks were assigned during a subsequent Task Force meeting. The subcommittees met regularly and provided progress reports to the Communications Subcommittee for dissemination to the entire college community. The four standing subcommittees were:

- Student Focus Groups/Surveys – obtains student feedback;
- Community Focus Groups/Surveys – obtains community feedback;
- Data Analysis – processes & analyzes resultant data;
- Communications – apprises Task Force and community of strategic planning progress.

Phase III: Making Sense of the Issue

Data gathered from Phase II, in addition to relevant surveys and available institutional data, were summarized, and top trends were identified and shared with Massasoit's Board of Trustees. With

the Task Force's assistance, the two Strategic Planning Task Force co-chairs began to construct the framework for each theme's concept paper, which was used as a focus for discussions and strategy development.

Phase IV: Vision Conferences

During 2019-2020, the concept papers were used in vision conferences to help shape the goals of the next strategic plan.

Phase V: Goal Development

Phase five of the process began in March 2020 when the chairs of the strategic planning task force gathered and synthesized the feedback from the Vision Conference to begin identifying proposed goals for the college. The COVID-19 pandemic forced the college to shift focus, moving classes remotely and transitioning into a completely new way of teaching and learning for higher education. The college held a virtual Convocation in May 2020 to share information on the plan's status and the Vision Conference's outcomes. The disruptive nature of the COVID-19 event resulted in putting the strategic planning process on hold so that the new reality could be accurately reflected in the plan.

Part II – Strategic Planning Re-Boot

August 2021 - Ray DiPasquale becomes Massasoit Community College's Seventh President

January 2022 – Massachusetts Department of Higher Education publishes "The New Undergraduate Experience: A Vision for Dismantling Barriers, Recognizing Students' Cultural Wealth, and Achieving Racial Equity in Public Higher Education in Massachusetts"

Summer 2023 - Vision

President Ray DiPasquale relaunches the strategic planning process to build on the past findings,

[1] Sanaghan, P. (2009). Collaborative strategic planning in higher education. Washington, DC: National Association of College and University Business Officers.

reflect on the current environmental realities, and develop a plan to meet five overarching themes:

- Enrollment and Access
- Equity Agenda
- Academic Innovation
- Organizational and Community Excellence through Partnerships
- Employee Excellence and Celebration

September 2023 - Planning Team

The President forms the representative Strategic Planning Committee (SPC), comprised of some members of the original strategic planning task force. The group is charged with developing a strategic plan that will provide a solid rationale for the budgeting priorities for the next three years (2024-2029) and identify clear responsibilities and assessment tools to ensure the plan is on track toward achieving our common vision. The plan should focus on the next three years with the opportunity to assess and recalibrate during the 2026 NECHE self-study.

Fall 2023 - Environmental Scan, S.W.O.T, Community Engagement

The SPC met every other week, with members meeting with their constituents between meetings to solicit feedback and discussion. The team reviewed the concept papers from Part I and analyzed environmental scan data to determine what may have changed as a result of the pandemic. Team members were asked to consider these data through three different lenses:

- Our Region
- Our Students
- Our Community

By November, they had begun to develop a more focused vision and appropriate goals and strategies to achieve that vision. The rough draft was shared with the President, his cabinet, and a small planning team from the Board of Trustees. A rough draft was shared with all campus constituents by the end of the Fall 2023 semester with an opportunity to share feedback.

February 2024 - Feedback from the community was incorporated into the next draft, which was presented to the Board of Trustees in January. The updated draft was circulated to the campus community and the Board of Trustees on January 29. Community members participated in workshop sessions during Professional Development Day, February 15, designed to tighten up action plans. The draft plan came to the Board of Trustees on February 21 for approval before it was sent to the Massachusetts Department of Higher Education for Touchpoint II.



2023-2024 Strategic Planning Committee (SPC)

Gail Gibson Sheffield, Ph.D.	Chair, Vice President of Academic Affairs
Lydia Dodson, Ed.D.	Co-Chair, Chief of Staff, Associate Vice President of Strategy, Planning, and Innovation
Ann Sullivan	Chair, Board of Trustees
Elizabeth “Lizz” Brumbaugh	Committee Assistant
Christina Alves	Associate Dean of Early College Access
Angelina Avedano, Ph.D.	Associate Professor and Department Chair, English, Humanities and Communication Arts, President of the Massasoit Professional Association
Rubén Barato, Ph.D.	Vice President for Student Services and Enrollment Management
Doreen Callaghan, Ph.D.	Assistant Professor and Department Chair, Nurse Education, Nursing and Allied Health
Rachel Jessica Daniel, Ph.D.	Director of the Center for Employee Enrichment and Development
Mary Goodhue Lynch	Associate Dean of Institutional Research
Joseph Harris	Associate Dean for Student Success
Rita Jones-Hyde, Ph.D.	Dean of Humanities and Communication, NECHE co-chair
Vincent Livoti, Ph.D.	Director of Libraries
William O’Neill	Executive Director for Budget and Financial Reporting
Carine Sauvignon, Ed.D.	Dean of Emergent Technologies/Executive Dean of Canton Campus
Jesse Schreier, Ph.D.	Coordinator of Instructional Technology
Alex Villanueva	Executive Director of Communications & Marketing
Pamela Witcher, Ph.D.	Associate Vice President for Academic Affairs
Donna Wright	Associate Professor, Culinary Arts, Business and Technology
Sawsan Zahara, Ph.D.	Professor/Chair, Elementary Ed., Public Service and Social Science, President of the Academic Senate
Kacey Hilton Gilleo	Student Trustee

2018 Strategic Planning Task Force

Angelina Avedano	Kathleen M. Berry
Benjamin Warnick	Lawrence Wasko
Cameron Pettiford	Lydia Dodson
Deborah Donna	Marc Simmons
Donna Wright	Mark Linde
Evan Desatnick	Mary F. Harris
Jannie Gilson	Michael Bankson
Jennifer Hohl	Paul Key
Jesse Schreier	Rachel Zyirek
John Keating	Sawsan Zahara
Joseph DiMaria	



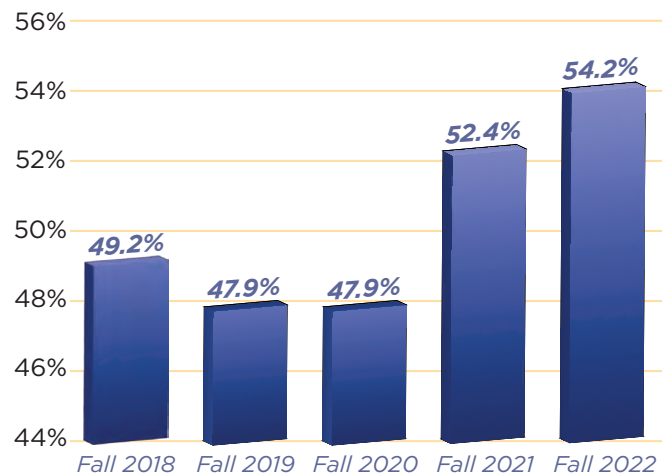
BACKGROUND

Strategic planning provides Massasoit Community College with the opportunity to align the goals and priorities of our College with the goals and guiding principles of the Massachusetts Department of Higher Education (DHE). It also gives the College the opportunity to “energize and galvanize internal and external campus stakeholders toward realizing campus goals...A campus strategic plan develops strategies to improve the institution and position it for success in the long run, while at the same time it develops strategies to meet the shared, statewide goals for public higher education in Massachusetts” (CSP Handbook Version 3).

Using the 2019 Strategic Planning Concept Papers and the Massasoit Community College: Economic Overview and Program Demand Gap Analysis developed by Economic Modeling Specialists International (EMSI) in 2019 as a starting point, the rebooted strategic planning team looked at updated data as part of an environmental scan for the future of the South Shore Region and the Massasoit Community College constituencies.

Massasoit has seen an increase in students of color over the last five years (Figure 1). The majority (66.4%) of Massasoit students are part-time students who are over 25 (47%), and the majority (64%) are first-generation students who attend classes in Brockton (57.1%). A significant change since 2019 is that now, 49.4% of students are taking at least one course online. These data skew higher than the demographic data included in the 2022 New Undergraduate Experience (NUE) report, which is why it is critically important for the Massasoit Community College strategic plan to adhere to the principles defined in that report.

Figure 1. (%) of students of color enrolled.



The region is also seeing an increase in foreign-born communities, creating a significant demand for English Language Learner resources and support. An analysis of two counties within Massasoit's catchment area, Plymouth and Norfolk, indicates a significant population from Cape Verde, Haiti, Brazil, China, India, and Vietnam (Figures 2 and 3).

Overall, the greater South Shore region/Greater Boston Region is considered one of Massachusetts's fastest-growing regions. This growth does suggest that Massasoit will need to respond to an aging population seeking workforce development. By 2035, 24% of the population will be over 65, which will lead to an increased need for workforce development primarily in the areas of Medical Laboratory Technicians, Radiologic Technology, Health Technologists and technicians, Nursing, Psychiatric, and Home Health Aids, as well as other Healthcare Support Occupations. Using similar metrics defined by the 2019 EMSI study, the strategic planning team determined the current and future growth industries in the greater South

Shore region (Figure 4). Figure 5 provides an analysis of the current three-year average program enrollment at Massasoit. The strategic plan should intentionally focus on bringing enrollment in line with regional needs.

Figure 2. Country of birth in Plymouth County

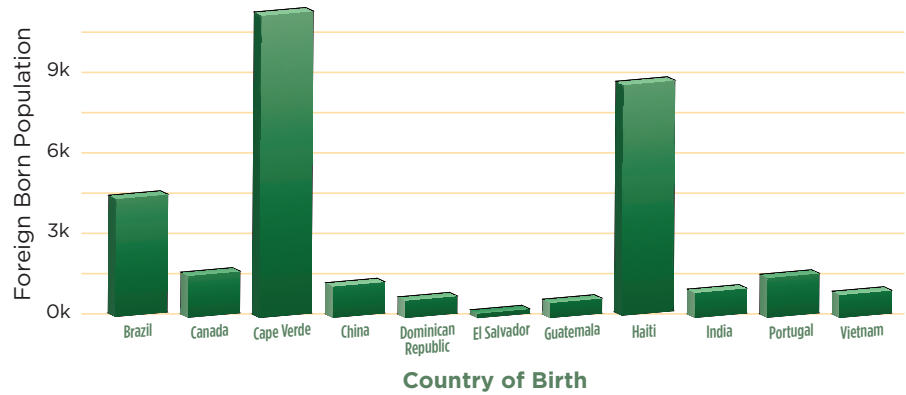


Figure 3. Country of birth in Norfolk County

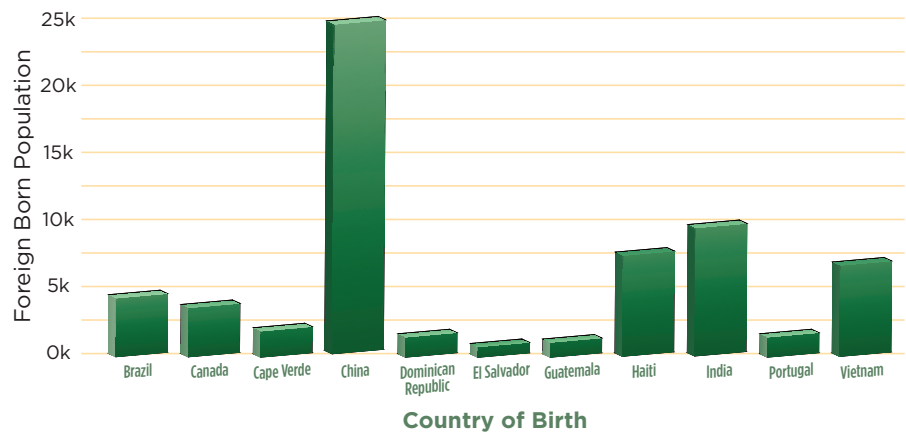


Figure 4. Current and future growth industries in the region.

- Health Care/Social Assistance
- Educational Services/Childcare
- Professional & Technical Services
- Finance & Insurance
- Entrepreneurship
- Data Analytics/Information Mgt.
- Manufacturing/Engineering
- Infrastructure/Transportation
- Environmental Sustainability
- Tourism/Hospitality/The Arts
- Social Justice/Civic Engagement

Figure 5. Top ten enrolled program areas 2020-2023.

1. Undeclared
2. Liberal Arts (Science and Transfer)
3. Business Administration/Accounting
4. Nursing/Allied Health
5. Psychology
6. Criminal Justice/Science
7. Media Arts
8. Education (Early Childhood/Elementary)
9. Engineering/Mechanical/Diesel
10. Computer Science

Massasoit's strategic plan needs to prioritize resources for skilled workforce development. Concurrent with implementing the 2024-2029 strategic plan will be a major reconstruction initiative to support innovation, access, and strengthening programs, specifically in the allied health and STEM fields.

In April 2022, Gov. Charlie Baker announced that the Massachusetts Division of Capital Asset Management and Maintenance (DCAMM) will award Massasoit Community College \$30M to support the renovation of two buildings on the Brockton Campus for Science, Nursing, and Allied Health. This "Transformation through Renovation" project focuses on developing new Science and Nursing/Allied Health buildings.

The current building was built in 1972, and the original infrastructure is still in place. At the time, it was designed for fixed, direct instruction and limited ability for collaborative work. This design limits the College's ability to expand lab and prep space and adjust to changing enrollment needs. Massachusetts has the largest life science cluster in the world (3.6x more concentrated in MA than in the US). Data collected from 2020-2022 predicts that 20,000 more jobs are expected to be created in the life science sector. While many of these positions will require a bachelor's degree or higher, Massasoit needs to be positioned to provide a strong foundation for students to enter these fields.

The largest industry cluster in the region is in health care and social assistance. In 2022, the industry was projected to add 5,000 new workers on the South Shore by 2025. Close to 18,000 new healthcare positions were established in Southeastern Massachusetts from 2012 to 2022. A state-of-the-art facility will provide an opportunity to train the local workforce in current practice methods. This is also an opportunity for local healthcare providers to upskill their entry-level employees, supporting new certificate and training opportunities. Over the last five years, Massasoit has been focusing on providing educational opportunities that model a patient-focused approach to care. Consistent with trends in healthcare overall, students are trained to work collaboratively in interdisciplinary teams to support patient care. The current physical space does not adequately support interdisciplinary education and team building.

Finally, the last five years have seen a number of disruptions both internally and externally to the community, region, and our country. Much has been written about the "Great Resignation," which led to early retirements and departures, changes in how people approach their work, and changes in expectations about a work/life balance. Since 2020, Massasoit Community College has seen changes in leadership at all levels. Accreditation and planning work begun by one administration has been taken up by another. Enrollment shifts to online and mixed programming have raised new questions about who the new community college student is and what is the best way for community colleges to meet those students' needs. In light of these disruptions, it is imperative for the College to take on a renewed interest in assessment, operational effectiveness, and sustainability with a focus on strengthening our community's sense of belonging, connection, and shared purpose for facilitating student success as one College.



MISSION

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.

VISION

By 2029, Massasoit Community College will be known as a regional leader that works together to provide a collaborative, respectful, student-centered community, with racially equitable opportunities and pathways to enhance individual and regional economic and social mobility.

GOALS

- I. **Equitable Enrollment and Student Support**
 - Massasoit will achieve sustainable, stable enrollment comprised of diverse pools of students that reflect the demographics and needs of the region by dismantling barriers to enrollment and student success.
- II. **Academic Renewal & Innovation** - Massasoit will offer credential pathways that best meets student and community social and economic mobility goals by facilitating innovative curriculum reform and providing student-centered, universally designed, racially equitable learning environments.
- III. **Reimagining College Identity** - Massasoit will be known as a hub for innovation, workforce development, and leadership for the region through renovation, communication, programming, and institutional advancement.
- IV. **Equitable Engagement and Community Belonging** - Massasoit will fully engage student, faculty, staff, and alumni voices to cultivate a sense of belonging and empowerment that celebrates racial equity and diverse cultural communities and identities.
- V. **Organizational and Employee Excellence**
 - Massasoit will build a solid foundation of operational effectiveness through reform of processes, improved systems, collaborative organizational structures, and effective recruiting, onboarding, professional development, and training.



PLAN ASSESSMENT METRICS

Progress on each goal will be measured through a series of assessment metrics. Baseline data can be found beginning on page 22. Performance goals will be established and reviewed and reported annually as a response to the prompt question provided for each metric. This will be used to determine the progress and success of the plan.

Goal	Metrics
Equitable Enrollment	<ul style="list-style-type: none"> • Equitable Access • Affordability/ Student Debt • Comparative Demographics • First Year Progress • Pathway Participation/Success
Academic Renewal	<ul style="list-style-type: none"> • Persistence & Completion Rates • Job Placement • Workforce Alignment • Transfer Rates
College Identity	<ul style="list-style-type: none"> • Market Perception/ Analysis • Grant Acquisition • Fundraising Goals • Community Usage
Community Engagement	<ul style="list-style-type: none"> • Community Engagement Surveys (Student, Faculty, Staff, External) • Programming Alignment with Community Diverse Needs • Event Participation • Early College enrollment • Continuing Education enrollment and success rates
Operation Excellence	<ul style="list-style-type: none"> • Community Satisfaction Surveys (Student, Faculty, Staff, External) • NECHE Self-Study Response • Resource Allocation

Reading the Plan

- Each goal identifies several **strategies** intended to help the college achieve the goal.
- A specific **office or group is identified to take responsibility** for that strategy.
- Each strategy identifies **baseline expectations** to establish where the college is now along with desired outcomes for that strategy.
- Progress towards the **desired outcomes** along with the assessment data described above will be reported annually.



STRATEGIES

Equitable Enrollment and Student Support

Massasoit Community College will achieve sustainable, stable enrollment comprised of diverse pools of students that reflect the demographics and needs of the region by dismantling barriers to enrollment and student success.

Strategy 1 - Establish five-year enrollment/retention goals for each demographic group across both credit and continuing education offerings, based on analysis of data and predictive data analytics.

Responsibility	Enrollment Management
Baseline Expectation	<ul style="list-style-type: none"> Develop annual three-year trend analysis for new and retained students: <ul style="list-style-type: none"> Early College, Associate seeking (traditional age 18-24), Baccalaureate seeking (traditional age 18-24), Over 25, English Language Learners (ELL), Pell-eligible Regional distribution Develop annual three-year trend analysis for demographic groups participating in continuing education programs and courses.
Desired Outcome	<ul style="list-style-type: none"> Assessment of placement practices and protocols for each group. Trends by demographic group of support, modality, and scheduling preferences. Assessment of customer service experiences and outcomes by all learner demographic groups. Establish course schedule and modalities that align with diverse student needs.

Strategy 2 - Reduce barriers to completion to enable students to achieve their educational goals by strengthening advising and academic support.

Responsibility	Advising and Career Readiness
Baseline Expectation	<ul style="list-style-type: none"> Develop an audit of student advising, coaching, and mentoring services and needs by demographic group. Assess effectiveness of early alert system across demographic cohorts. Assess to what extent students, by demographic cohort, are adhering to academic plans, completing programs within 6 years, or stopping out of programs with excess credits. Assess administrative and instructional processes from a student-cohort design perspective to identify procedural barriers to success by demographic cohorts. Identify, by cohort, where students are going after graduating or leaving Massasoit.
Desired Outcome	<ul style="list-style-type: none"> A comprehensive advising model that is understood by the community and delineates roles and responsibilities between professional staff and faculty advisors with clear methods of communication for transitions. Data to support curricula and process changes to improve retention. Develop an extended first semester/year orientation and engagement program specifically designed to address potential barriers for different learner cohorts. Establish and improve a degree audit system that supports student informed decision-making. Implement a digital catalog that is current and accurate.

STRATEGIES cont'd

Strategy 3 - Reduce barriers to completion to enable students to achieve their educational goals by strengthening customer service and whole student support networks.

Responsibility	Student Support/ Enrollment Management
Baseline Expectation	<ul style="list-style-type: none"> Assess customer service, student use and effectiveness of support systems by demographic cohort, modality and time of day. Assess community mental health needs as part of the JED campus initiative to determine measurable improvements in student mental health and campus community support. Assess to what extent student basic needs (food, shelter, clothing, transportation) are being met.
Desired Outcome	<ul style="list-style-type: none"> Strengthen whole student support networks and services and awareness of services that address issues related to mental health, addiction, home insecurity, childcare/eldercare, nutrition, and domestic violence. Student satisfaction with enrollment process and customer support.

Strategy 4 - Become a comprehensive community college for English Language Learners (ELL) education, student support and teacher training.

Responsibility	ELL Strategic Initiative Taskforce/ Continuing Education
Baseline Expectation	<ul style="list-style-type: none"> Audit existing services and programs for potential barriers for ESL students. Determine regional need for ELL education, student support, teacher training, and community partnerships. Determine critical translation services needs on campus. Assess to what extent ELL is a barrier to academic success in gateway courses. Assess accessibility of online, print, and marketing resources for English Language Learners (ELL).
Desired Outcome	<ul style="list-style-type: none"> Develop an ELL Instructor certificate. Embed translation services in critical student support and enrollment areas. Provide ELL supplementary instruction/tutor services for high-risk gateway courses. Expand currently available main Web page translations to all secondary Webpages. Intentionally make all online instruction and critical marketing materials accessible for ELL learners Create regional partnerships with support services in each language community to strengthen support network.

Strategy 5 - Implement sustainable, effective early college pathway models with appropriate on ramps, off ramps and student support that aligns with existing college systems.

Responsibility	Early College Access
Baseline Expectation	<ul style="list-style-type: none"> Assess current practices for Early College programming based on best practices, high school partner expectations and program goals. Conduct impact assessment of Massasoit Early College programs. Determine sustainable size, administration, and student support services of the for Early College programs.
Desired Outcome	<ul style="list-style-type: none"> Partnerships with schools across region Achieve sustainability.

Academic Renewal & Innovation

Massasoit Community College will offer credential pathways that best meets student and community social and economic mobility goals by facilitating innovative curriculum reform and providing student-centered, universally designed, racially equitable learning environments.

Strategy 1 - Create and implement an academic program review dashboard to determine program health and ROI for existing and proposed programs.

Responsibility	Academic Affairs/ Institutional Research
Baseline Expectation	<ul style="list-style-type: none"> Determine shared metrics for program review criteria and standards. Establish baseline assessment expectations for determining academic program health.
Desired Outcome	<ul style="list-style-type: none"> Use dashboard tool to establish equitable criteria for weeding, improving, and adding new programs.

Strategy 2 - Prioritize the greater South Shore region by adding appropriately resourced programs that highlight Massasoit's versatility (credit and continuing education courses) and align with community economic mobility and social goals.

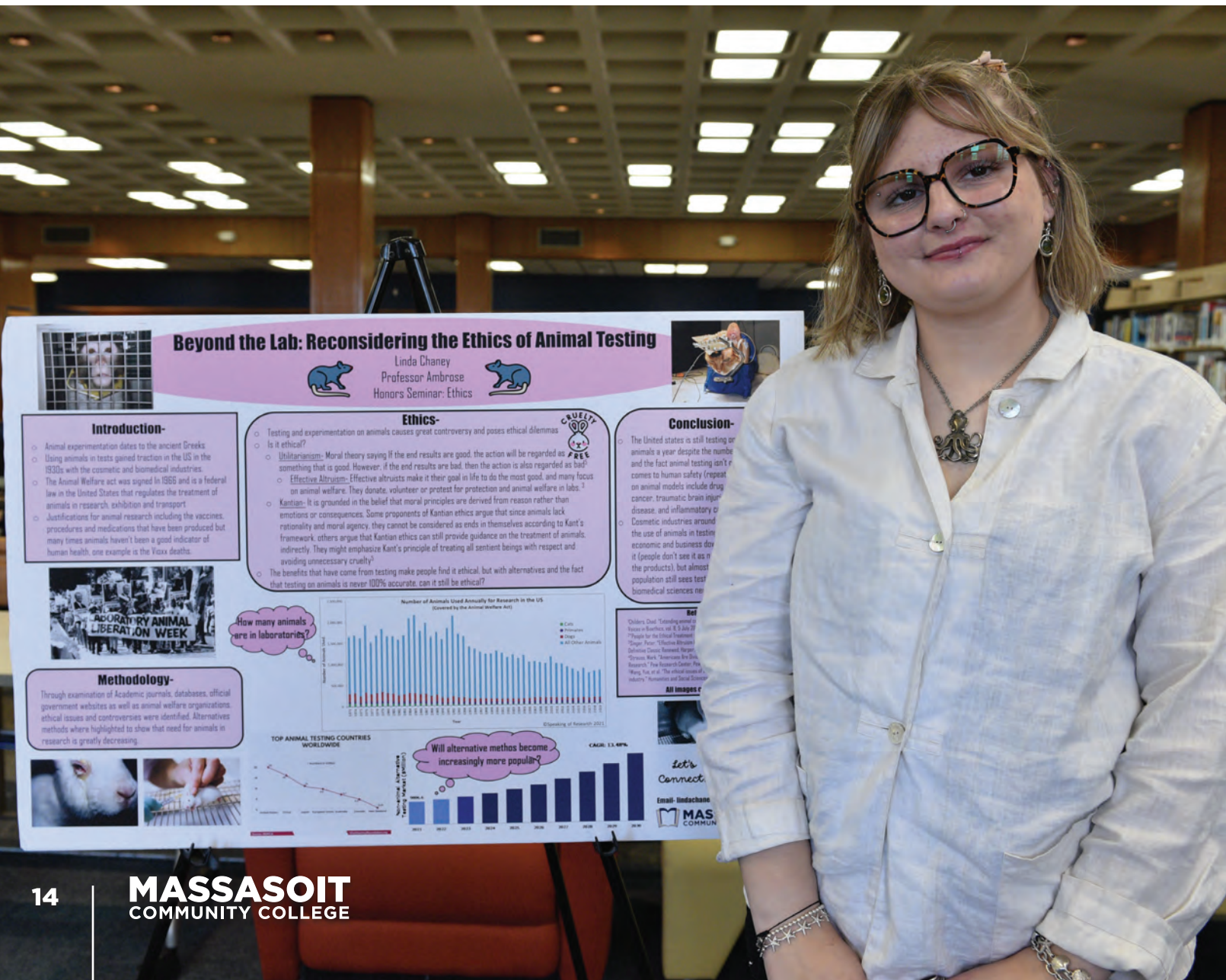
Responsibility	Academic Affairs
Baseline Expectation	<ul style="list-style-type: none"> Develop process to assess curriculum proposals that adheres to program review criteria dashboard [*See Table 1 of potential new programs to research]. Assess current and future advisory groups to increase community, industry, and partner involvement. Establish advisory board criteria that best leverage expectations for continuous improvement, community outreach, regional distribution and strengthening institutional development network. Assess to what extent community and corporate education services are meeting the needs of the community.
Desired Outcome	<ul style="list-style-type: none"> Provide a sustainable program mix of credit and continuing education programs that are appropriate at the community college level and align with community economic mobility and social goals.



STRATEGIES cont'd

Strategy 3 - Reform curriculum design models to intentionally remove barriers to student success and completion while maintaining articulation standards.

Responsibility	Academic Affairs
Baseline Expectation	<ul style="list-style-type: none"> Audit academic programs to identify gatekeeper courses. Assess to what extent supplementary support systems align with gateway courses. Assess prerequisite expectations to ensure to what extent the prerequisite knowledge is needed for success. Establish standards for including open electives in programs. Establish Purposeful Pathways Standards (on and off ramps - connections across curriculum - credit credentials/continuing education).
Desired Outcome	Improve retention and completion rates



Beyond the Lab: Reconsidering the Ethics of Animal Testing

Linda Chaney
Professor Ambrose
Honors Seminar: Ethics

Introduction-

- Animal experimentation dates to the ancient Greeks
- Using animals in tests gained traction in the US in the 1930s with the cosmetic and biomedical industries.
- The Animal Welfare Act was signed in 1966 and is a federal law in the United States that regulates the treatment of animals in research, exhibition and transport.
- Justifications for animal research including the vaccines, procedures and medications that have been produced but many times animals haven't been a good indicator of human health, one example is the Yaws deaths.



Methodology-

Through examination of Academic journals, databases, official government websites as well as animal welfare organizations, ethical issues and controversies were identified. Alternative methods were highlighted to show that need for animals in research is greatly decreasing.



Ethics-

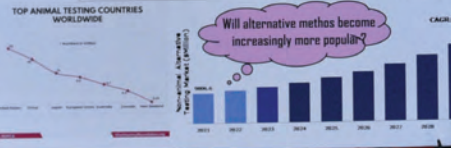
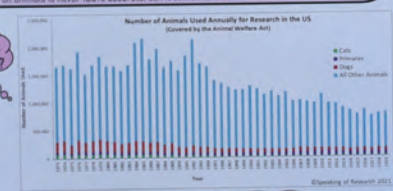
- Testing and experimentation on animals causes great controversy and poses ethical dilemmas
- Is it ethical?
- Utilitarianism:** Moral theory saying if the end results are good, the action will be regarded as **FAIR** something that is good. However, if the end results are bad, then the action is also regarded as **bad**
- Effective Altruism:** Effective altruists make it their goal in life to do the most good, and many focus on animal welfare. They donate, volunteer or protest for protection and animal welfare in labs.
- Kantianism:** It is grounded in the belief that moral principles are derived from reason rather than emotions or consequences. Some proponents of Kantian ethics argue that since animals lack rationality and moral agency, they cannot be considered as ends in themselves according to Kant's framework, others argue that Kantian ethics can still provide guidance on the treatment of animals, indirectly. They might emphasize Kant's principle of treating all sentient beings with respect and avoiding unnecessary cruelty?
- The benefits that have come from testing make people find it ethical, but with alternatives and the fact that testing on animals is never 100% accurate, can it still be ethical?



Conclusion-

- The United States is still testing on animals a year despite the number and the fact animal testing can't come to human safety (repeat on animal models include drug cancer, traumatic brain injury, disease, and inflammatory c)
- Cosmetic industries around the use of animals in testing economic and business do it (people don't see it as n the products), but almost population still sees test biomedical sciences ne

Ref
Children Died: "Squishing animal to escape in bathroom, not 10, 15 days off."
"Thanks for the Great Postcard"
"Danger: Poison" ("Positive Reaction")
"Squishing Guinea Pigs" (Research Report)
"Grossed Out" ("American In-Bio, Research")
"The Research Center: Pigs, Pigs, Not, et al." "The ethical issues of the industry" "Innovation and Social Science"



Strategy 4 - Ensure that the core curriculum is designed to be culturally relevant, engaging, inclusive of high impact practices, and consistent with student educational goals.

Responsibility	Academic Affairs
Baseline Expectation	<ul style="list-style-type: none"> Assess to what extent student feedback is shared with curriculum teams across all offerings to foster culture of continuous improvement and student empowerment. Assess core learning outcomes and curriculum to determine to what extent they equitably align with regional and educational goals. Assess current accelerated programs and courses to develop criteria for determining equitable delivery and adherence to outcomes. Assess internal and external transferability of core and program requirements. Assess to what extent credentials (continuing education and credit) are stackable and transferable. Assess to what extent core and program requirements use high impact practices and experiential opportunities. Inventory curriculum that is currently taught with inclusive and culturally appropriate pedagogy. Assess to what extent Career Readiness is scaffolded across the curriculum. Assess to what extent faculty and staff have the opportunities they need to focus on identifying and promoting teaching innovation, technologies, and methods for universal design across the curriculum to multiple student cohorts.
Desired Outcome	<ul style="list-style-type: none"> Curriculum that meets student and community social and economic mobility goals. Professional development opportunities focused on identifying and promoting teaching innovation, technologies, and methods for universal design across the curriculum to multiple student cohorts.

Strategy 5 - Reimagine workforce development by using best practice models for career preparation and maximizing the use of Massasoit facilities and partnerships to create high-quality non-degree/degree programs and services that lead to quality jobs and careers.

Responsibility	Corporate and Community Education
Baseline Expectation	<ul style="list-style-type: none"> Determine to what extent Massasoit is meeting the workforce development needs of the region.
Desired Outcomes	<ul style="list-style-type: none"> Develop an advisory network to enrich workforce development offerings. Develop criteria for determining best practices for workforce development programming. Strengthen workforce development offerings.

*Table 1. Potential new academic programs to research

Animal Studies	Education/ Adult Learner Tutor Track	Journalism
Artificial Intelligence Adaptation	Entrepreneurship	Juvenile justice / Social Justice
Community Health/Home Health	Environmental Engineering Technician	Nutrition and Dietetics
Community Organizing	ELL Instructor certificate	Personal Finance
Construction Mgt./ Engineering	Exercise Science & Personal Training	Physical Therapy Assistant
Creative Writing	Family Business	Private security
Cultural Studies (Indigenous People, Caribbean, African, Spanish, Chinese, Black, Gender)	Game Design	Project Management
Cybersecurity	Hospitality/Event Planning	Sports Management
Data Analytics	IT Help Desk Technician	Sustainable Agriculture/Landscaping

Reimagining College Identity

Massasoit will be known as a hub for innovation, workforce development, and leadership for the region through renovation, communication, programming, and institutional advancement.

Strategy 1 - Transform Nursing/Allied Health and Science buildings on the Brockton campus to serve as a training and innovation center for the region.

Responsibility	Administration and Finance / Institutional Advancement
Baseline Expectation	See Master Plan for Project
Desired Outcome	Completion of Opening Doors: The Campaign for Massasoit College Completion of renovation projects Usage statistics from college and community partners

Strategy 2 - Develop a facilities Master Plan that makes the best use of each instructional site, (Brockton, Canton, Middleboro, and Downtown Brockton campuses), aligns with intentional program focus, and creates professional aesthetic and appropriate signage, wayfinding, and marketing to improve access and use of these facilities.

Responsibility	Facilities
Baseline Expectation	<ul style="list-style-type: none"> Conduct community master planning needs assessment.
Desired Outcome	<ul style="list-style-type: none"> Expanded use of facilities for regional partners Improved signage and wayfinding on campuses with clearly visible welcome centers at all instructional sites for triage and handoffs to appropriate offices. Determine community indicators of safety. Identified appropriate future campus technological needs aligned with programming and operations expectations.



Strategy 3 - Establish a Massasoit Community College identity that differentiates, celebrates, and reaffirms the multiple roles and services the College plays for students and the region.

Responsibility	College Communications, Enrollment Management
Baseline Expectation	<ul style="list-style-type: none"> Assess the community impression of the College’s brand and their awareness of programmatic offerings. Determine what mediums and outlets are preferred by prospective student cohorts (traditional age, over 25, ELL, etc.) Solicit feedback on key marketing initiatives and tools, including the website, digital advertisements, and College collateral.
Desired Outcome	<ul style="list-style-type: none"> Commit to a consistent visual representation, colors, logos, iconography for all advertising, outreach, advancement, and alumni initiatives. Updated Website and key college collateral like the Viewbook consistent with brand awareness expectations. Data-based Enrollment Marketing Plans that appropriately target intended audiences and maintain enthusiasm about Massasoit vitality and connection to the community. Massasoit leadership, faculty, and staff will be sought out as subject matter experts and members of boards/leadership positions for key constituent groups across the region. Leverage the College’s in-house and academic resources to produce content in multiple languages that highlight Massasoit student stories, programs, services, and collaborations.

Strategy 4 - Cultivate innovation and thought leadership across the community, student, and campus experiences.

Responsibility	President/ Chief of Staff
Baseline Expectation	<ul style="list-style-type: none"> Determine current impression of Massasoit as hub for innovation
Desired Outcomes	<ul style="list-style-type: none"> Establish a President’s Fund for Innovation Create a business incubator to nurture and support new business ideas for the region. Create leadership and entrepreneurial forums to inspire new ideas and opportunities for students. Re-assess community impression of Massasoit as a hub of innovation.

Strategy 5 - Strengthen the College’s institutional advancement systems, to build an engaged community of alumni, friends, and supporters of the College capable of meeting fundraising goals for critical projects, scholarships, and programs.

Responsibility	Advancement
Baseline Expectation	<ul style="list-style-type: none"> Inventory of grants and gifts by purpose and identity. Define College alumni base and their ability/interest to participate. Status and utility of Advancement database resources. Vision for the Foundation Board.
Desired Outcomes	<ul style="list-style-type: none"> Raise \$2 million with the Opening Doors: The Campaign for Massasoit capital campaign to support the Transformation Through Renovation Project Establish a culture of giving (Alumni association, annual fund, student giving) Achievement of Foundation Board vision Improved utility of database systems.

Equity Agenda and Community Impact

Massasoit will fully engage student, faculty, staff, and alumni voices to cultivate a sense of belonging and empowerment that celebrates racial equity and diverse cultural communities and identities.

Strategy 1 - Create an equity office headed by a Chief Diversity Officer to ensure that College practices and policies are consistent with diversity, equity, inclusion and access (DEIA) best practices and to work collaboratively with the President, Cabinet members, and leadership teams to develop and implement diversity, equity, inclusion and access initiatives for Massasoit.

Responsibility	Chief Diversity Officer/Cabinet
Baseline Expectation	<ul style="list-style-type: none"> Assess community awareness of and satisfaction with Massasoit's diversity, equity, inclusion, and access initiatives and events. Engage in dialog with students and employees to best understand the diverse needs of the community as part of a comprehensive needs assessment.
Desired Outcome	<ul style="list-style-type: none"> Develop a comprehensive DEIA plan to address needs by appropriately prioritizing institutional resources. Create DEIA educational and special event programming for internal and community audiences. Develop assessment metrics for progress in DEIA priorities.

Strategy 2 - Establish co-curricular centers and opportunities to engage community partners, enrich student experience [speaker series, events, conferences, partnerships, grants], and strengthen opportunities for stakeholder feedback and assessment.

Responsibility	Student Affairs/Academic Affairs/ President's Office
Baseline Expectation	<ul style="list-style-type: none"> Assess student and community engagement and satisfaction in Massasoit events, grants, and partnerships
Desired Outcomes	<ul style="list-style-type: none"> See Table 2 for list of potential co-curricular centers. Cocurricular certificate in leadership that emphasizes leadership opportunities. Student media outlets to intentionally reach out to diverse communities and assist in promoting these venues.

Strategy 3 - Strengthen the campus culture of trust and collaboration to support employee and student professional empowerment and development.

Responsibility	Cabinet
Baseline Expectation	Student and Employee Satisfaction
Desired Outcomes	<ul style="list-style-type: none"> Inventory opportunities for student and employee agency and voice in college planning, decision making, and continuous improvement. Inventory of safe spaces for different student cohorts (cultural, high school, adult) with targeted resources, support, and programming. Coordinated Massasoit employee days of service on and off campus to serve community needs, increase visibility in community as an active partner.

Table 2. Potential Enrichment Centers

Center for Entrepreneurship, Innovation, & Leadership	Center for Ecological and Technological Sustainability
Unity Center for Global Understanding	Center for Civic Engagement
Allied Health Training and Conference Center	Center for Regional Art and Performance

Organizational and Employee Excellence

Build a solid foundation of operational effectiveness through reform of processes, improved systems, collaborative organizational structures, and effective recruiting, onboarding, professional development, and training.

Strategy 1 – Assess, standardize, and digitize college approval processes.	
Responsibility	Cabinet
Baseline Expectation	<ul style="list-style-type: none"> Assess the efficiency of Massasoit’s programming and administrative processes.
Desired Outcomes	<ul style="list-style-type: none"> Ensure systems, policies, and processes are efficient, sustainable, collaborative, equitable, and student focused. Clarify decision making processes that are data informed, timely, respectful of all constituents, transparent, and understood by stakeholders.
Strategy 2 – Assess, optimize, and communicate college organizational structures and responsibilities across all departments.	
Responsibility	Cabinet
Baseline Expectation	<ul style="list-style-type: none"> Develop metrics to determine employee satisfaction.
Desired Outcome	<ul style="list-style-type: none"> Conduct a comprehensive review of job descriptions and salary expectations in comparison with peer institutions (community colleges and employers) with recommendations for improvement as needed for equity and program integrity. Clarify roles and responsibilities to improve communication, collaboration, equity, and team building. Conduct a functional analysis of current staff positions and functions and reconcile what we have with what we need. Identify employment gaps required and set budget priorities to fill those needs. Establish a prioritized list and timeline to be fully staffed. Identify opportunities and incentives for career advancement at Massasoit. Develop contingency plans to sustainability maintain services during transitions.
Strategy 3 - Assess and strengthen college recruiting and new employee onboarding processes.	
Responsibility	Human Resources/ Cabinet
Baseline Expectation	<ul style="list-style-type: none"> Assess hiring managers and new employee satisfaction of the college recruiting and new employee onboarding processes.
Desired Outcomes	<ul style="list-style-type: none"> Develop best practices guidebook to assist divisions/ departments in a six-month employee on-boarding process. Optimize training opportunities through the use of training videos as part of the onboarding process and ongoing training process. Facilitate the development of a Massasoit lexicon of terms, systems, and processes. Working collaboratively with cabinet members, develop an incentive program for strengthening first year mentoring for new employees and employees seeking advancement. Academic Affairs creates best practice guidebook for adjuncts in credit and community education.

STRATEGIES cont'd

Strategy 4 - Form an enterprise level risk management plan to run scenarios and develop protocols for managing unforeseen circumstances.

Responsibility	Administration and Finance/ Massasoit Community College Police Department (MCCPD)
Baseline Expectation	Conduct assessment of campus readiness for emergencies and cybersecurity status
Desired Outcomes	<ul style="list-style-type: none"> • Increase cybersecurity training requirements. • Establish and distribute guidelines for campus emergency scenarios.

Strategy 5 - Strengthen support for employee training and professional development for college systems, processes, and professional development

Responsibility	Center for Employee Enrichment and Development/ Human Resources/ Faculty Senate/ Cabinet
Baseline Expectation	<ul style="list-style-type: none"> • Conduct employee professional development needs assessment of all Massasoit employees. • Inventory current credentials of faculty and staff. • Set prioritized goals for professional development based on needs assessment. • Determine the feasibility of career advancement opportunities as a Massasoit employee.
Desired Outcome	<ul style="list-style-type: none"> • Progress towards prioritized goals defined by needs assessment. • Plan to close gaps in credentials as determined by needs assessment. • Assess employee satisfaction with professional development opportunities.







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