



MASSASOIT
COMMUNITY COLLEGE



BROCKTON



CANTON



MIDDLEBOROUGH

2016

NEASC Self-Study

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2016 SELF-STUDY REPORT

Institutional Characteristics Form Revised September 2009

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

Date August 1, 2016

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:

<u>Public</u>	<u>Private</u>
<input checked="" type="checkbox"/> State	<input type="checkbox"/> Independent, not-for-profit
<input type="checkbox"/> City	<input type="checkbox"/> Religious Group
<input type="checkbox"/> Other	(Name of Church) _____
(Specify) _____	<input type="checkbox"/> Proprietary
	<input type="checkbox"/> 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)

<input checked="" type="checkbox"/> Less than one year of work	<input type="checkbox"/> First professional degree
<input checked="" type="checkbox"/> At least one but less than two years	<input type="checkbox"/> Master's and/or work beyond the first professional degree
<input type="checkbox"/> Diploma or certificate programs of at least two but less than four years	<input type="checkbox"/> Work beyond the master's level but not at the doctoral level (e.g., Specialist in Education)
<input checked="" type="checkbox"/> Associate degree granting program of at least two years	<input type="checkbox"/> A doctor of philosophy or equivalent degree
<input type="checkbox"/> Four- or five-year baccalaureate degree granting program	<input type="checkbox"/> Other doctoral programs _____
	<input type="checkbox"/> Other (Specify) _____
8. Type of undergraduate programs (check all that apply)

MASSASOIT COMMUNITY COLLEGE

- | | |
|---|---|
| <input checked="" type="checkbox"/> Occupational training at the crafts/clerical level (certificate or diploma) | <input checked="" type="checkbox"/> Liberal arts and general |
| <input checked="" type="checkbox"/> Occupational training at the technical or semi-professional level (degree) | <input type="checkbox"/> Teacher preparatory |
| <input checked="" type="checkbox"/> Two-year programs designed for full transfer to a baccalaureate degree | <input type="checkbox"/> Professional
<input type="checkbox"/> 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 12 credit hours
 b) Graduate NA credit hours
 c) Professional NA credit hours

11. Student population:

- a) Degree-seeking students: Fall 2015 (**Total** includes non-degree credit students)

	Undergraduate Degree seeking	Graduate	Total
Full-time student headcount	3121	0	3221
Part-time student headcount	3450	0	4416
FTE	4354.4	0	4744.6

- b) Number of students (headcount) in non-credit, short-term courses: 3000+ (annually)

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

Program	Agency	Accredited since	Last Reviewed	Next Review
Child Care	National Association for the Education of Young Children (NAEYC)	2008	2015	2022
Dental Assistant	Commission on Dental Accreditation of the American Dental Association	1968	2012	2019
Medical Assistant	Commission on Accreditation of	1998	2015	2024

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Program	Agency	Accredited since	Last Reviewed	Next Review
	Allied Health Programs (CAAHEP), on recommendation of the Medical Assisting Educational Review Board (MAERB)			
Nursing	National League for Nursing	1971	2015	2020
Radiologic Technology	Joint Committee on Education in Radiology Technology (JRCERT)	2008	2016	2020
Respiratory Care	Commission on Accreditation for Respiratory Care (COARC)	1980	2014	2024

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

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

Name of program	Degree level	% on-line	FTE*
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MASSASOIT COMMUNITY COLLEGE

Name of program	Degree level	% on-line	FTE*
Bus Admin Career-Account	Associate	80%	69.1
Bus Admin Career-General	Associate	100%	124.5
Bus Admin Career-Hospitality	Associate	57%	25.9
Bus Admin Career-Marketing	Associate	100%	46.3
Bus Admin Career-Sup Mgmnt	Associate	100%	28.8
Business Admin Transfer	Associate	95%	382.5
Child Care Education & Admin	Associate	52%	65.4
Child Care Educ&Adm-Transfer	Associate	57%	78.7
Computer Info Systems-Program	Associate	75%	59.0
Computer Info Systems-User Sup	Associate	62%	33.7
Computer Repair & Maintenance Cert	Certificate	89%	2.2
Computerized Accounting Cert	Certificate	63%	2.0
Corrections Cert	Certificate	89%	0.2
Criminal Justice-Career	Associate	100%	127.6
Criminal Justice-Transfer	Associate	95%	256.8
DDS Direct Support Cert	Certificate	58%	1.4
Fire Science Technology	Associate	55%	70.5
Human Services-Career	Associate	50%	62.1
Human Services-Transfer	Associate	50%	106.3
Law Enforcement Cert	Certificate	100%	3.0
Liberal Arts Studies	Associate	95%	311.5
Liberal Arts Studies-Media	Associate	75%	61.1
Liberal Arts Studies-Theater	Associate	65%	16.9
Liberal Arts Transfer	Associate	90%	653.9
Liberal Arts Transfer-Computer	Associate	86%	78.0
Liberal Arts Transfer-Elem Ed	Associate	65%	56.2
Liberal Arts Transfer-Science	Associate	85%	939.5
Liberal Arts Transfer-Social Science	Associate	100%	65.3
Microsoft Office Specialist Cert	Certificate	100%	0.9
Office Technologies Cert	Certificate	80%	1.3

*FTE = all matriculated students in program, fall 2015, whether courses taking online, face-to-face, or in some combination.

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

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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:
 - 1965 College is established by the Massachusetts Board of Regional Community Colleges.
 - 1966 Dr. John Musselman is appointed Massasoit's first President. The College, consisting of 358 students and 22 faculty, held its first classes in 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 first class of 137.
 - 1969 Ground is broken for the first five buildings of the Brockton campus. Initial (three year) accreditation granted by New England Association of Schools and Colleges.
 - 1971 Accreditation (ten year) granted by New England Association of Schools and Colleges.
 - 1972 Brockton campus officially opens.
 - 1978 Five remaining buildings of Brockton campus are completed.
 - 1979 Dr. George Ayers is appointed Massasoit's second President.
 - 1980 Board of Regents of Higher Education replaces Board of Regional Community Colleges.
 - 1981 Massasoit's Board of Trustees assumes local control of College. Accreditation (five year) granted by New England Association of Schools and Colleges.
 - 1983 Dr. Gerard F. Burke is appointed Massasoit's third President.

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- 1985 Blue Hills Technical Institute, itself in existence since 1966 as a public technical institute granting the Associate in Applied Science degree, formally merges with Massasoit and is now the Canton campus.

- 1986 Accreditation (ten year) granted by New England Association of Schools and Colleges.

- 1997 Conference Center at Massasoit opens offering 7200 square feet of meeting space for local businesses and other community organizations.

- 2006 Accreditation (ten year) granted by New England Association of Schools and Colleges.

- 2010 College opens Middleborough Center.

CHIEF INSTITUTIONAL OFFICERS

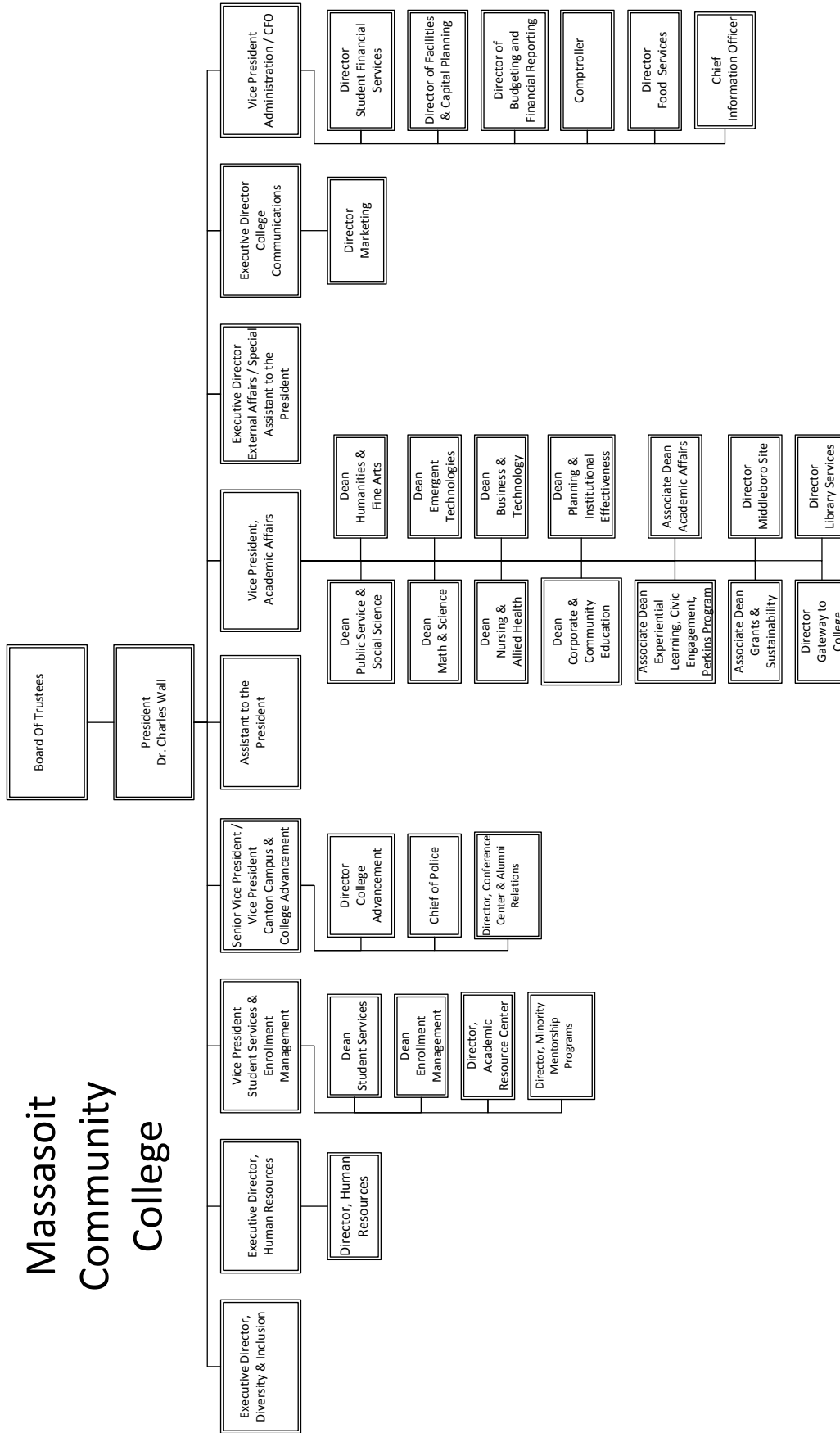
Function or Office	Name	Exact Title	Year of Appointment
Chair Board of Trustees	Pamerson O. Ifill	Chair, Board of Trustees	2007
President/CEO	Dr. Charles Wall	President	2002
Senior Vice President	Nick Palantzas	Senior Vice President VP of the Canton Campus and College Advancement	2014 2008
Chief Academic Officer	Dr. Barbara McCarthy	Vice President of Academic Affairs	2014
Academic Division Deans	Lynda Thompson	Dean of Business & Technology	2008
	Carine Sauvignon	Dean of Emergent Technologies	2014
	Dr. Deanna L. Yameen	Dean of Humanities/Fine Arts	2007
	Dr. Anne Scalzo-McNeil	Dean of Nursing/Allied Health	1984
	Karyn Boutin	Dean of Public Service/Social Science	2001
	Dr. Douglas Brown	Dean of Science & Mathematics	2013
Chief Financial Officer	William Mitchell	Vice President of Administration & Chief Financial Officer	2012
Chief Student Services Officer	David Tracy	Vice President of Student Services & Enrollment Management	2010
Planning	Ingrid Vargas	Dean of Planning and Institutional Effectiveness	Starts 10/2/16
Institutional Research	Mary Goodhue Lynch	Associate Dean, Institutional Research	2012
Assessment	Ingrid Vargas	Dean of Planning and Institutional	Starts 10/2/16

2016 SELF-STUDY REPORT

Function or Office	Name	Exact Title	Year of Appointment
		Effectiveness	
Development	Nick Palantzas	Senior Vice President and VP of the Canton Campus and College Advancement	2008
Library	Patricia Naughton	Director of Libraries	2016
Chief Information Officer	William Morrison	Interim Chief Information Officer and Director of Enterprise Systems	2016
Continuing Education	Rose Paquette	Dean of Corporate & Community Education	2013
Grants/Research	Hollyce States	Associate Dean, Grants & Sustainability	2011
Admissions	Michelle Hughes	Director of Admissions	2003
Registrar	Jannie Gilson	Registrar	2013
Financial Aid	Todd Hughes	Director of Financial Aid	2014
Public Relations	Laurie Maker	Executive Director of College Communications	2013
Alumni Association	Steven Murphy	Director of College Advancement	2014
Human Resources	Margaret Hess	Executive Director of Human Resources	2014
Diversity and Inclusion	Yolanda Dennis	Executive Director of Diversity and Inclusion	2013
External Relations	Phillip Sheppard, Esq.	Executive Director of External Relations and Special Assistant to the President	2001

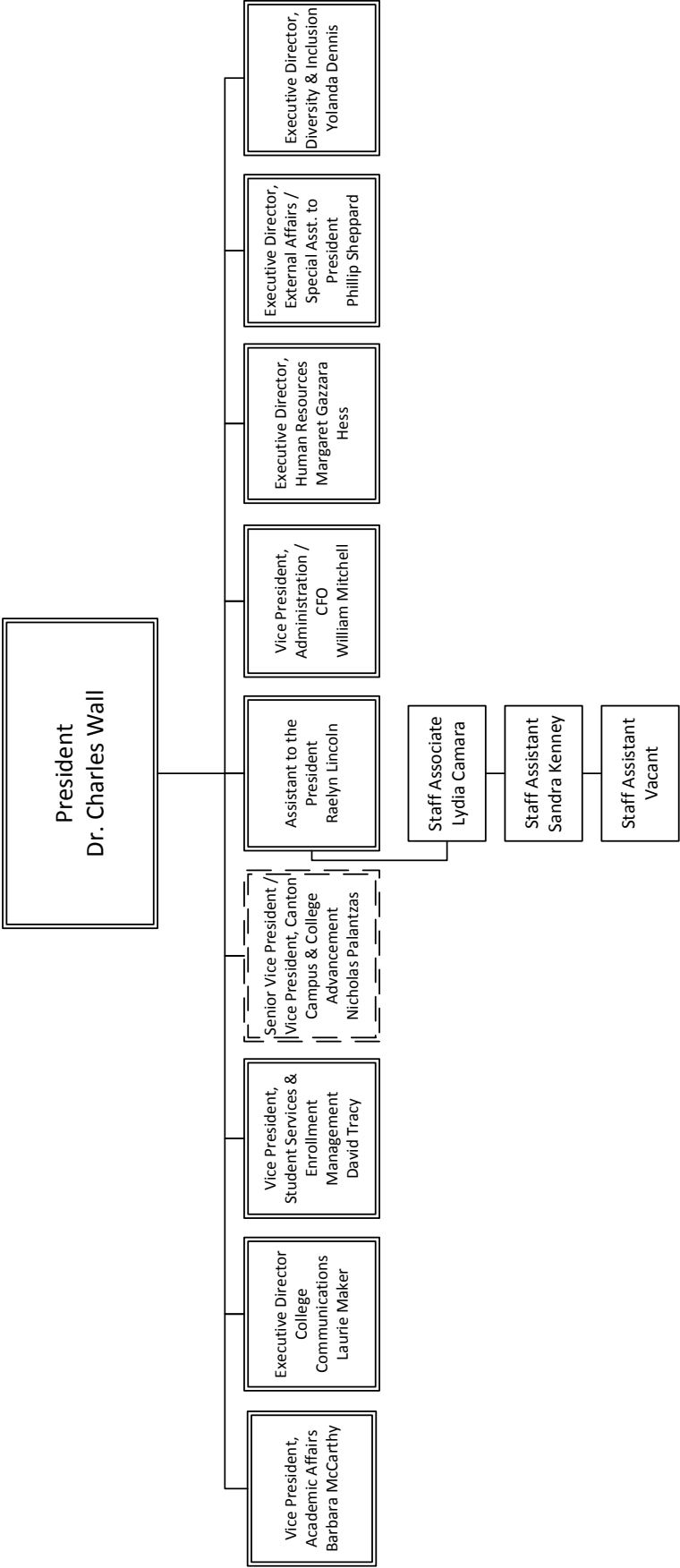
Massasoit Community College

MASSASOIT COMMUNITY COLLEGE



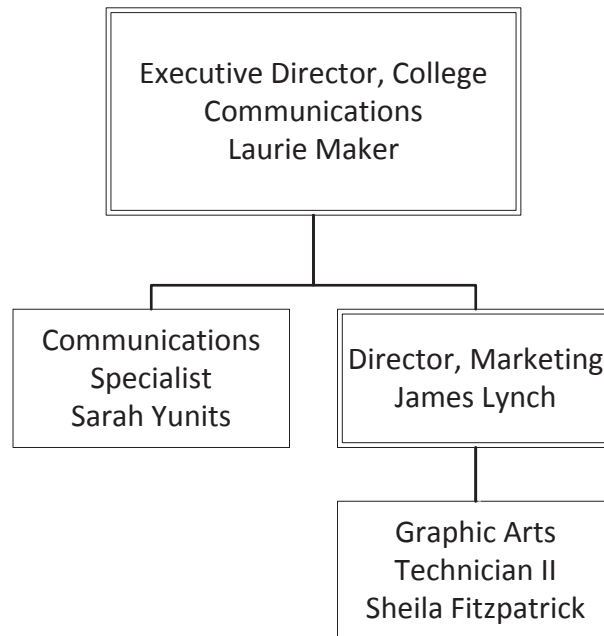
8/31/16

Massasoit Community College
Office of the President

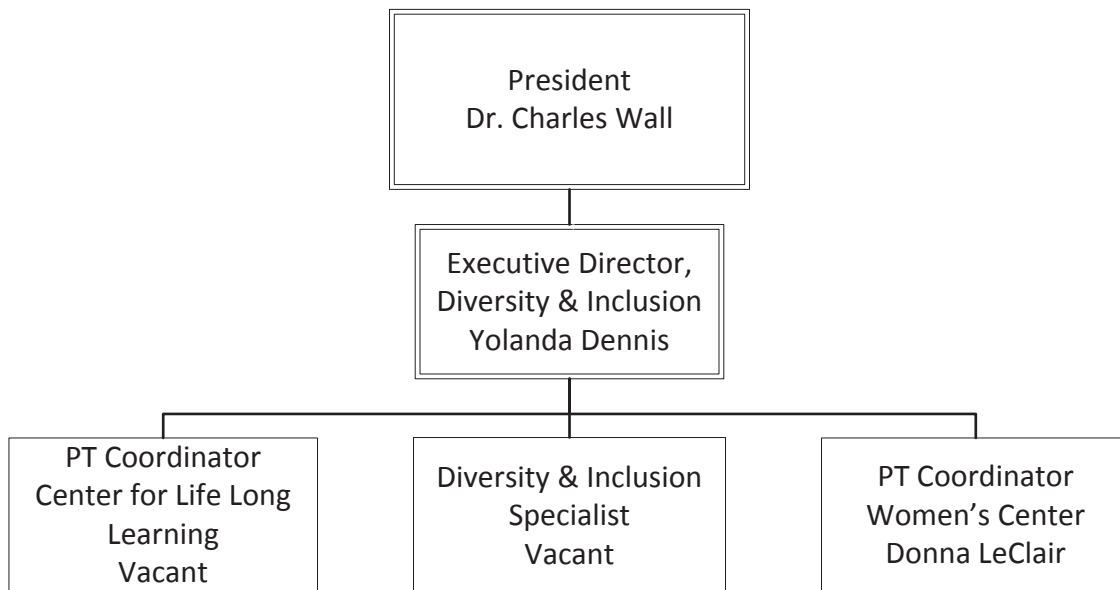


----- Located in Canton

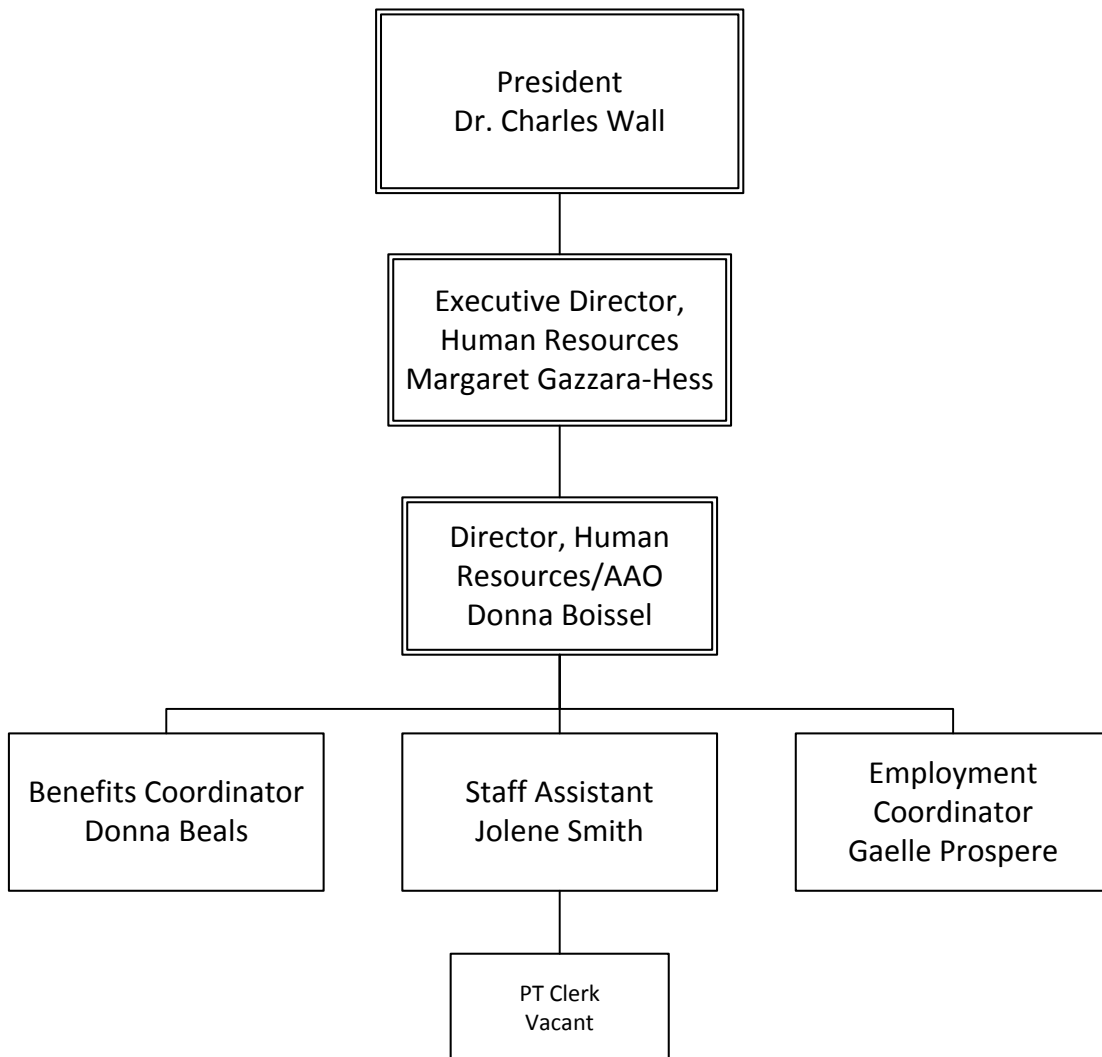
Massasoit Community College College Communications

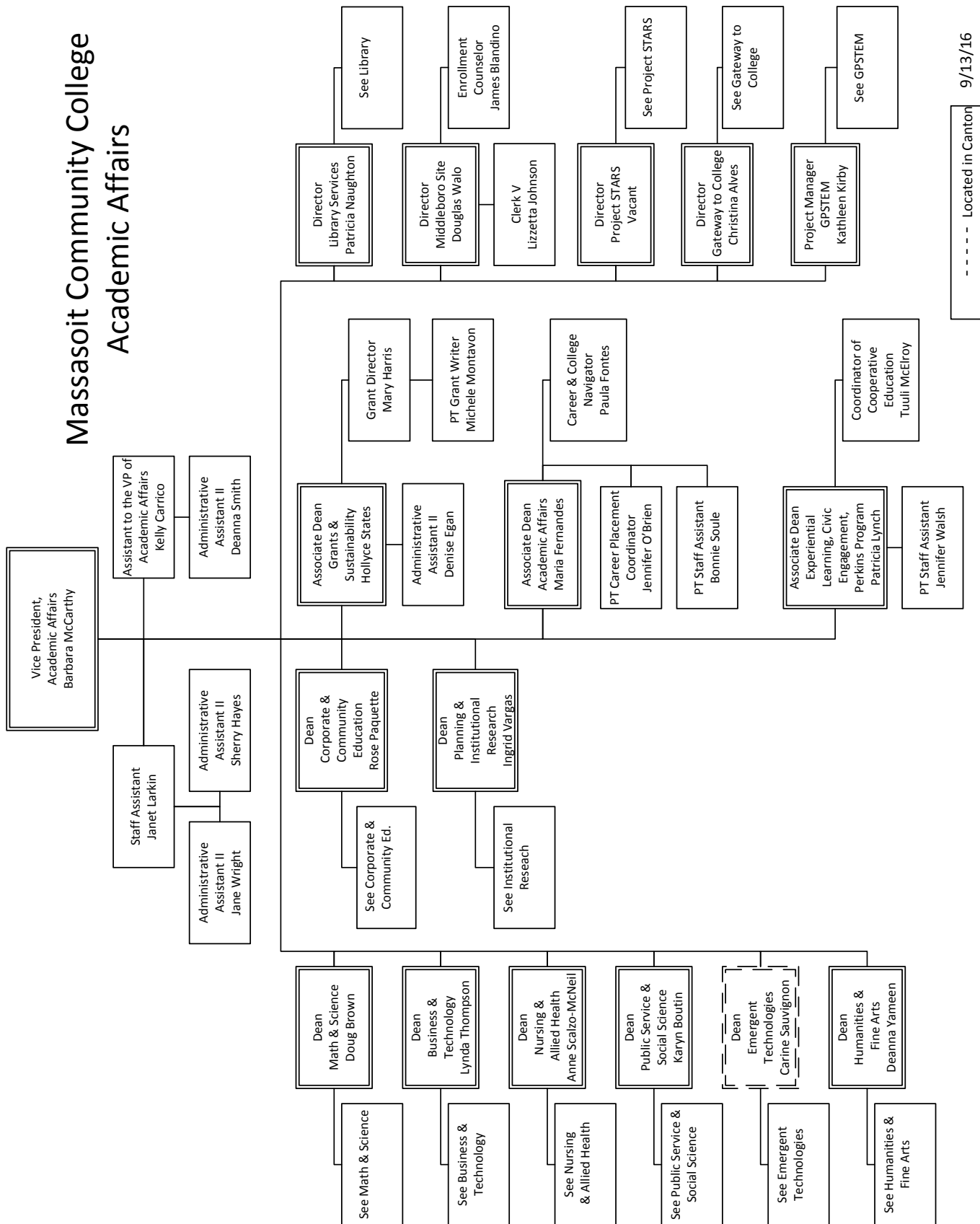


Massasoit Community College Office of Diversity & Inclusion

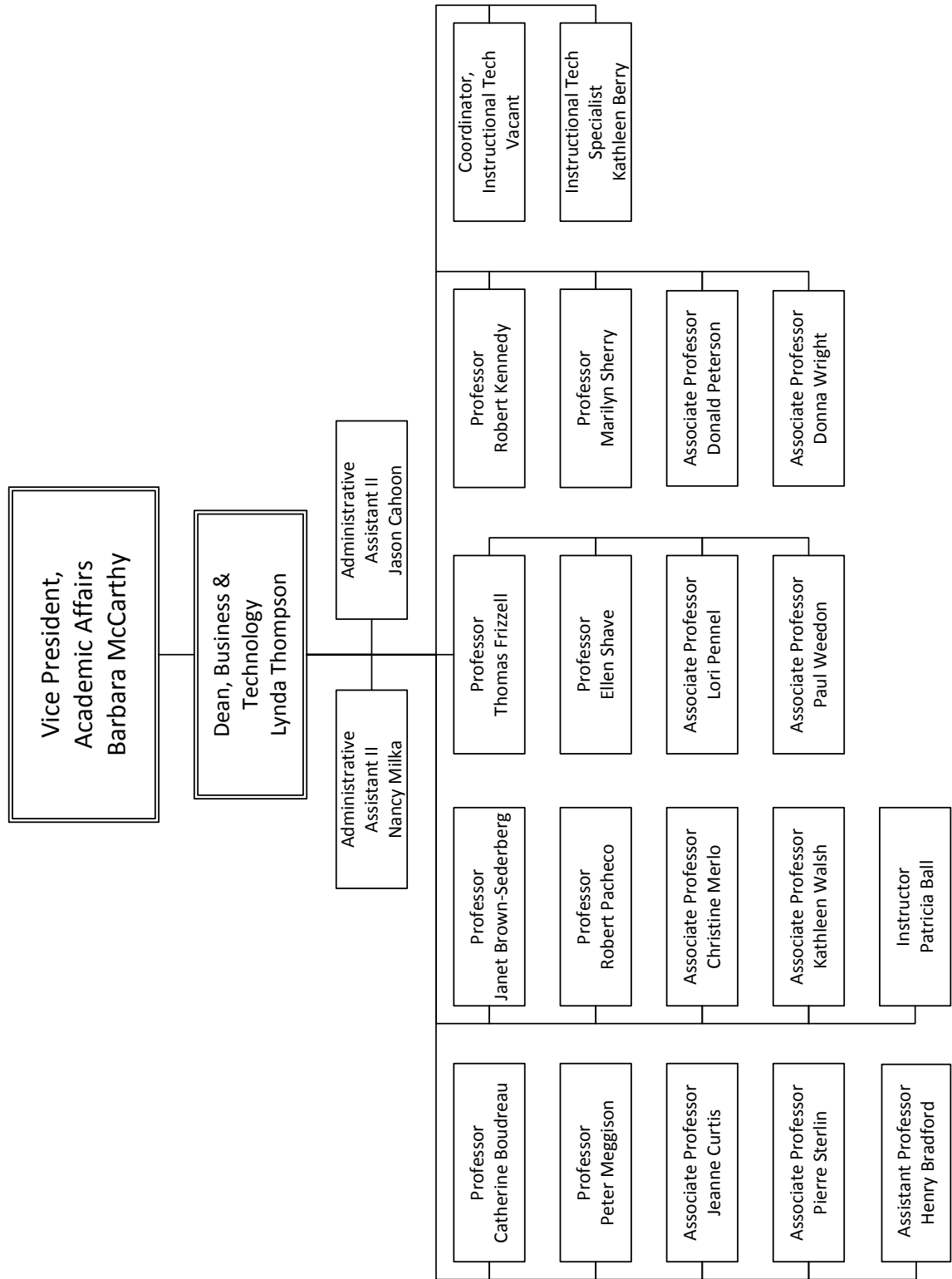


Massasoit Community College Human Resources



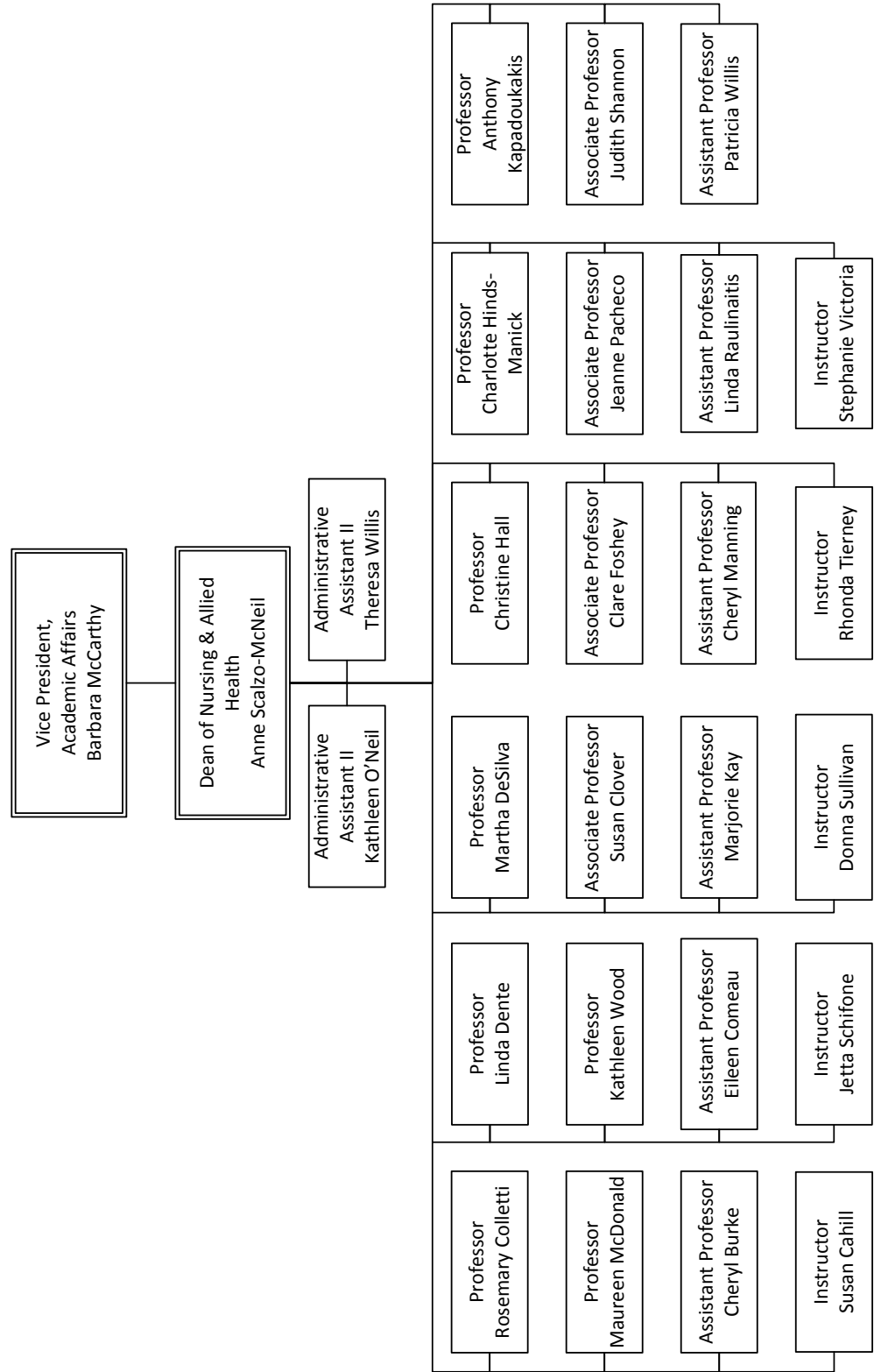


Massasoit Community College Business & Technology

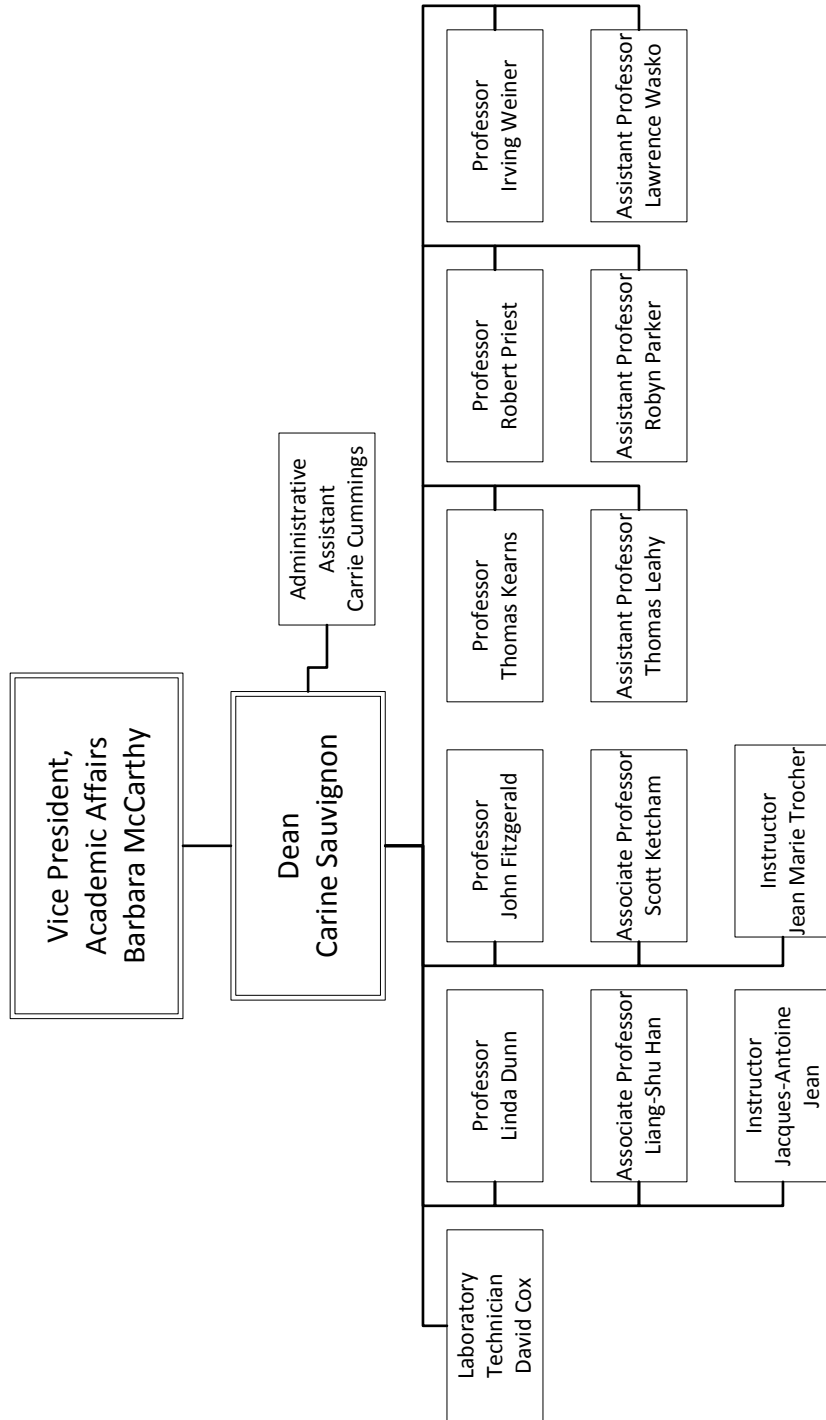


Massasoit Community College

Nursing & Allied Health



Massasoit Community College Emergent Technologies

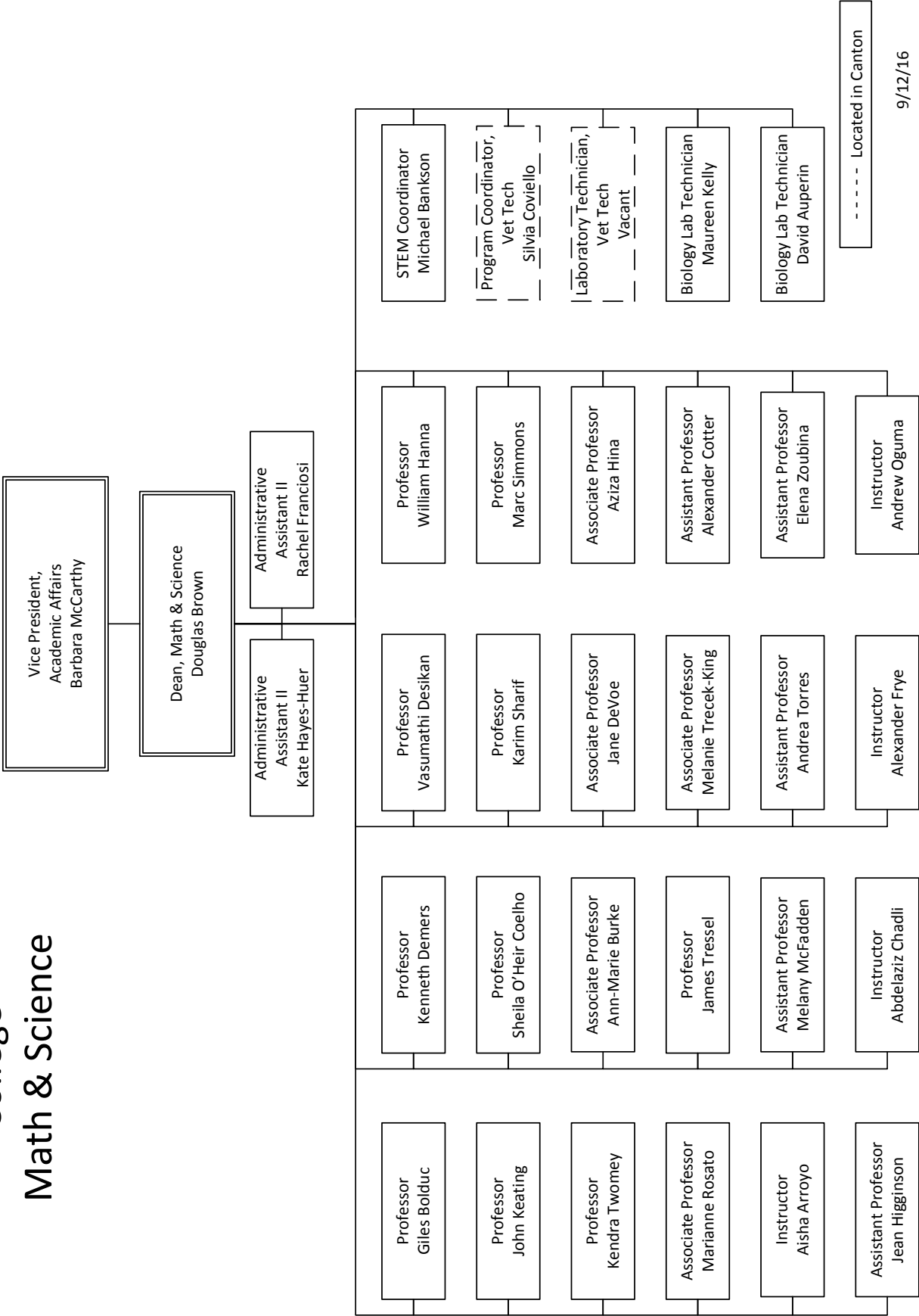


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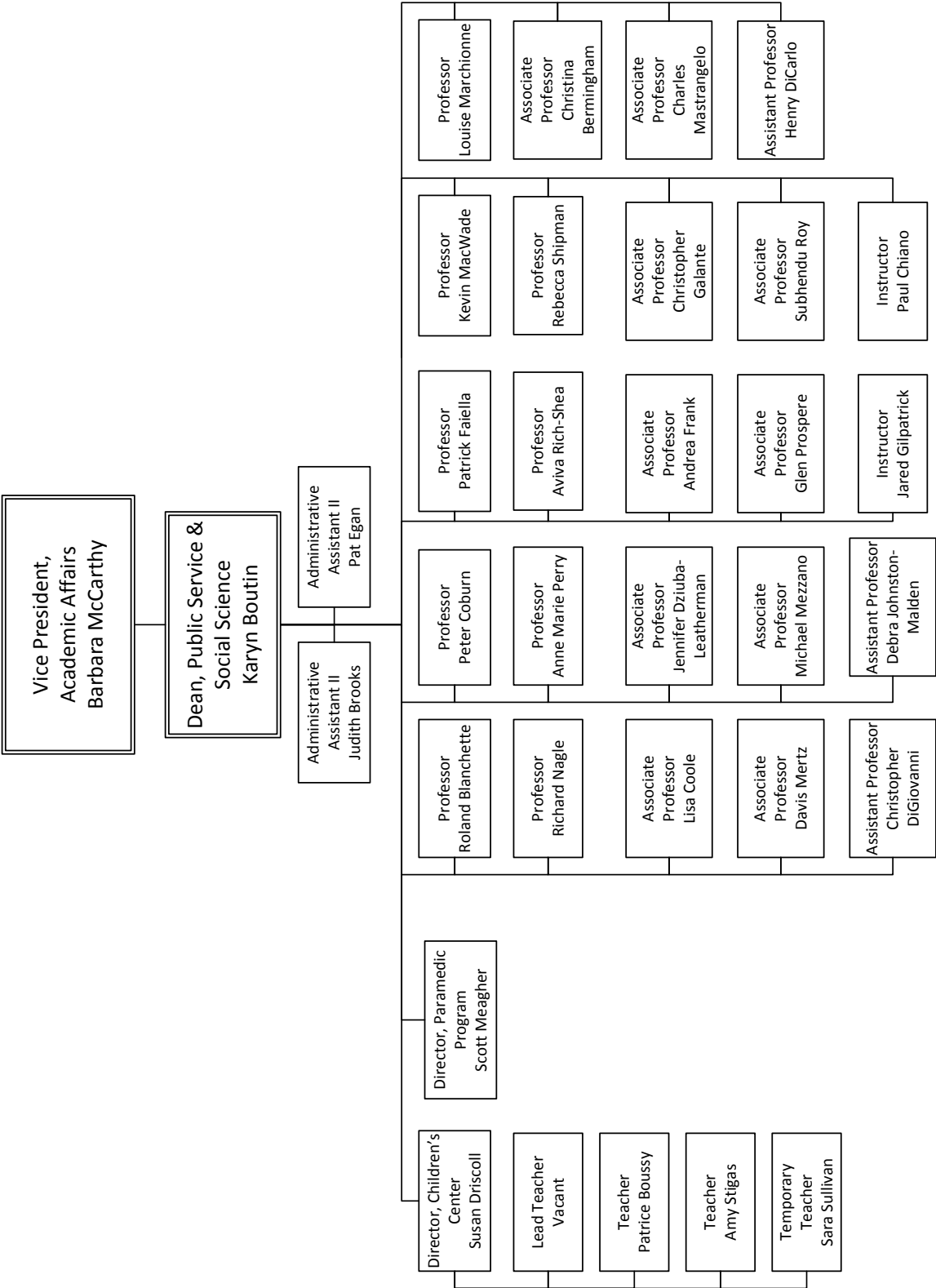


Massasoit Community College

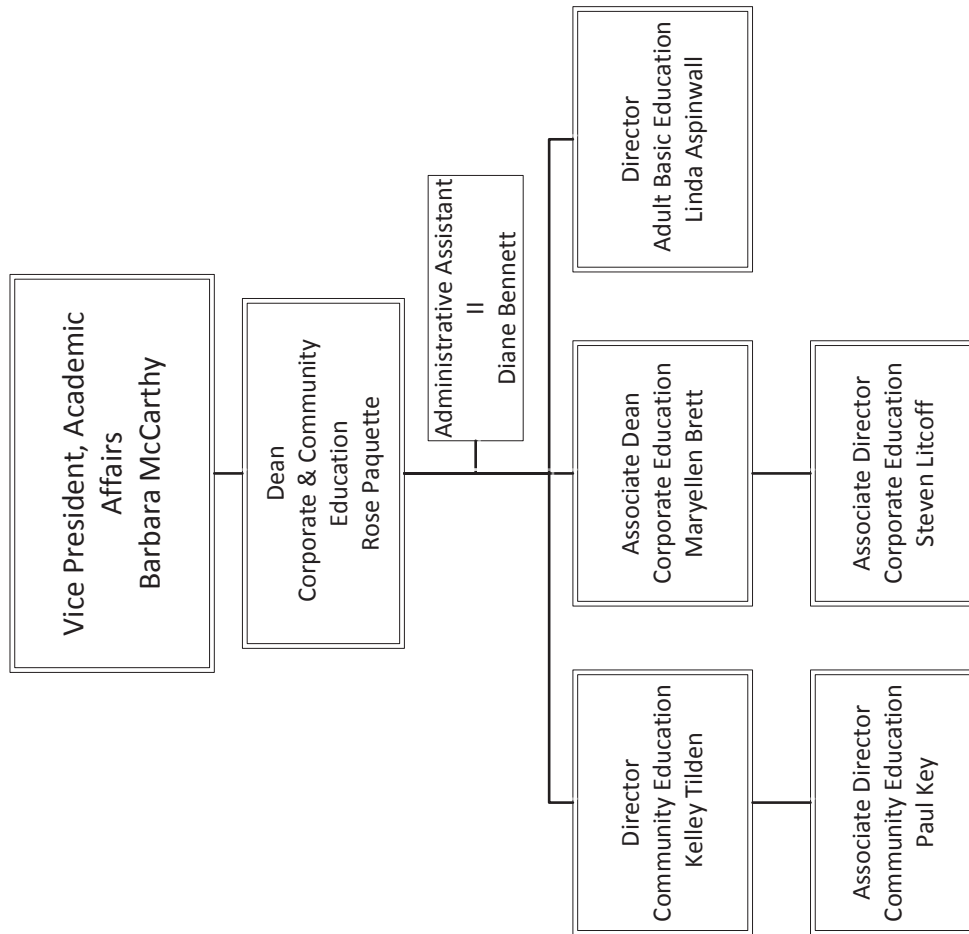
Math & Science



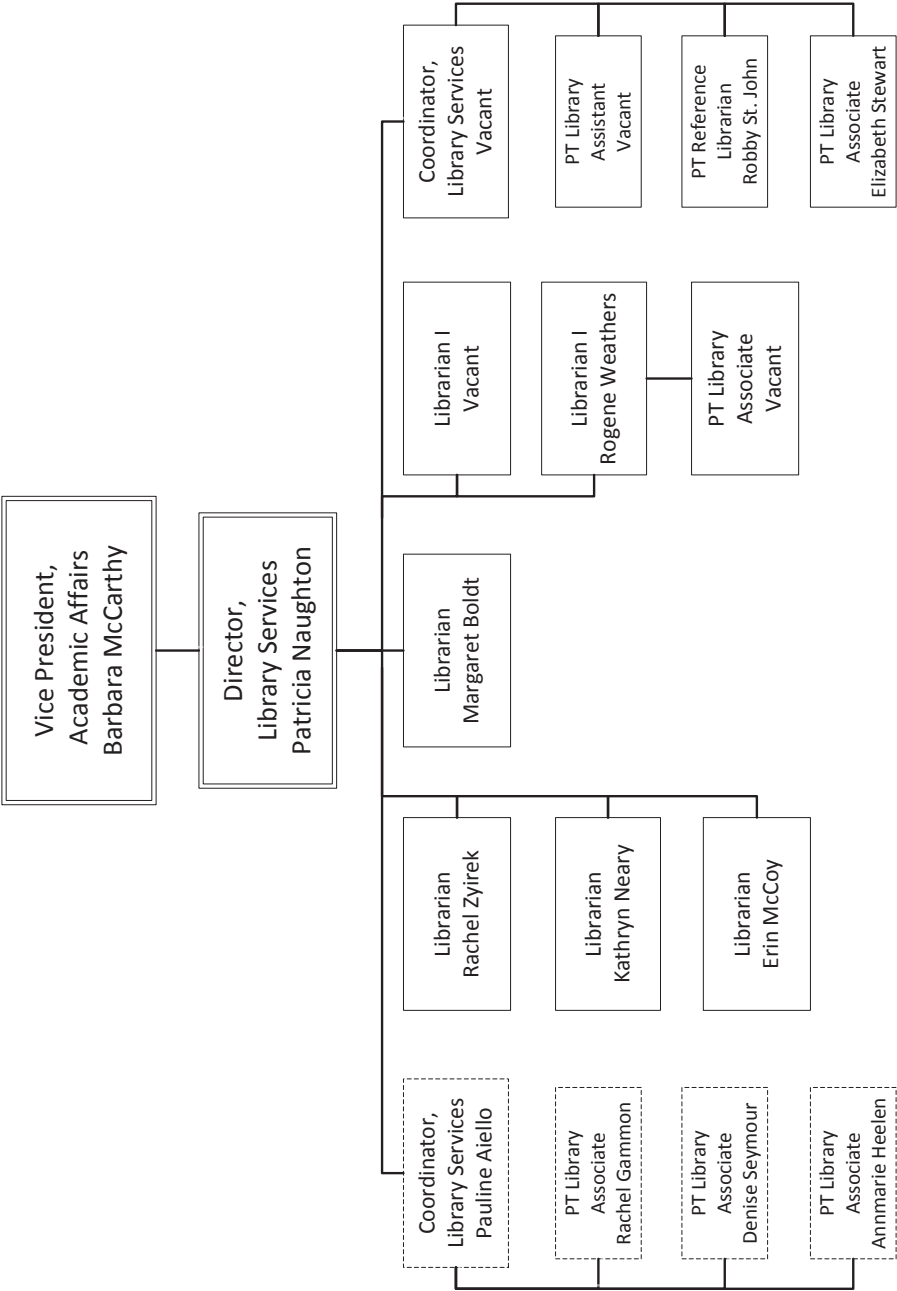
Massasoit Community College
Public Service & Social Science



Massasoit Community College Corporate & Community Education

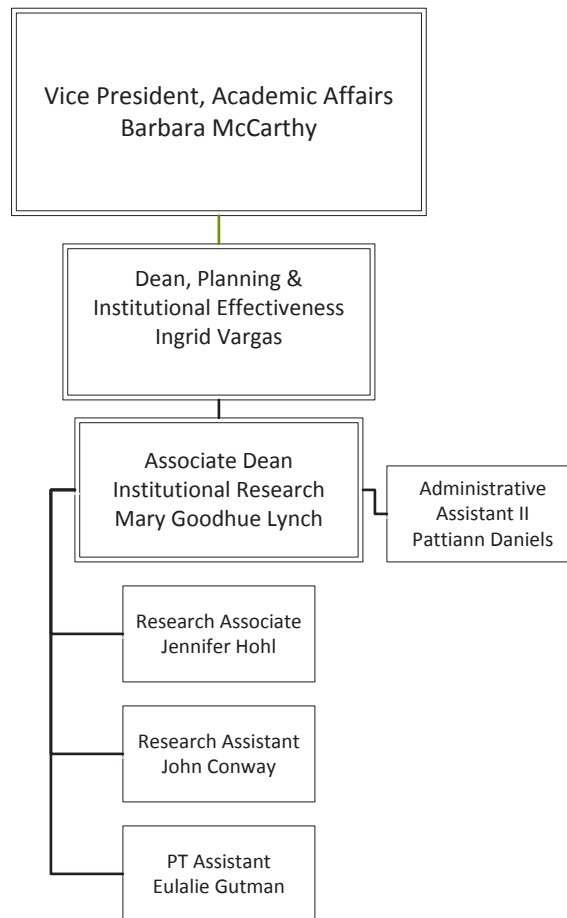


Massasoit Community College
Library Services

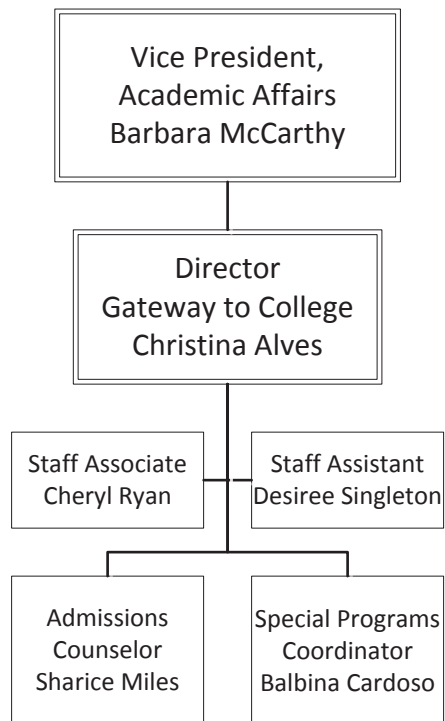


----- Located in Canton

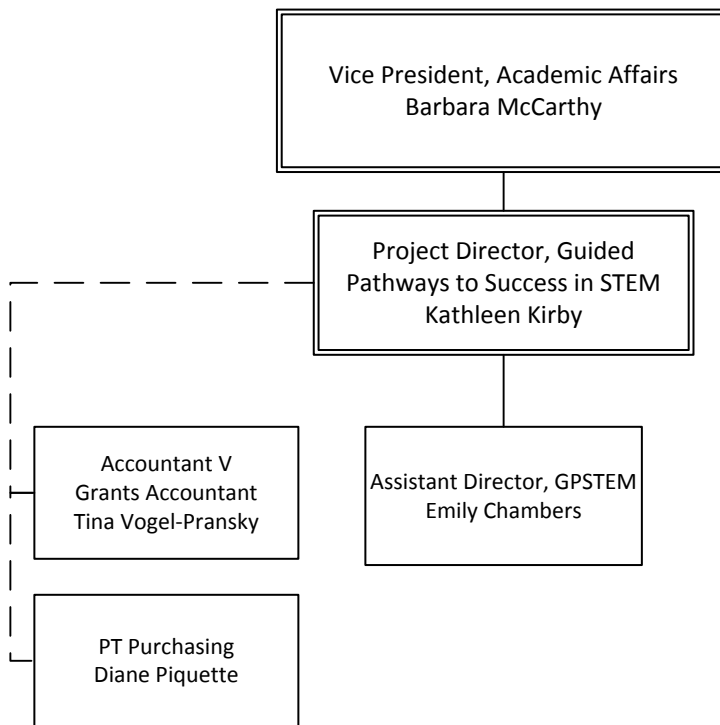
Massasoit Community College Planning & Institutional Effectiveness



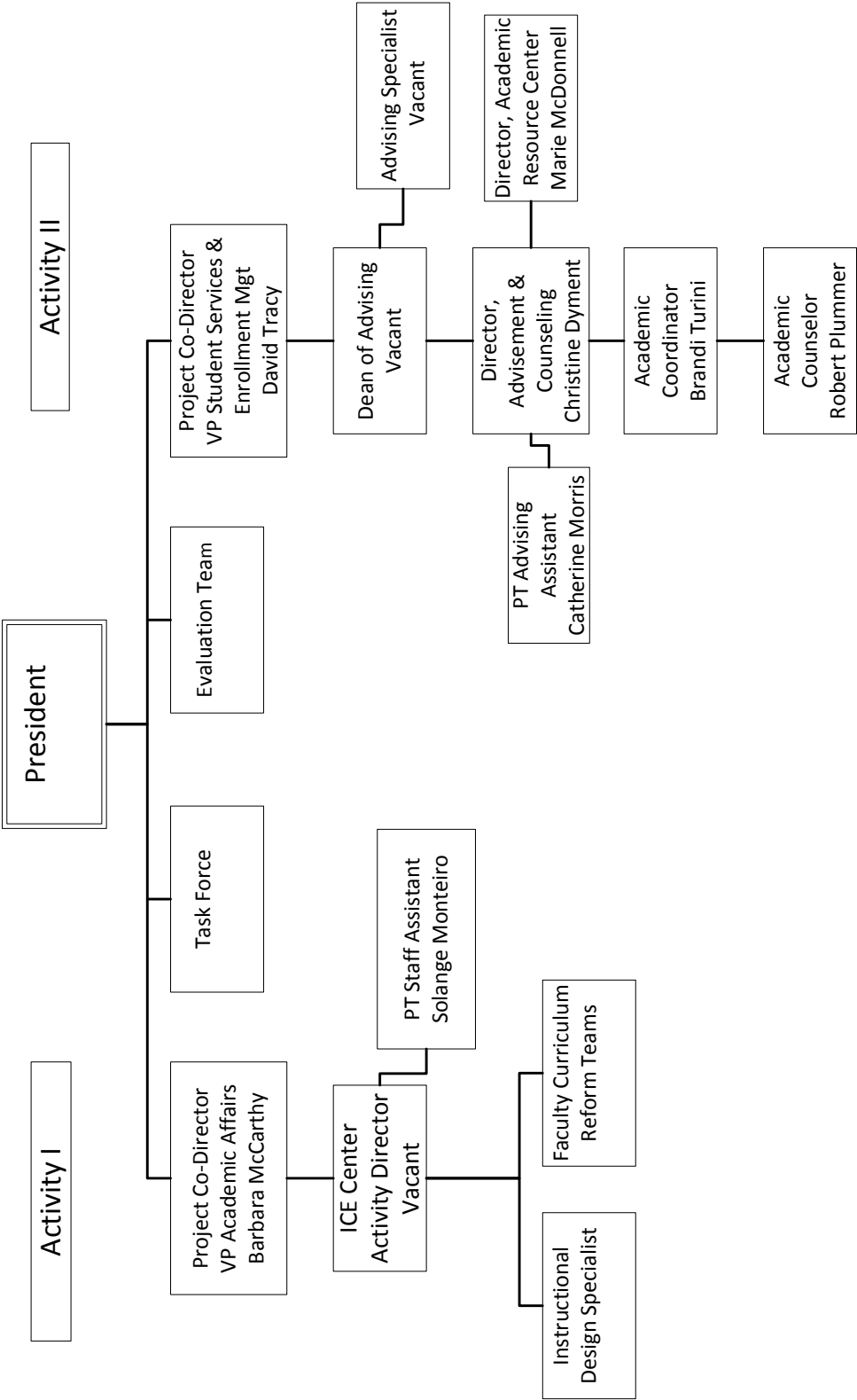
Massasoit Community College Gateway to College



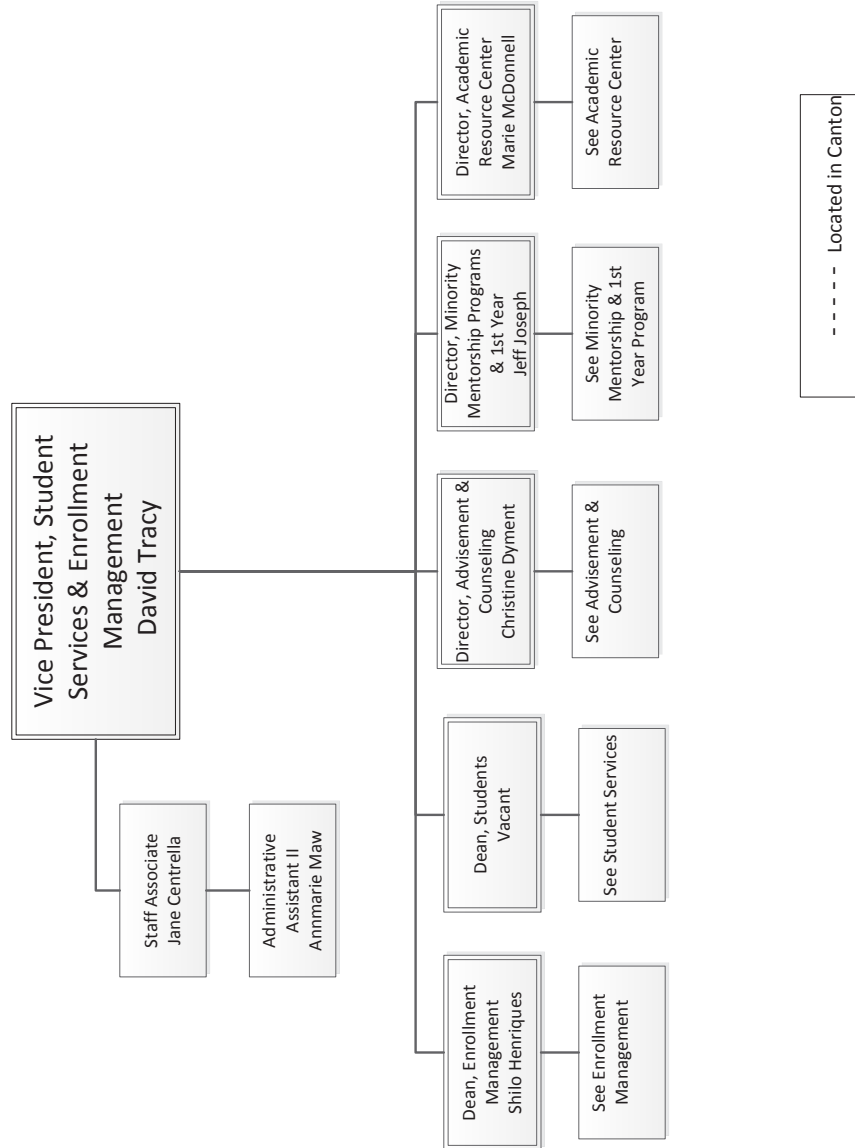
Massasoit Community College Guided Pathways to Success GPSTEM



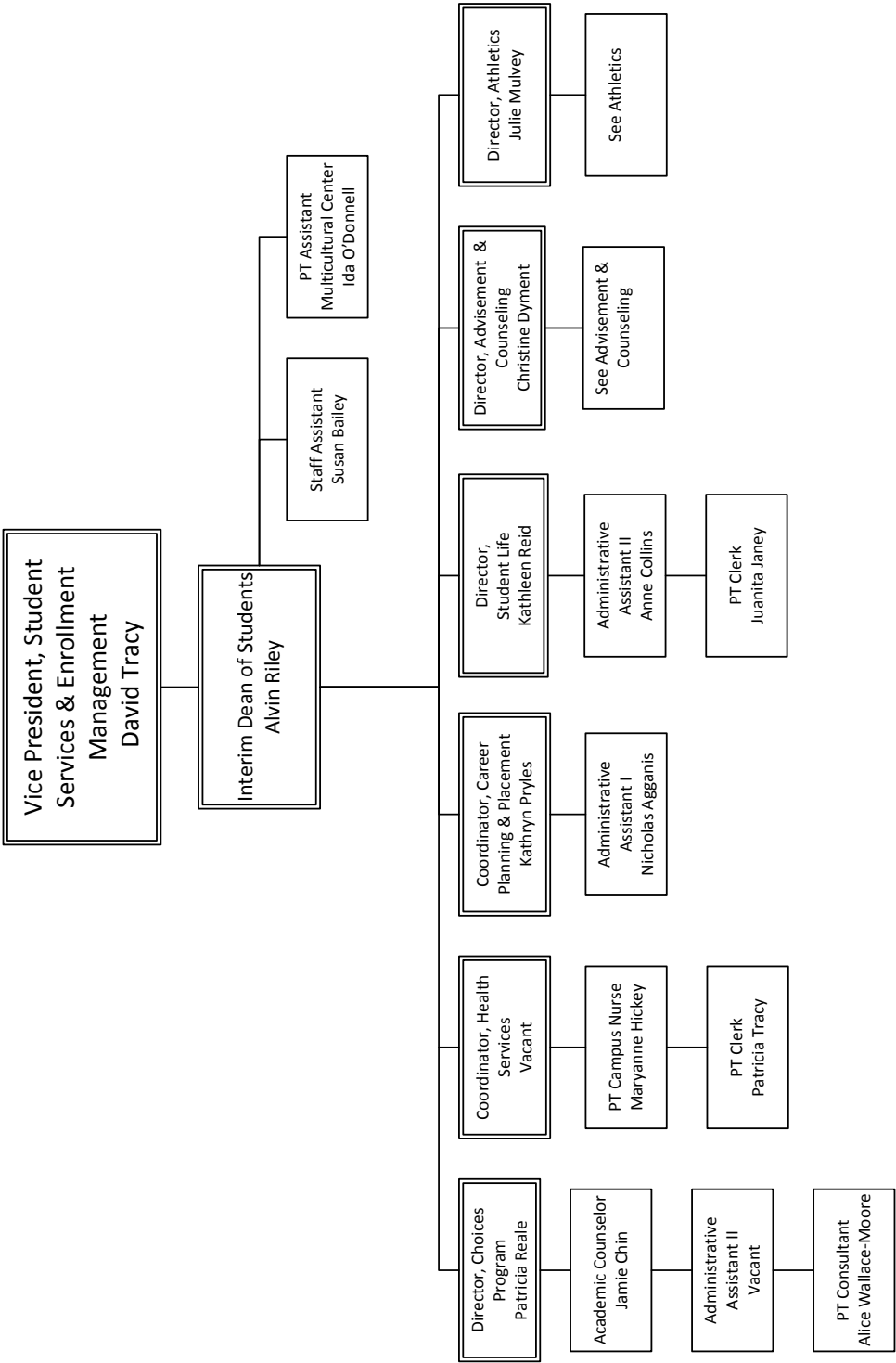
Massasoit Community College
Title III Project Stars



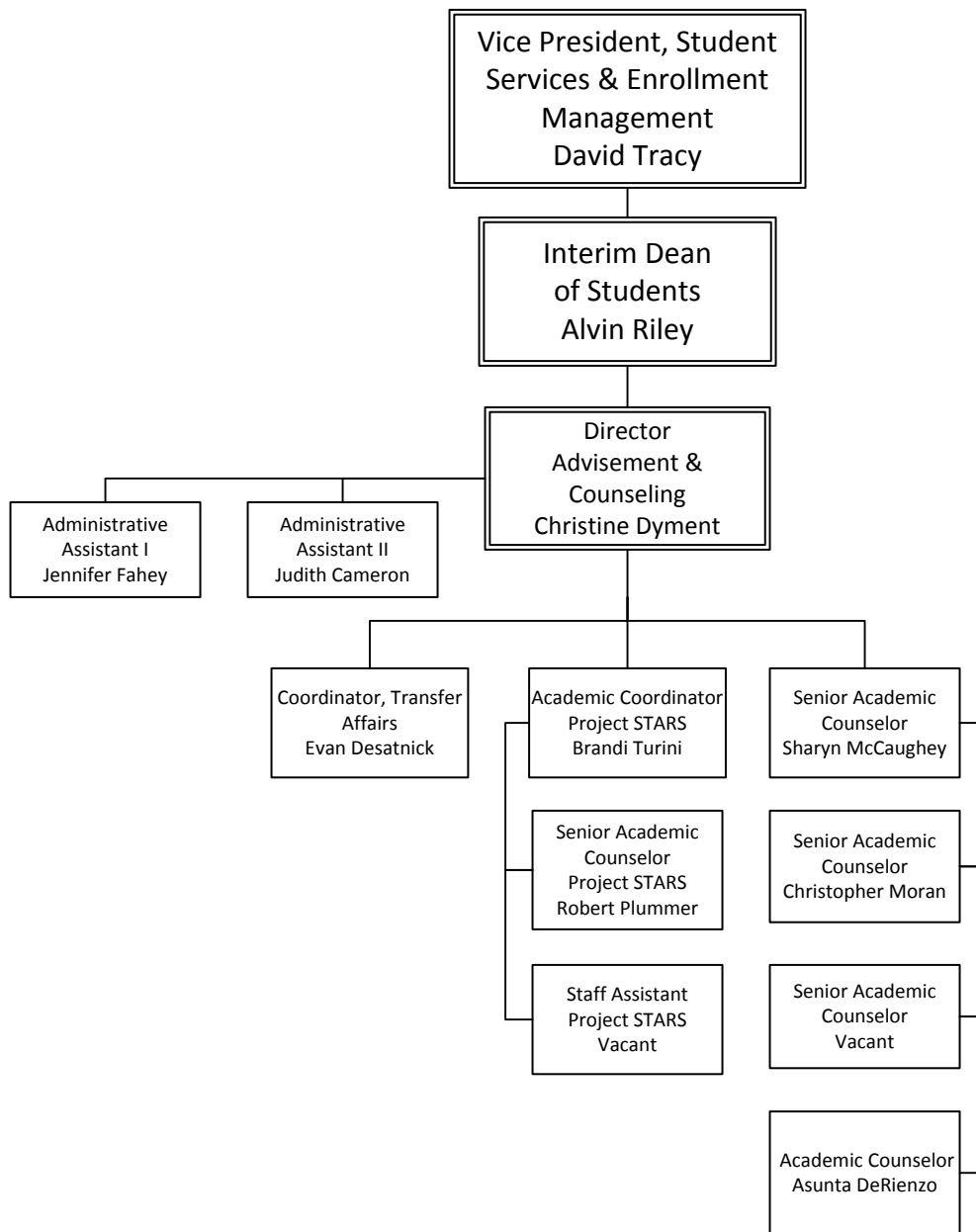
Massasoit Community College Student Services & Enrollment Management



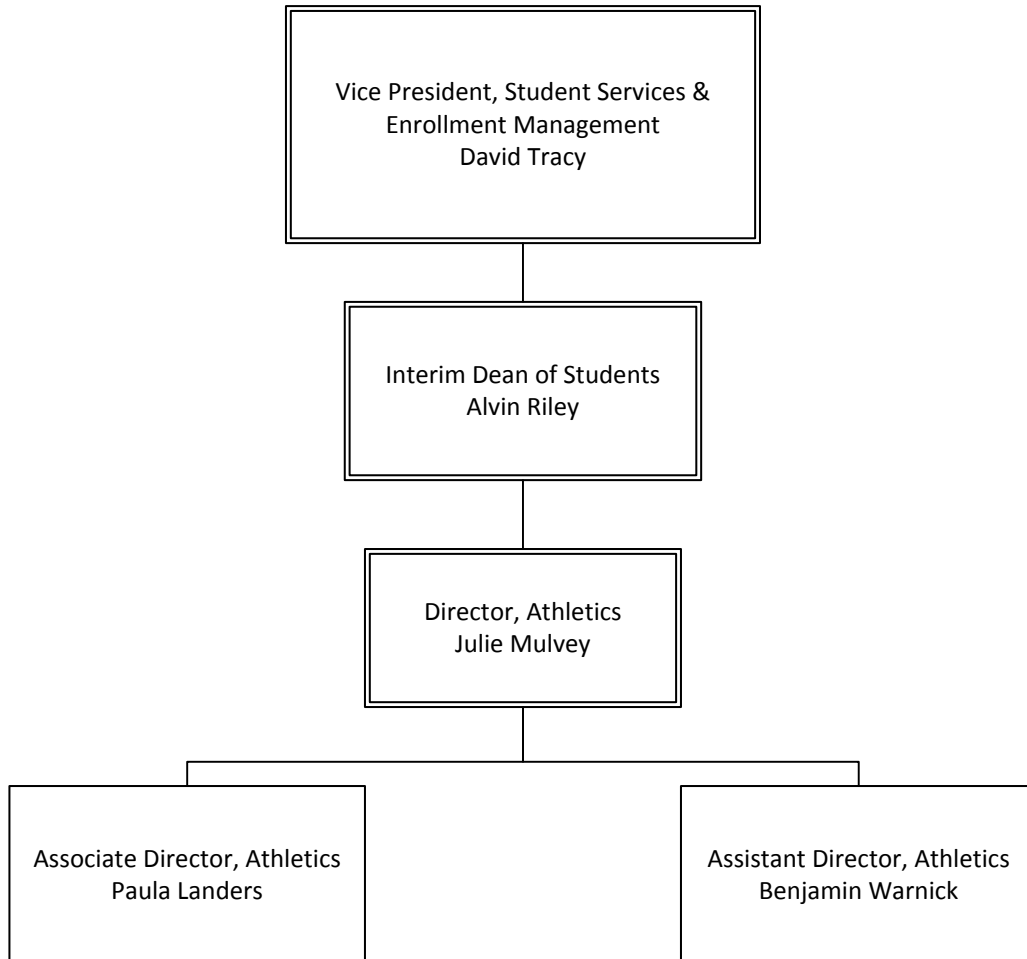
Massasoit Community College Student Services & Enrollment Management



Massasoit Community College Advisement & Counseling

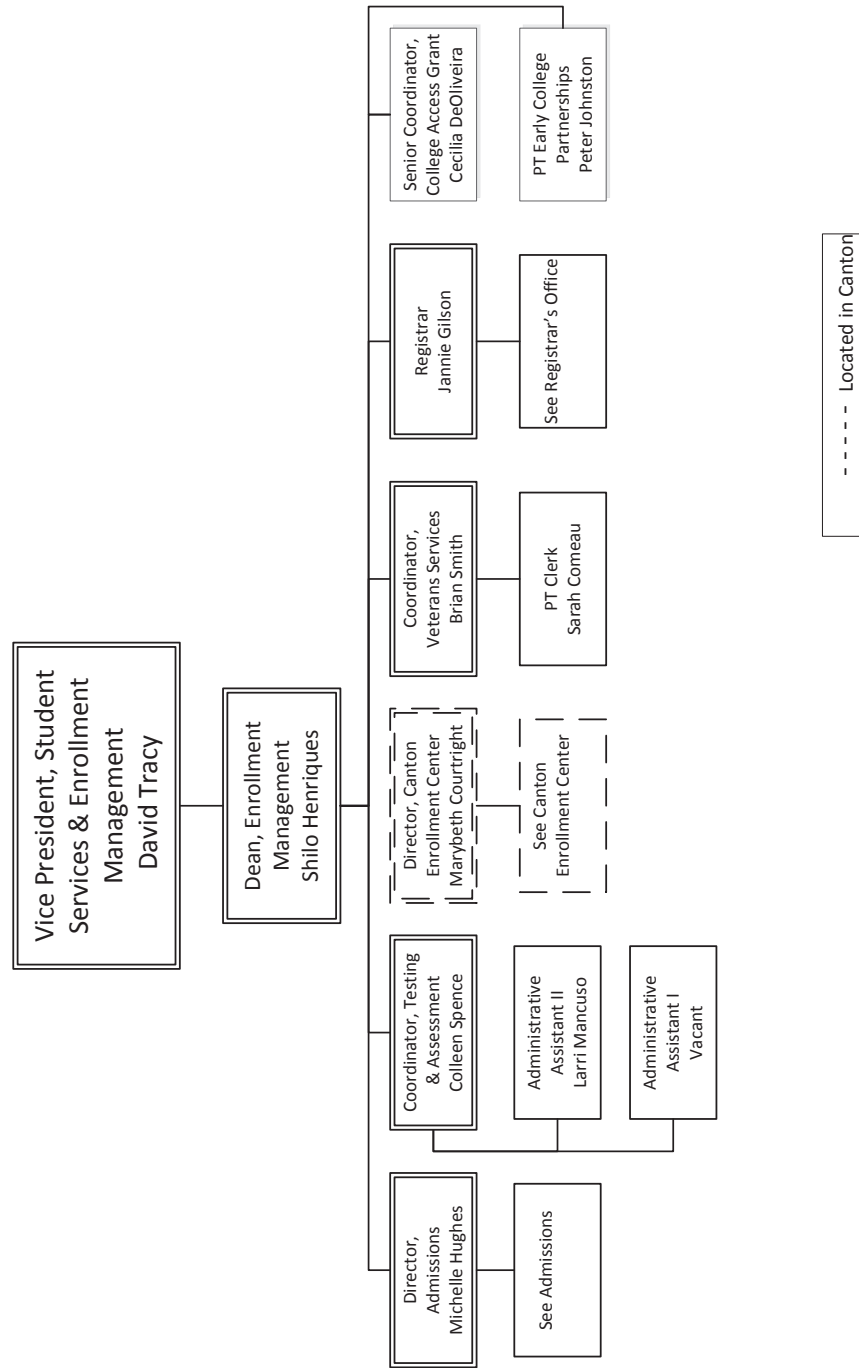


Massasoit Community College Athletics



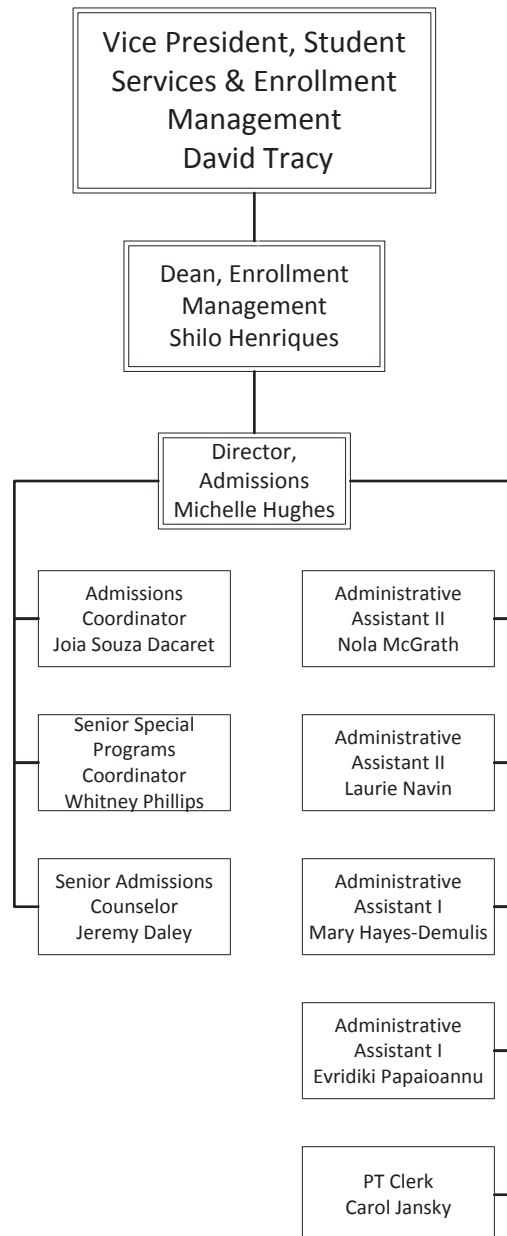
Massasoit Community College

Enrollment Management

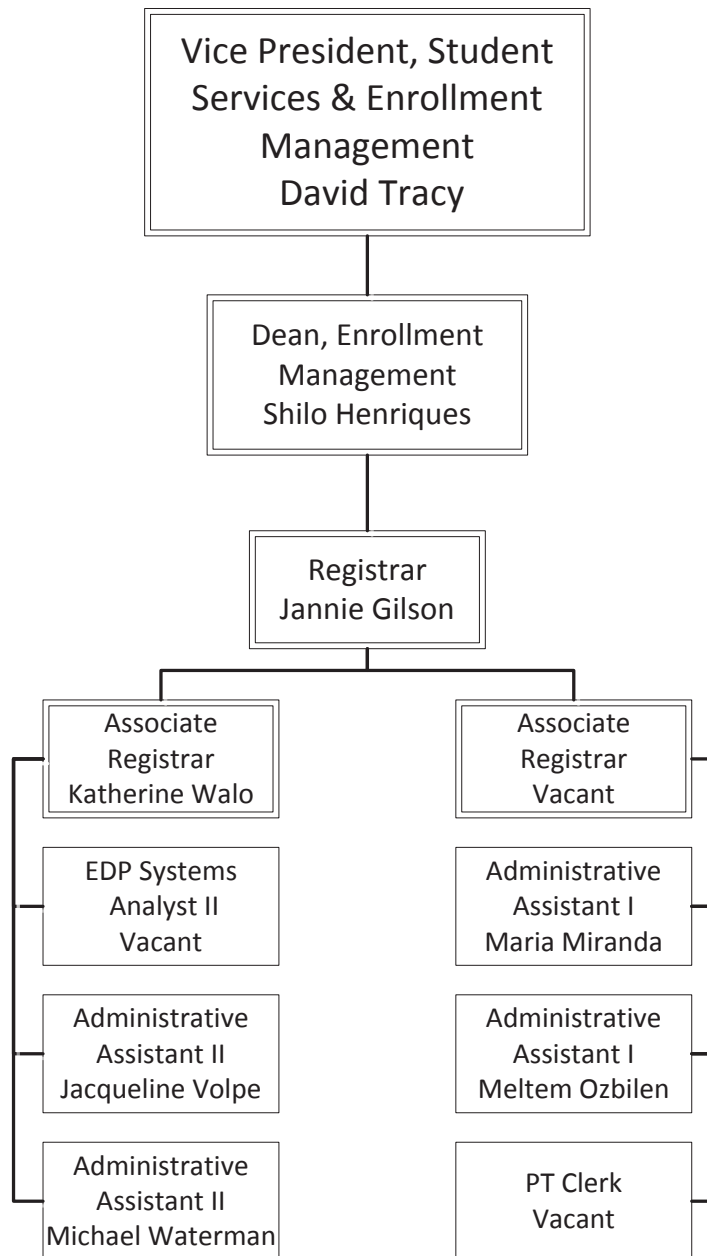


Massasoit Community College

Admissions

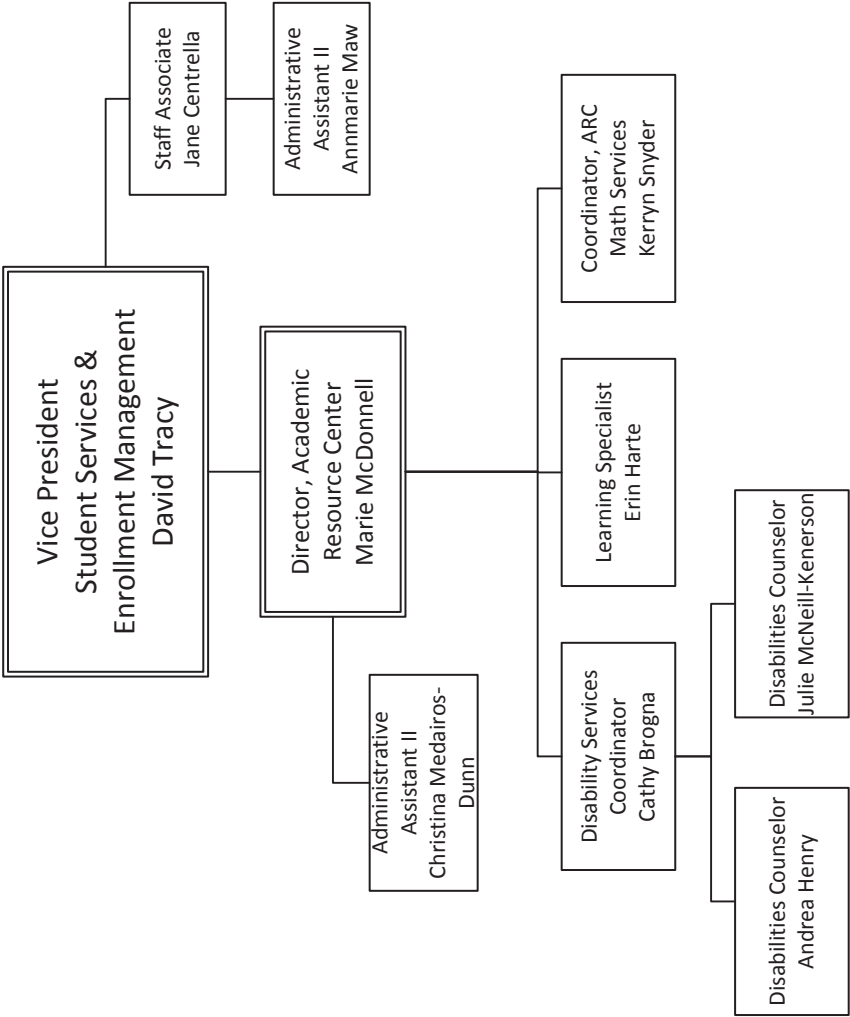


Massasoit Community College Registrar's Office



Massasoit Community College

Academic Support Services



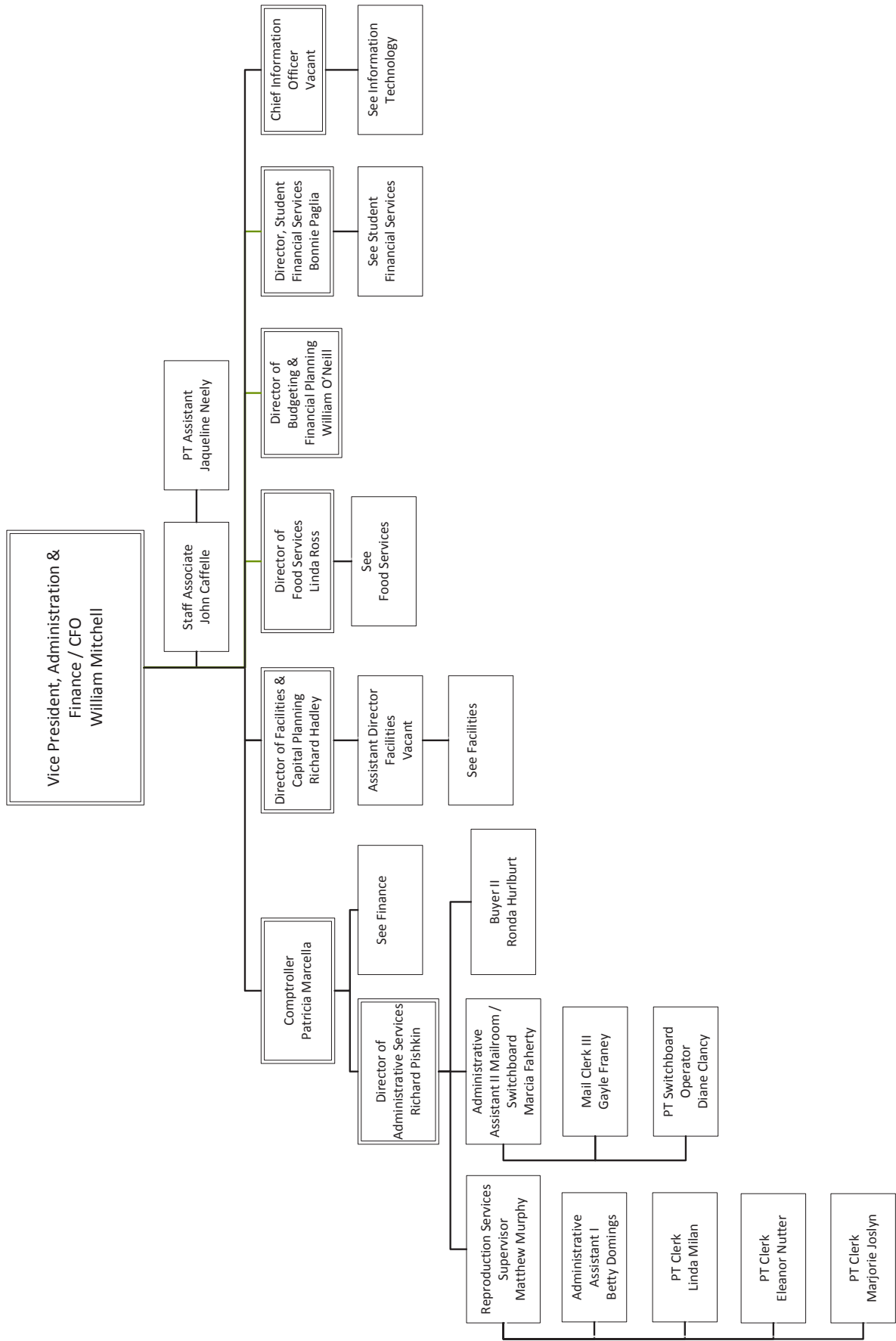
Massasoit Community College Minority Affairs

Vice President, Student
Services & Enrollment
Management
David Tracy

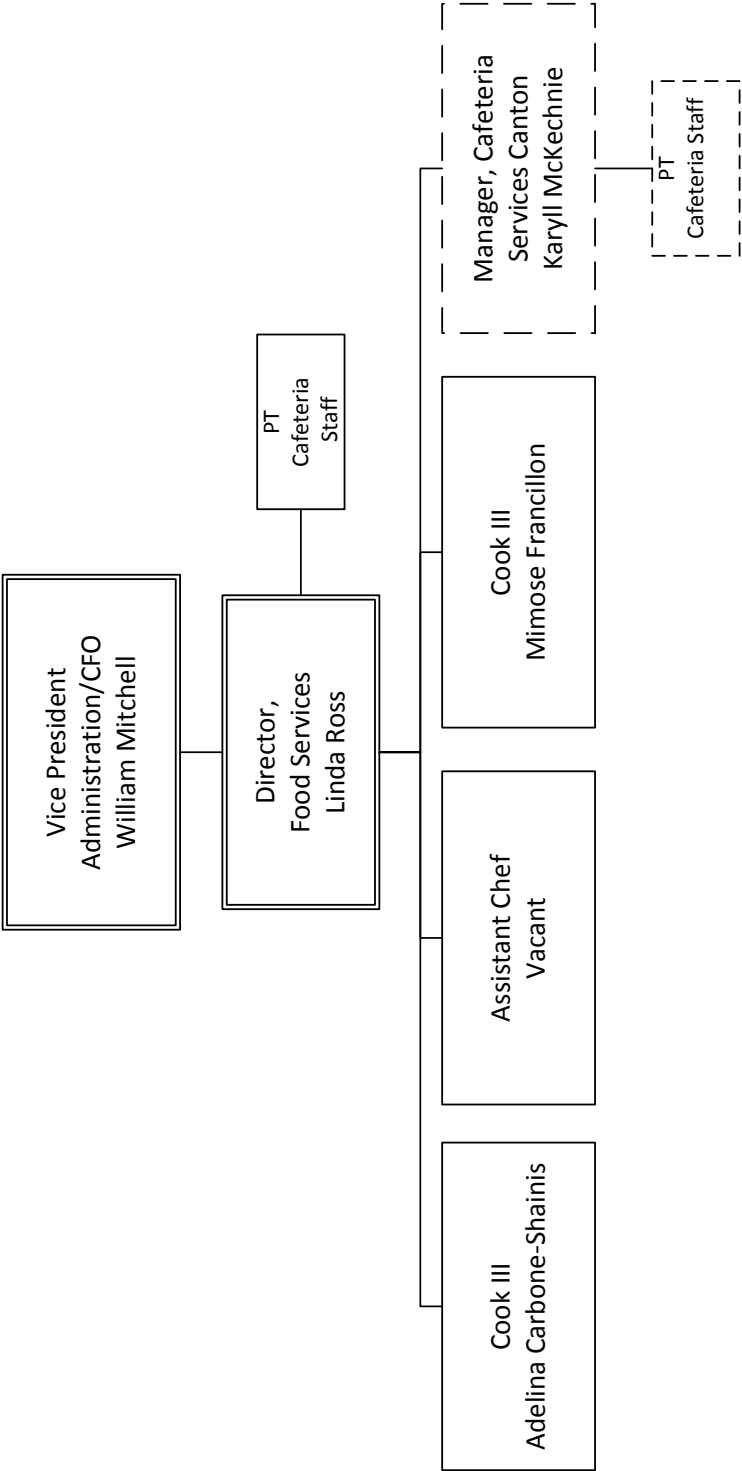
Director, Minority
Mentorship Programs &
1st Year Experience
Jeff Joseph

Academic Counselor
Vacant

Massasoit Community College
Administration & Finance

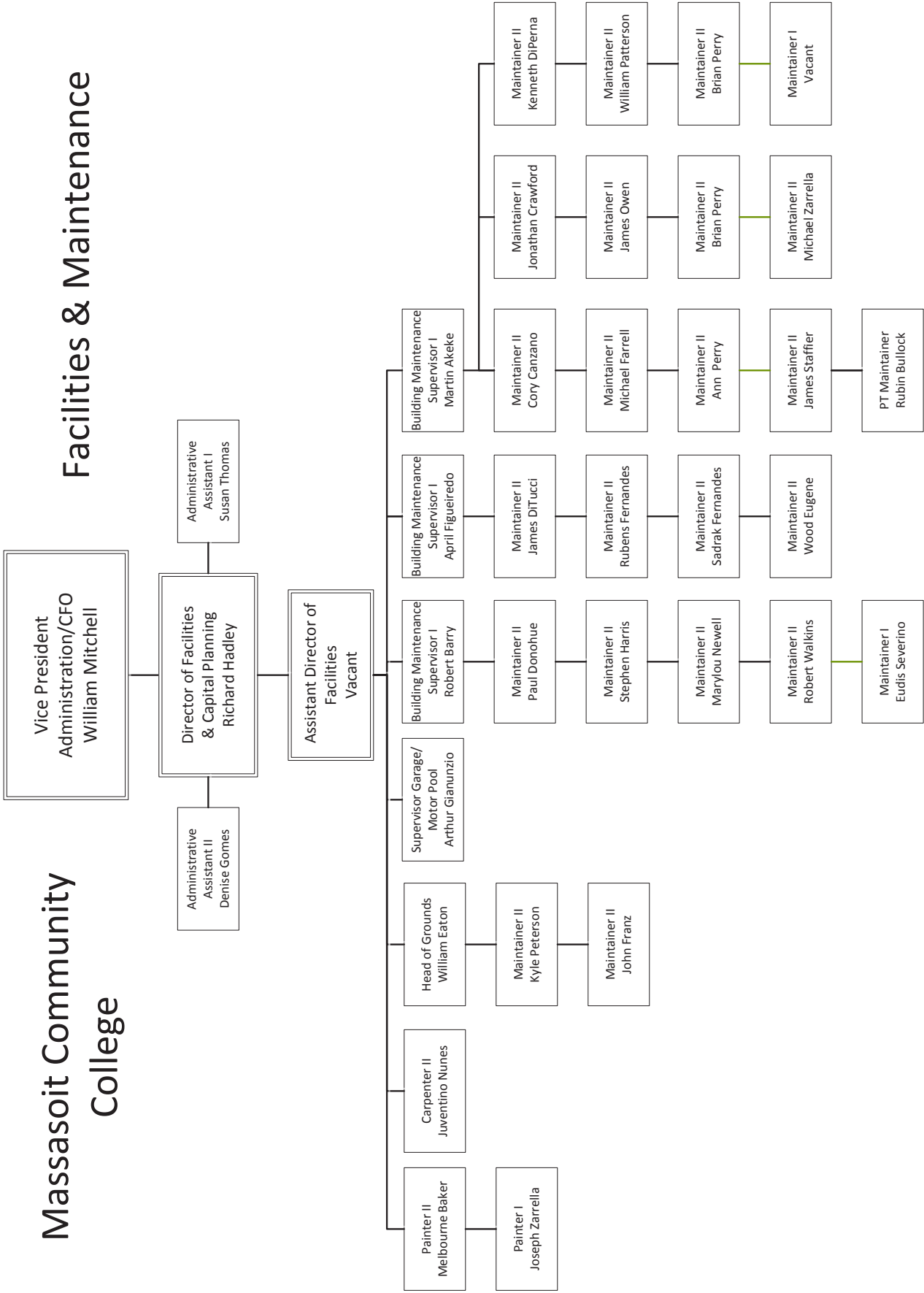


Massasoit Community College
Cafeteria Services

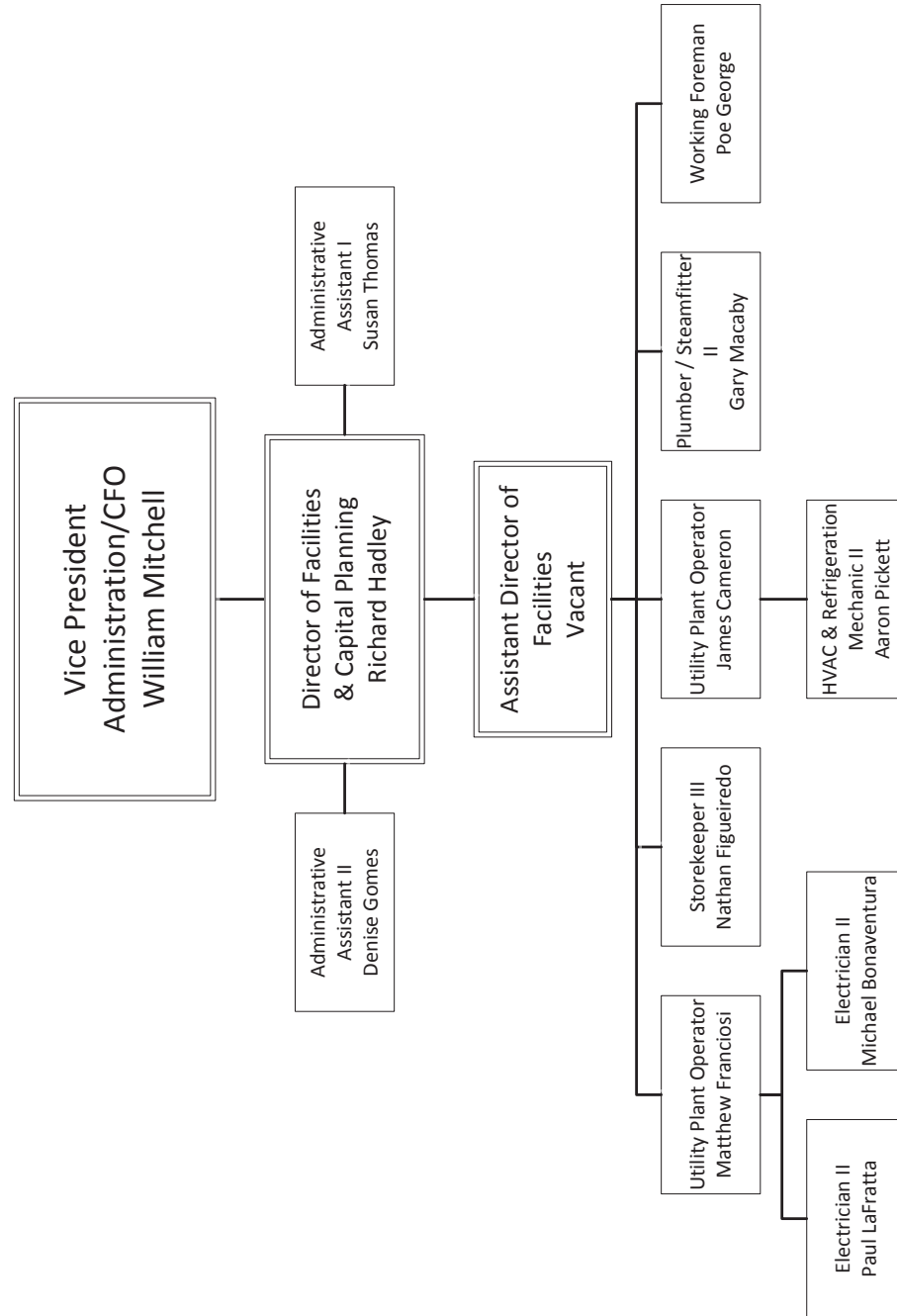


Massasoit Community College

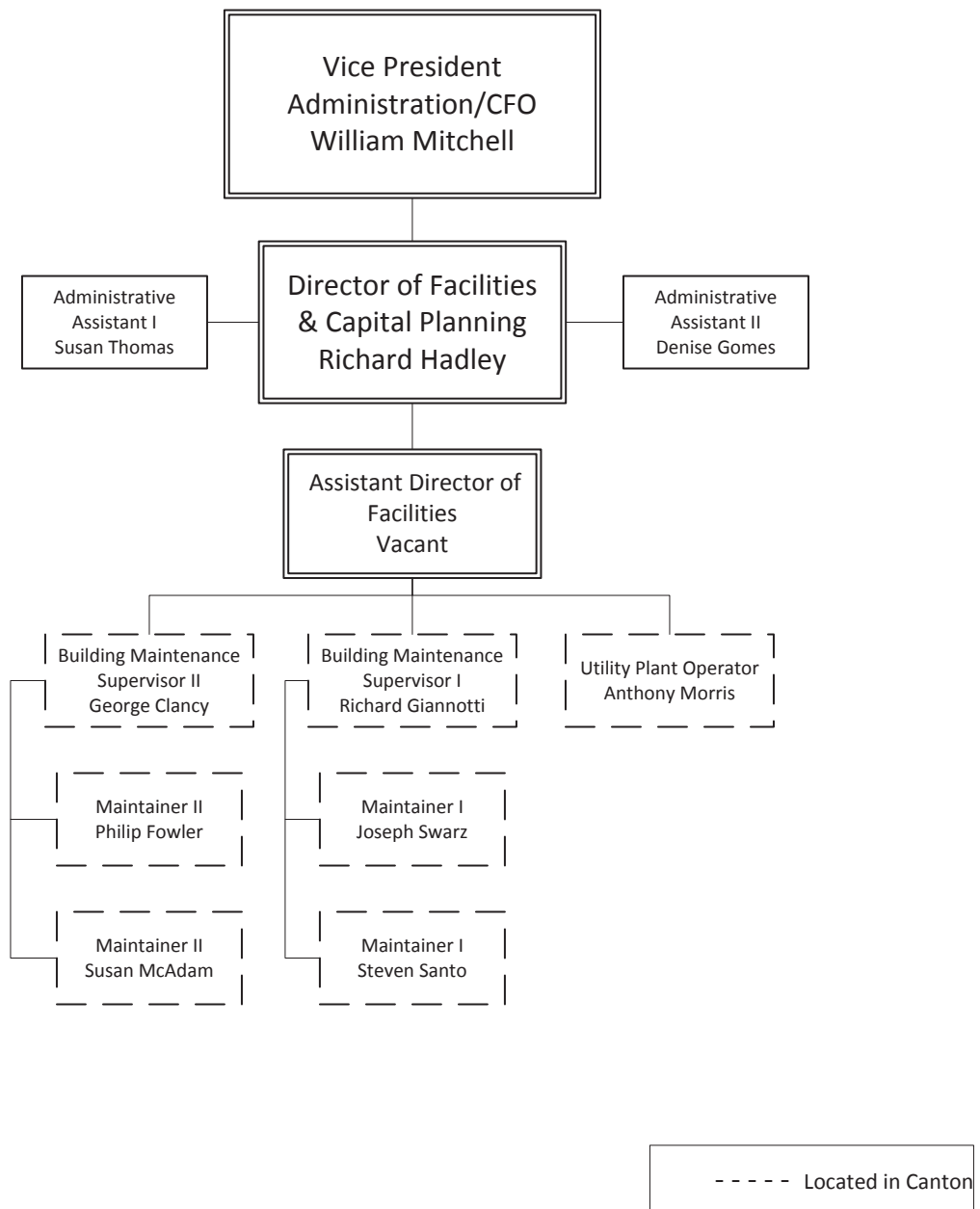
Facilities & Maintenance



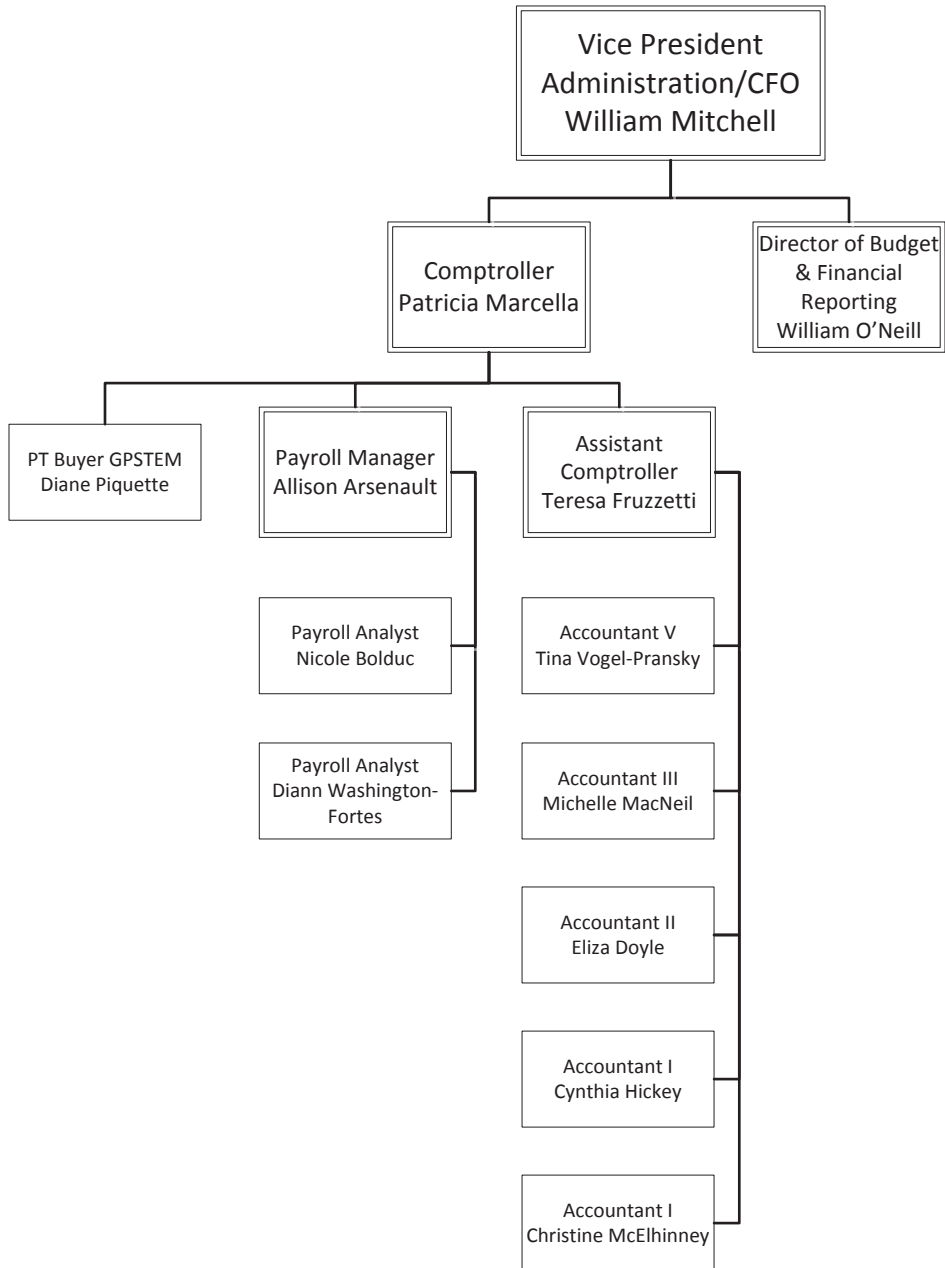
Massasoit Community College Facilities & Plant Operations



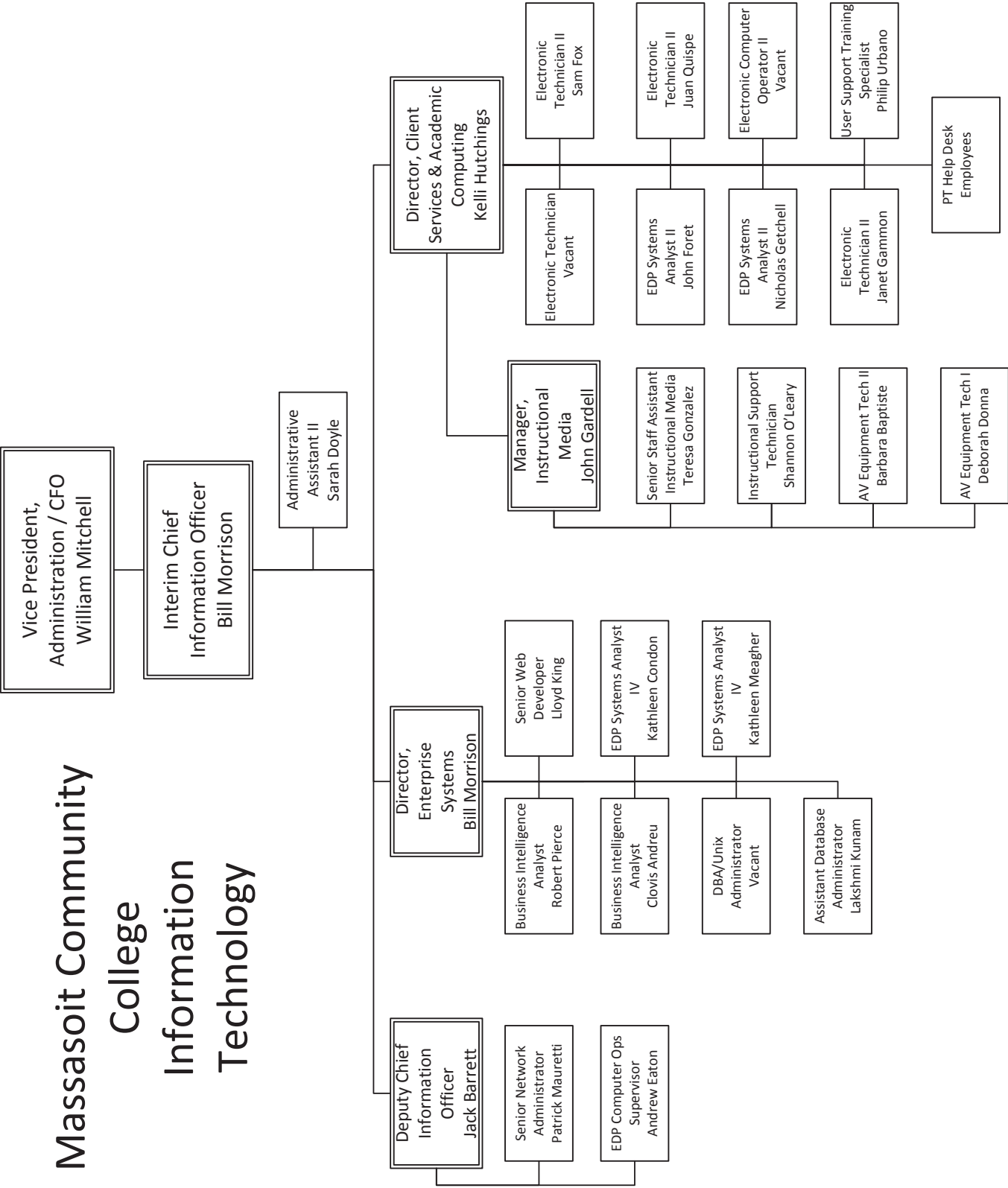
Massasoit Community College Canton Facilities



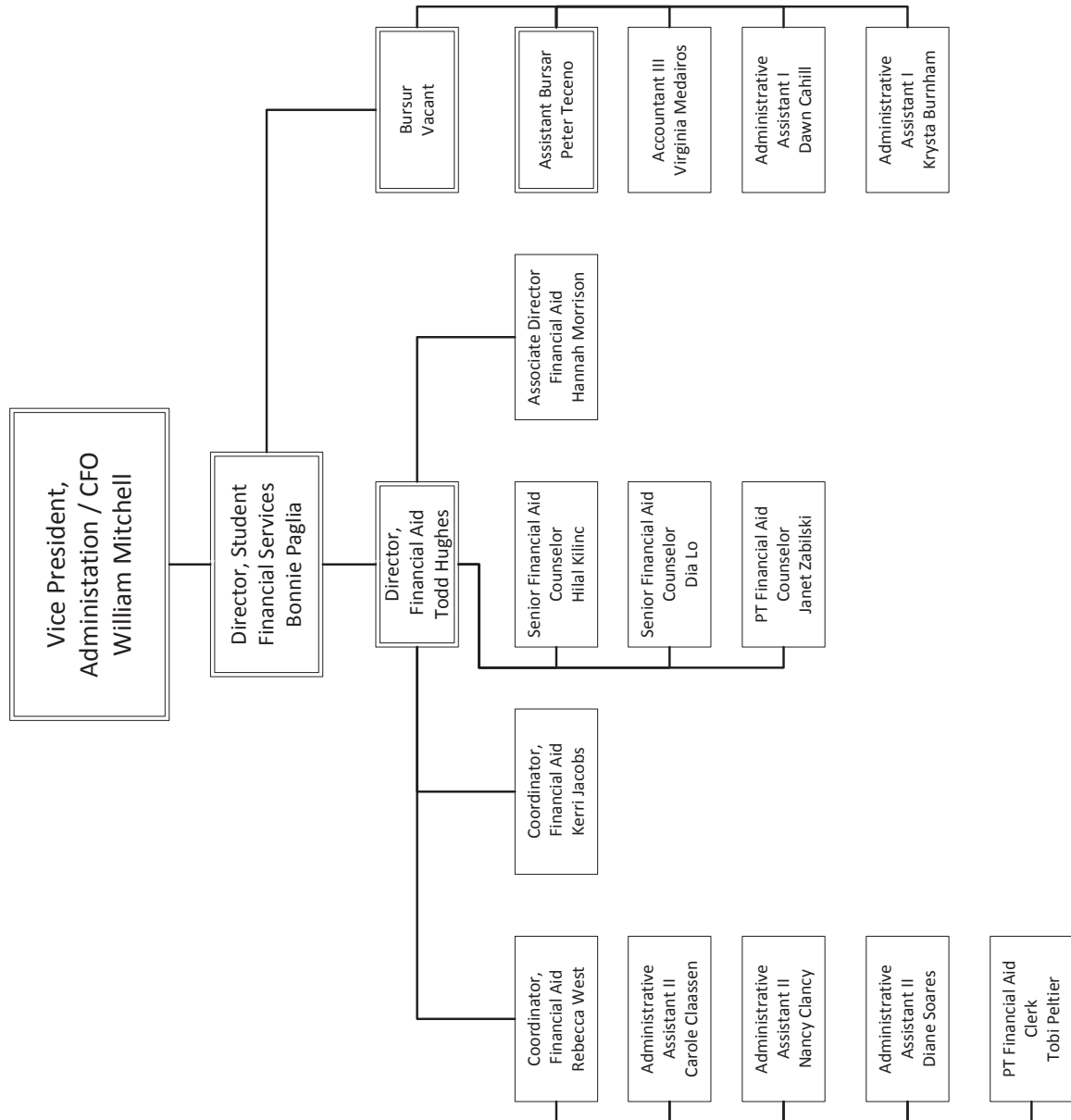
Massasoit Community College Finance



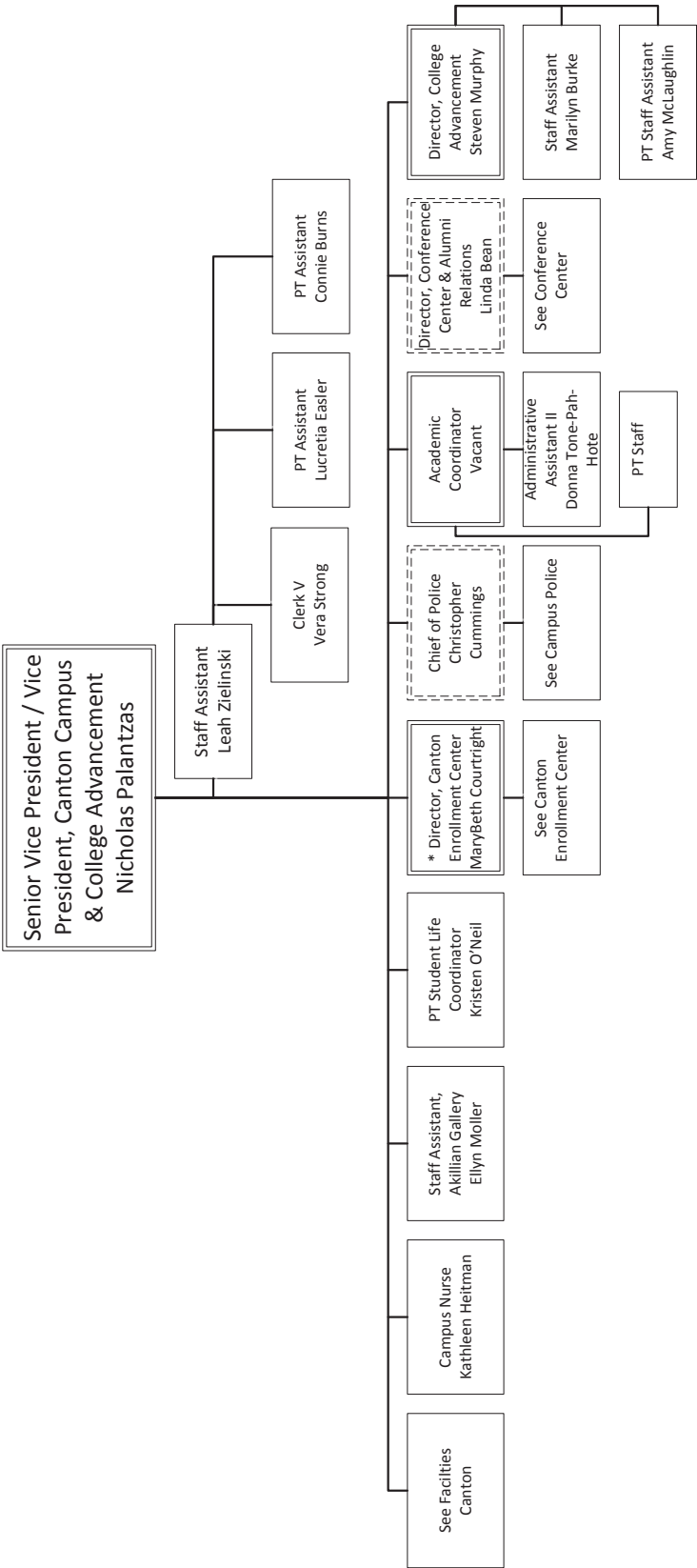
Massasoit Community
College
Information
Technology



Massasoit Community College Student Financial Services

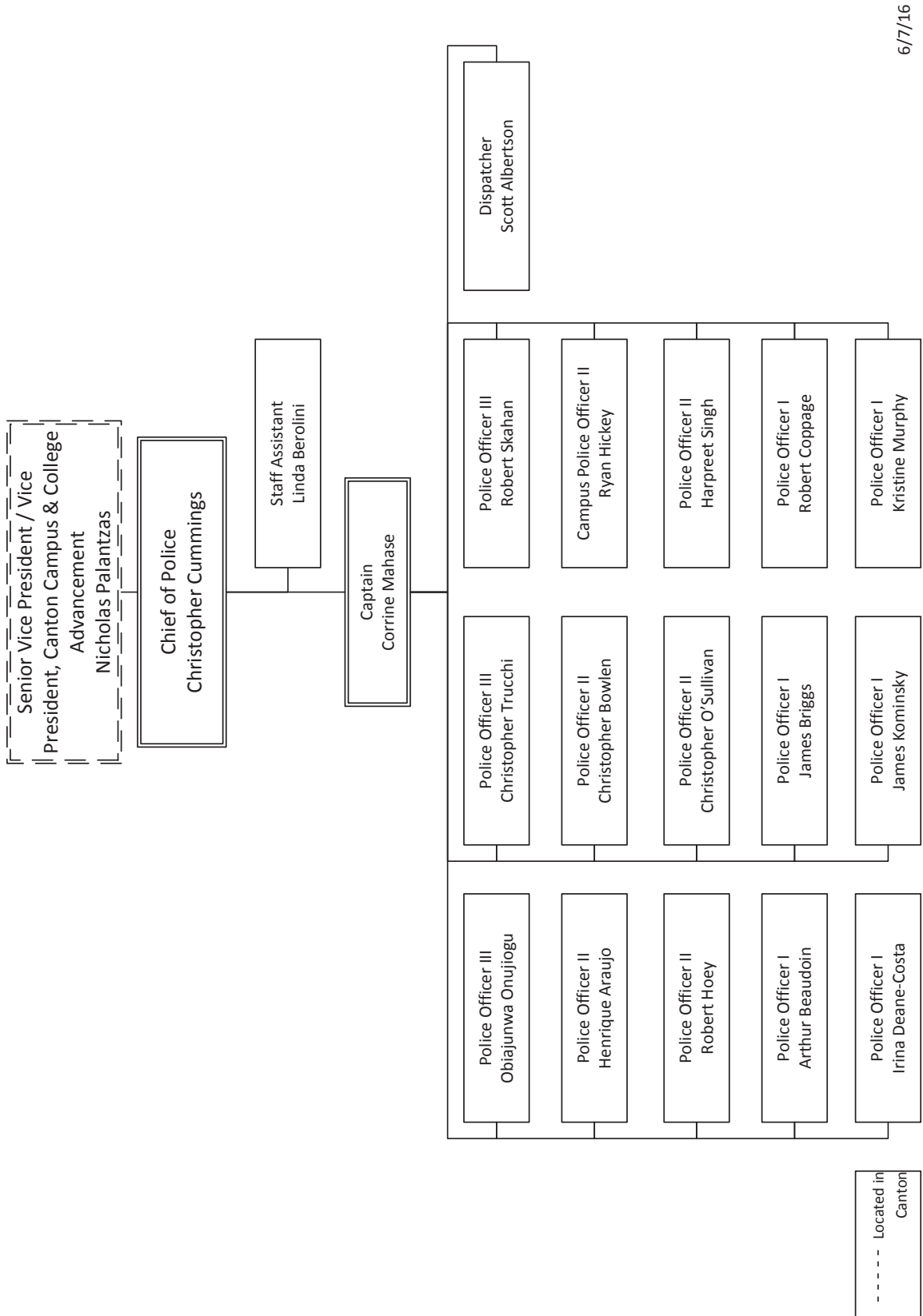


Massasoit Community College
Canton Campus



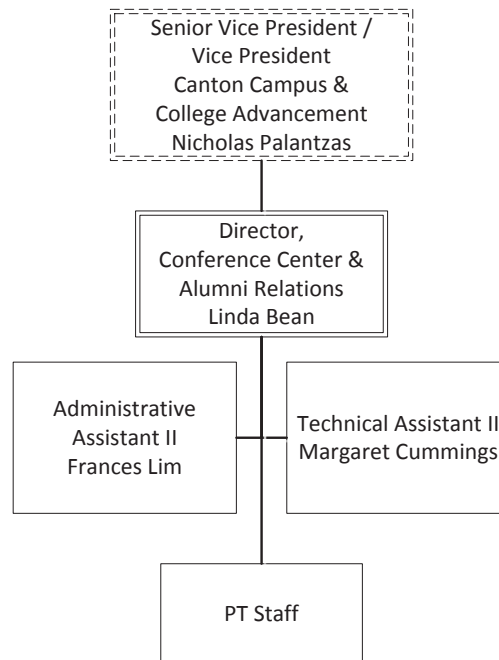
----- Located in Brockton
* Supervisor in Brockton

Massasoit Community College Campus Police



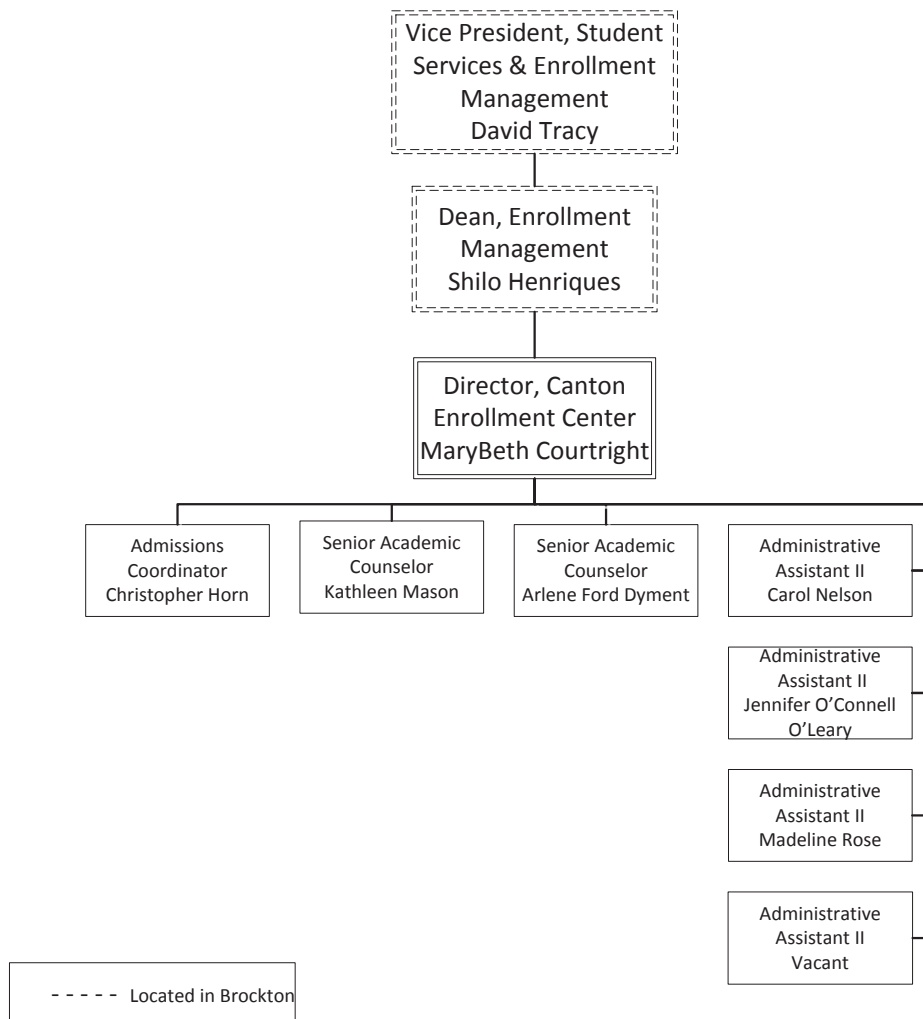
6/7/16

Massasoit Community College Conference Center



----- Located in Canton

Massasoit Community College Canton Enrollment Center



INTRODUCTION & PROCESS

INTRODUCTION

In fall 2013, the President appointed two faculty members as Co-chairs for the New England Association of Schools and Colleges (NEASC) Self-study. The Co-chairs met with the President and the Chief Academic Office (CAO), who was also the Senior Vice President, to review the accreditation process, develop a committee structure, and identify possible standard committee co-chairs. Each standard committee would be co-chaired by an administrator and a faculty member. The committee structure and members are included at the end of this section.

The Self-study Co-chairs, the CAO, the Standards Co-chairs, and the Associate Dean of Institutional Research served as the Steering Committee for the 2016 NEASC Self-study and site visit. For the kick-off event, the College devoted the fall 2014 convocation to introducing faculty, staff, and administrators to the accreditation process and timeline. Members from the Massasoit community volunteered for committees during the day's activities. Additionally, the Self-study Co-chairs created an online process to allow those not in attendance the opportunity to sign up for committees. After reviewing these requests, and with the goals of both maximizing participation and ensuring a variety of perspectives on each committee, final assignments were made. The President consulted with the Cabinet prior to final approval. Each standard committee consisted of a mix of administrators, staff, and faculty. The Self-study Co-chairs attended the NEASC self-study workshop, and the same Co-chairs and the CAO attended meetings and workshops on the revised standards adopted in January 2016.

During the first year of the process, committees met regularly. Their work focused on gathering evidence, creating outlines, and writing the first draft of each standard. To support the process and ensure participation beyond the committees to the entire College, the spring 2015 convocation was to be dedicated to self-study-related activities; however, the event had to be cancelled due to snow. With multiple snow days that semester and the need to make up class time, it was decided not to reschedule the convocation. An important activity that had been planned for convocation was an appraisal exercise that invited candid assessment of Massasoit's (MCC) strengths and challenges in each standard. Since we did not want to lose the opportunity for this discussion, the activity was transformed from an in-person one into an online one. The information from the activity was distributed to the standards committees to help them gauge where to start their appraisals.

Throughout the process, the Self-study Co-chairs reviewed outlines and drafts and provided feedback for each committee. Also, Pat O'Brien, NEASC senior vice president, led a workshop for the Steering Committee as it continued to write to the standards. In summer 2015, the Self-study Co-chairs held workshops in preparation for year two and for completing the committee work and drafts.

In order to share documents and information, the Steering Committee and committee members used Massasoit's learning management system (LMS), Canvas. Within the NEASC Canvas site, each committee had access to both its own space and shared spaces that contained self-study guidelines, timelines, and other information. The Self-study Co-chairs and designated Administrative Assistant from Academic Affairs helped upload workroom documents and meeting notes.

In the second year of preparations, committees revised the drafts and collected additional data. During summer 2015, contract negotiations for the statewide faculty and professional staff union, Massachusetts Community College Council (MCCC), became stalled. MCCC initiated a statewide Work-to-Rule (WTR) job action, in which the local chapters at all fifteen community colleges voted to participate, that lasted six months, from October 2015 through March 2016. To support WTR, committees did not meet, though the Co-chairs continued to collect data and write drafts and the Steering Committee met throughout WTR. As soon as WTR ended, committee work resumed and important activities followed. Committees became familiar with the new standards; conducted the Self-study Survey, which was designed with the guidance of the Associate Dean of Institutional Research; and completed the College-wide review of the drafts for each standard. Each committee was able to include questions in the survey to receive information it had not been

able to gather otherwise or to follow-up on issues that had arisen while reviewing drafts. There were two versions of the survey administered, one designed for faculty and staff (FSS) and one designed for students (SS).

To encourage College-wide feedback, the self-study drafts were available for discussion on multiple occasions and in varying formats. From late April through May 16th, the drafts were available online through the MyMassasoit portal, which included an easy process for providing anonymous comments. At the spring convocation on May 16, 2016, the Standards Co-chairs hosted open forum discussions and handed out confidential comment sheets for further feedback. Once the committees were able to digest the comments and survey results, they completed and submitted final drafts on June 1. The Self-study Co-chairs reorganized the drafts into the nine new standards.

Accreditation Liaison

Barbara McCarthy, Vice President of Academic Affairs

Self-study Committee Chairs:

Rita Jones-Hyde, Professor of English, Humanities and Fine Arts Division

Lori Pennel, Professor of Business, Business and Technology Division

NEASC Standards Committees

Standard One: Mission and Purposes

Sawsan Zahara, Co-chair, Humanities and Fine Arts Division

Douglas Brown, Co-chair, Dean, Mathematics and Science Division

Erin Hart, Coordinator, Writing and World Language Center, Academic Resource Center

Hollyce States, Associate Dean, Grants and Sustainability

Peter Meggison, Faculty, Business and Technology Division

Maryellen Brett, Associate Dean, Corporate and Community Education Division

Susan Martelli, Faculty, Humanities and Fine Arts Division

Panteha Sanati, Faculty, Humanities and Fine Arts Division

Katherine Walo, Associate Registrar, Registrar's Office

Jillian Giguere, Laboratory Technician, Mathematics and Science Division

Kim Joy, Administrative Assistant, Mathematics and Science Division

Standard Two: Planning and Evaluation

Alexander Cotter, Co-chair, Faculty, Mathematics and Science Division

Raelyn Lincoln, Co-chair, Assistant to the President

Mary Goodhue-Lynch, Associate Dean, Institutional Research

Patricia Lynch, Associate Dean, Experiential Learning, Civic Engagement and Perkins Grant

Peter Johnston, Dean, Academic Advising and Assessment

Susan Hall, Faculty, Humanities and Fine Arts Division

Mary Harris, Director, Grants Department

Paul Weeden, Faculty, Business and Technology Division

Douglas Walo, Director, Middleborough Instructional Site

Maria Fernandes, Associate Dean, Academic Affairs

Standard Three: Organization and Governance

Lisa Coole, Co-chair, Faculty, Public Service and Social Sciences Division

Nick Palantzas, Co-chair, Senior Vice President and Vice President of the Canton Campus and College Advancement

Lisa Lowery, Vice President, Human Resources

James Tressel, Faculty, Mathematics and Science Division

David LaFontaine, Faculty, Humanities and Fine Arts Division

Paul Chiano, Faculty, Public Service and Social Sciences Division

Cathy Boudreau, Faculty, Business and Technology Division
Steve Murphy, Director, College Advancement and Alumni Relations
Pauline Aiello, Coordinator, Library Services
William Morrison, Director, Enterprise Systems, Information Technology
Richard Cronin, Consultant to the President

Standard Four: Academic Program

Drew Dunphy, Co-chair, Faculty, Humanities and Fine Arts Division
Carine Sauvignon, Co-chair, Dean, Emergent Technology Division
Mark Walsh, Faculty, Humanities and Fine Arts Division
Tracey Schaub, Faculty, Humanities and Fine Arts Division
Rebecca Coco, Faculty, Humanities and Fine Arts Division
Deanna Yameen, Dean, Humanities and Fine Arts Division
Donna Wright, Faculty, Business and Technology Division
Christine Hall, Faculty, Nursing and Allied Health Division
Christopher DiGiovanni, Faculty, Public Service and Social Sciences Division
Patrick Faiella, Faculty, Public Service and Social Sciences Division
Rose Paquette, Dean, Corporate and Community Education Division
Jennifer Hohl, Research Associate, Institutional Research
Kathleen Berry, Instructional Technology Specialist, Business and Technology Division
Cathy Brogna, Coordinator, Disability Services, Academic Resource Center
Christina Alves, Director, Gateway to College
Rachel Zyirek, Librarian, Library Services
Jannie Gilson, Registrar, Registrar's Office

Standard Five: Faculty

Martha Desilva, Co-chair, Faculty, Nursing and Allied Health Division
Lynda Thompson, Co-chair, Dean, Business and Technology Division
Karyn Boutin, Dean, Public Services and Social Sciences Division
Rebecca Shipman, Faculty, Public Services and Social Sciences Division
Andrea Frank, Faculty, Public Services and Social Sciences Division
Davis Mertz, Faculty, Public Services and Social Sciences Division
Anne Marie Perry, Public Services and Social Sciences Division
Leigh Bennett, Faculty, Humanities and Fine Arts Division
Kathleen Pahl, Faculty, Humanities and Fine Arts Division
Deborah Rosenthal, Faculty, Humanities and Fine Arts Division
Alex Frye, Faculty, Mathematics and Sciences Division
Ellen Shave, Faculty, Business and Technology Division
Marco Dacaret, Adjunct Faculty, Business and Technology Division
Donna Sullivan, Faculty, Nursing and Allied Health Division
Christina Bermingham, Faculty, Public Service and Social Sciences Division

Standard Six: Students

Kerryn Snyder, Co-chair, Coordinator, Mathematics Services, Academic Resource Center
David Tracy, Co-chair, Vice President, Student Services and Enrollment Management
Todd Hughes, Director, Financial Aid
Joseph Harris, Coordinator, LATCH Program, Humanities and Fine Arts Division
Nancy Sullivan, Dean, Enrollment Management
John Conway, Research Assistant, Institutional Research

MASSASOIT COMMUNITY COLLEGE

Kathleen Reid, Director of Student Life
Henry Bradford, Faculty, Business and Technology Division
Elizabeth Morrell, Professor, Humanities and Fine Arts Division
Jennifer Dziuba-Leatherman, Faculty, Public Service and Social Sciences Division
Alvin Riley, Interim Dean of Students
Alessandra Monteiro, Interim Director, TRIO Support Services
Julie McNeill-Kenerson, Counselor, Disability Services, Academic Resource Center
Cheryl Ryan, Staff Assistant, Gateway to College
Sharice Miles, Coordinator of Educational Services, Gateway to College
Hannah Morrison, Associate Director of Financial Aid/Systems Manager
Tuuli McElroy, Coordinator of Cooperative Education, Internships, Experiential Learning
Julie Mulvey, Director, Athletics

Standard Seven: Library and Other Information Resources

Christopher Galante, Co-chair, Faculty, Public Service and Social Sciences Division
Joanne Jones, Co-chair, Director, Library Services
Jennifer Rudolph, Coordinator, Library Services
Jen Parker, Library Assistant, Library Services
Patricia Naughton, Director, Library Services
Al Williams, CIO, Information Technology
Anne Scalzo-McNeil, Dean, Nursing and Allied Health Division
Marie McDonnell, Director, Academic Resource Center
Charlotte Hinds-Manick, Faculty, Nursing and Allied Health Division
Michael Mezzano, Faculty, Public Service and Social Sciences Division
Robin Peery, Faculty, Humanities and Fine Arts Division
David Hirschy, Faculty, Emergent Technology and Humanities and Fine Arts Divisions
David Speicher, Adjunct Faculty, Humanities and Fine Arts Division
Colleen Spence, Director, Testing and Assessment

Standard Eight: Physical and Technological Resources

Janet Brown-Sederberg, Co-chair, Faculty, Business and Technology Division
Kelli Hutchings, Co-chair, Director of Client Services and Academic Computing, Information Technology
April Hill, Coordinator of Instructional Technology, Online Learning
Sara Goke, Faculty, Humanities and Fine Arts Division
Rich Hadley, Director, Facilities and Capital Planning
Mary Lou Nesson, Coordinator, Library Services
Lorna Rodio, Reference Librarian, Library Services
Jane DeVoe, Faculty, Mathematics and Sciences Division
Andrea Torres, Faculty, Mathematics and Sciences Division
Henry DiCarlo, Professor, Public Service and Social Science Division
David Bassett, Adjunct Faculty, Mathematics and Science Division
Nancy Milka, Administrative Assistant II, Business and Technology Division

Standard Nine: Financial Resources

Donald Peterson, Co-chair, Faculty, Business and Technology Division
William Mitchell, Co-chair, Vice President of Administration/CFO
Kelly Carrico, Assistant to the Vice President of Academic Affairs
William O'Neill, Director of Budgeting and Financial Reporting
Pattiann Daniels, Administrative Assistant, Institutional Research

Steve Litcoff, Associate Director of Corporate Education, Corporate and Community Education Division
Patricia Ball, Faculty, Business and Technology Division
Richard Nagle, Faculty, Public Service and Social Sciences Division
Phillip Sheppard, Executive Director of External Relations

Standard Ten: Public Disclosure

Kendra Twomey, Co-chair, Faculty, Mathematics and Science Division
Laurie Maker, Co-chair, Executive Director, College Communications
James Lynch, Director of Marketing, College Communications
Edward Krasnow, Interim Director, TV, Radio, Media Services
Michelle Hughes, Director, Admissions
Paul Key, Associate Director, Community Education, Corporate and Community Education Division
Linda Aspinwall, Director, Adult Basic Education
Philip Urbano, User Support Training Specialist, Information Technology
Elizabeth Marconi, Faculty, Humanities and Fine Arts Division
Joseph Wolk, Associate Registrar, Registrar's Office

Standard Eleven: Integrity

Melissa Winchell, Co-chair, Faculty, Humanities and Fine Arts Division
Yolanda Dennis, Co-chair, Executive Director of Diversity and Inclusion
Maralyn Mason, Dean of Students
Christopher Cummings, Chief of Police
Laurel Santini, Faculty, Humanities and Fine Arts Division
Palma Cortese, Faculty, Humanities and Fine Arts Division
Kate Caffrey, Faculty, Humanities and Fine Arts Division
Alison Smith, Administrative Assistant II, Humanities and Fine Arts Division
Lisa Zinsuis-Supka, Faculty, Humanities and Fine Arts Division
Balbina Cardoso, Coordinator of Student Services, Gateway to College
Rita Spinola, Title III Director, Academic Affairs
Donna Boissel, Director, Human Resources
Susan Bailey, Staff Assistant, Student Services
Bonnie Paglia, Director of Student Financial Services

Institutional Overview

Massasoit Community College (MCC) is proud to be celebrating its 50th anniversary this year. Massasoit is one of fifteen community colleges in Massachusetts. All were founded in the 1960s during a period of significant expansion of public higher education and of community colleges in particular. MCC held its first classes in September 1966 in the Charles M. Frolio School in North Abington. At that time, the College had 358 students and 22 faculty members. The first graduating class consisted of 137 students. Since then, the College has moved to its permanent location in Brockton and expanded to its second campus in Canton and its instructional site in Middleborough. Massasoit currently offers 44 associate degree programs in arts, sciences, and applied sciences; 26 certificates; and three Board of Higher Education (BHE) certificates. The College also offers non-credit workforce development certificates; corporate training courses; adult basic education; personal enrichment classes; theater and concert performances; and programs for high school students, younger children, and seniors. In fall 2015, Massasoit enrolled 7,637 students for credit. In addition, more than 3,000 students enrolled in non-credit community education or workforce development courses.

The Brockton Campus, Massasoit's largest location, sits on over 100 acres in the southeastern corner of the city of Brockton and is comprised of 12 buildings totaling 405,416 square feet, four parking lots, and three athletics fields. The College's commitment to sustainability can be seen in its sustainable landscaping, use of native plants, and popular

edible garden, where anyone walking by is welcome to sample whatever is ripe or head home with some fresh herbs.

Adjacent to the Brockton campus is The Conference Center at Massasoit, which opened in 1997. It is a full-service conference facility, hosting a variety of workshops, community events, and College functions. It also houses Massasoit's Corporate and Community Education Division, and provides a functioning commercial kitchen in which the MCC Culinary Arts students can practice and hone their skills.

The Canton Campus, located in the Blue Hills, encompasses 18 acres and includes one building of 125,239 square feet and two parking lots with 431 parking spots. The Canton Campus houses the Milton Art Museum and Akillian Gallery, which often features art exhibits created by alumni artists, and hosts Massasoit's Arts Festival each spring.

The Middleborough Center celebrated its fifth anniversary last year and consists of one leased building of 17,930 square feet in downtown Middleborough. The College was able to expand its physical location to Middleborough through a public/private partnership with Health Education Partners (HEP), who works directly with the town of Middleborough to manage the facility. MCC also offers classes in satellite locations in Plymouth (at the Plymouth Area Chamber of Commerce and the South Shore Community Action Council building) and Marshfield.

Significant Developments Since Submission of the Fifth-year Report

Continued Expansion and Growth: There has been significant enrollment and programmatic growth at the Middleborough Instructional Site, which is discussed in detail in the next section. Course offerings are available at two sites in Plymouth, and, beginning this fall, at Marshfield High School. Our Gateway to College program has increased its partnering school districts from two in 2007 to 13 today, and other dual enrollment offerings have grown significantly in the past three years. Increased bus service has been added to improve accessibility to the Canton Campus from the surrounding communities and public transit stations.

Fiscal Climate: A continued shift in public policy has resulted in lower state appropriations to public higher education institutions that translates into higher tuition and fee costs to students. MCC does compare favorably among the 15 Massachusetts public community colleges, as recent comparative data shows us to be slightly below the average in mandatory tuition and fees. Also, we have sought and received major grants to launch initiatives, expanded continuing education offerings and revenue, and awarded over \$477,000 in institutional student aid over the past four fiscal years. A public-private partnership with Higher Education Partners (HEP) allowed us to expand in Middleborough and to create in its lower level a state-of-the art Emergency Medical Services suite.

Major Grants: We have been awarded major grants (U.S. Department of Education Title III; U.S. Department of Labor Trade Adjustment Assistance Community College Career Training [TAACCCT IV]; Massachusetts Science, Technology, Engineering, and Mathematics [STEM] Starter Academy) that are allowing us to open a professional development center designed to serve all faculty and staff; to develop a new intrusive advising model that facilitates early alerts and closer tracking of at-risk students; to purchase software to support the new advising model; to adopt Complete College America completion strategies; and to enhance STEM programming in multiple ways.

Academic Programs: New programming in engineering, veterinary technology, paramedic, computer science, social science, and security studies are meeting both workforce and transfer needs. The Associate in Applied Sciences degree in veterinary technology program includes an innovative partnership with Norfolk County Agricultural High School that includes site sharing and an early college program. Massasoit is fully participating in statewide programs that benefit our transfer students, such as MassTransfer Pathways and the Commonwealth Commitment.

Development and Adoption of New Core Competencies: In 2014, Massasoit adopted revised core competencies that highlight the areas of knowledge Massasoit graduates should demonstrate prior to graduation: Written Communication; Quantitative Literacy; Oral Communication; Critical and Creative Thinking; Civic Engagement; Information Literacy; Global Learning; and Integrative Learning. The competencies align with the LEAP VALUE

rubrics developed by the American Association of Colleges and Universities (AAC&U) and are serving as the foundation for a gradual re-alignment of Massasoit's academic program. Our goal is to ensure that while students develop mastery of the content, theories, and methods of a particular area of study, they also acquire mastery of the core academic proficiencies needed for future success.

Curricular Redesign in Writing, Mathematics, and Science: Faculty in writing, mathematics, and science have redesigned curricula to deepen learning and accelerate progress. All curricula were piloted and are now into broader implementation. In the sciences, the summer STEM Starter Academy provides recent high school graduates, who will be attending Massasoit in the fall, the opportunity both to complete developmental math at the same time they are introduced to hands-on scientific research and to engage in STEM career exploration.

The Vision Project: The Massachusetts Board of Higher Education launched the Vision Project in 2010. Six of its seven strategic priorities are highly relevant to community colleges and were easily integrated into Massasoit's strategic plan: (1, 2) increasing college participation and degree completion; (3) closing achievement gaps; (4) increasing use of assessment results; (5) aligning programming with workforce needs; and (7) preparing citizens. The annual report includes performance outcomes of the MA public higher education system in advancing the priorities and provides statewide and national comparative data.

Increased Services to Students: In the last three years, we have expanding services for students, having opened a Veterans' Center; established a minority male mentoring program; created a food bank; and initiated an emergency fund for homeless students through the MCC Foundation. The Brockton Academic Resource Center's recent renovation provides group study rooms that are available to students to organize their own study sessions, group meetings, or other meetings. In March 2015, the College hired a Director of Minority Male Mentoring and First-year Experience who launched the Ubuntu Scholars Program in September 2015. The Ubuntu Scholars Program provides a structured, year-long curriculum designed to connect students to both the various resources and services offered at Massasoit and a network of positive peers and experienced professionals from the greater community who serve as mentors.

Renovation of the Student Center: The College has undertaken an aggressive approach to renovating spaces that provide critical student support services. Since spring 2013, MCC has renovated approximately 30,000 square feet of space and created state-of-the-art facilities for student support services, such as Counseling and Advising; Disability Services; Veterans' Services; Testing and Assessment; Academic Resource Center; Internship Office; Career Planning and Placement; Women's Resource Center; Center for Lifelong Learning; computer labs; and meeting space. Approximately 98% of students visit this space at least once, and most visit multiple times and benefit from a range of services offered in those areas.

College Safety: Massasoit's Police Department has received national attention for its overall excellence and for the proactive approach it takes to college safety. The Department was ranked 11th out of the top 25 college and university police departments by the National Campus Safety Summit in 2015. The MCC Police Department, through its Drug Abuse, Prevention, and Response Program, was one of the first college and university police departments to be equipped with NARCAN. We also provide our community with a safe, secure, and confidential place to discard unused prescriptions in a drug drop box. The Department's safety programs and campaigns include Active Shooter Training and Sexual Assault Prevention. The Department also offers a program to teach men to resist engaging in violence, and was the first amongst colleges and universities in Massachusetts to offer such a program.

Aging Physical Plant: Like many public entities, Massasoit faces challenges maintaining and updating an aging facility. The College follows the Massachusetts Board of Higher Education policy that directs public higher education institutions to spend at least 5% of their annual projected operating revenues on adaptation and

renewal projects. Massasoit has also received resource assistance from the Commonwealth to replace roofs and repair parking lots. In addition, Massasoit partnered with the Division of Capital Asset Management and Maintenance (DCAMM) to undertake an energy savings project that allowed us to replace lighting, water fixtures, and 62 heating and air conditioning roof-top units with more energy efficient equipment. The project also enabled the College to install sophisticated controls to further increase energy efficiency. There was no net increase in cost to the College, and the annual energy savings offset the annual cost of the capital investment. The College has partnered with DCAMM, The University of Massachusetts system, the nine state universities, and the 15 community colleges to work with Sitelines to document the significant deferred maintenance issues at all institutions within the Massachusetts public higher education system.

Sustainability: A commitment to sustainability has become a part of Massasoit's mission and is one of the priorities in the strategic plan. Sustainable landscaping is highly evident at the Brockton Campus, while less evident are the recycling and energy savings strategies at work across the College. The use of software such as Interview Exchange has significantly decreased the paper used in employee hiring, and there are a variety of ways that departments and individuals contribute to our sustainability goals and aspirations.

Purchase of Christo's and delayed Allied Health Building: On November 20, 2013, Governor Deval Patrick formally announced a \$27.4 million appropriation for the construction of a Health Sciences building for Massasoit Community College. On May 29, 2014, DCAMM, on Massasoit's behalf, officially closed on the property that formally housed Christo's Restaurant. It borders Massasoit's Conference Center and is directly across from MCC's north entrance. In June 2015, the Baker Administration announced a slow-down of capital projects as it assessed the need of each. Massasoit's project had completed its study phase, but had not yet started its design. In recognition of Massasoit's continued critical need for additional space, DCAMM undertook a second study in October 2015. This study confirmed that neither renovation of nor addition to existing space would meet the College's needs. In May 2016, the College was disappointed to hear that the funds for design and construction would not be in the FY2017 capital projects budget. We will continue with the strategies we have been using to manage our space needs: use space as efficiently and creatively as possible; use grant funds to update equipment in some of our programs; and continue advocating for the building.

Table of CIHE Actions

Date of CIHE Letter	Detailed Actions, Items of Special Attention or Concerns	CIHE Standards Cited	Self Study Page Number
11/22/11	Implementing self-assessment for examining the BOT's effectiveness.	Standard 3: Organization & Governance (3.4)	Pg. 9
11/22/11	Updating progress made in the implementation of the Middleborough Center site, with particular attention given to the institution's in assuring that academic advising meets the needs of all students, marketing the Center to increase enrollment and ensure financial stability, and using outcomes assessment to make improvements in the courses offered at the site.	Standard 4: The Academic Program (4.49) Standard 5: Faculty (5.19) Standard 9: Financial Resources (9.3)	Pg. 10

AREAS OF SPECIAL EMPHASIS

As outlined in the table above, when our fifth-year interim report was accepted, the Commission requested the fall 2016 self-study emphasize the Board of Trustees' self-assessment, and progress made at the Middleborough Center Instructional Site in "academic advising, marketing to drive enrollment and ensure financial stability, and improving course offerings at the site."

Board of Trustees' Self-Assessment

The Massasoit Community College Board of Trustees (BOT) engages in both formal and informal self-assessment. Formal assessment typically occurs through each board member completing a survey and the BOT regularly reviewing its by-laws. In 2009, the Board utilized an instrument adapted from the Association of Community College Trustees (ACCT) to assess its effectiveness. The survey results reflected the Board's overall sense that it operates effectively, interacts well with the college administration, and receives appropriate support from the institution. None of the areas assessed indicated need for significant change or improvement.

In 2016, the Board again employed an instrument based on the ACCT framework to conduct a self-assessment (2016 BOT Self-Evaluation Survey). The survey results (2016 BOT Self-Evaluation Results) indicate that the BOT feels it is knowledgeable about the institution's mission and purpose, bases its decisions on the best interests of the students and the community, encourages partnerships across sectors, and is committed to equal opportunity and the success of all students. The data also demonstrates that the Board feels it has a strong, respectful, productive, positive, and collaborative relationship with the President and senior administration; monitors performance on safety and security policies; and understands its roles and responsibilities. Additionally, the responses reveal that the Board feels it spends more time on administrative matters than on those of policy and some responses to the open-ended questions suggest that the Board feels it could do more in its advocacy and fundraising roles for the institution. Overall, the data paints a picture of a board that sees itself as effective in its duties across all areas, working together collaboratively and respectfully to solve problems and conduct its work.

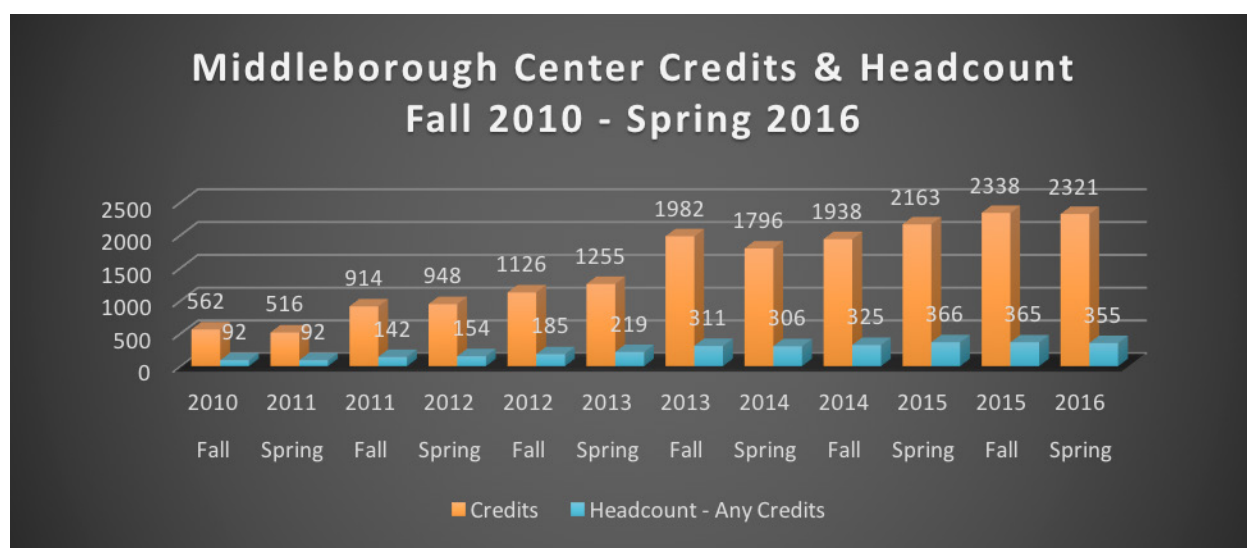
At a retreat in mid-October 2016, the Board will use the data gathered through this self-evaluation to craft strategies to address areas it identified as needing enhancement. It will also assess the usefulness of the self-evaluation instrument, process, and timeline to determine changes for the next self-evaluation effort. Additionally, the Board will use time at this retreat to review the by-laws and amend as needed and appropriate. The BOT looks forward to discussing the outcomes of the October retreat with the visiting team in November.

Informal assessment takes place more frequently through annual board retreats, which typically take place in the fall and spring of each year. Through these retreats, board members are provided with professional development, training on trusteeship, and education about issues and trends facing higher education generally and community colleges specifically. Time is also built into the retreat agendas for the BOT to consider its procedures and activities. At the November 2014 retreat, for example, the Board engaged in a discussion about the format of the monthly board meetings. Through that discussion, board members identified several changes that would make the monthly meetings more effective. The Board decided that the start time would change to a half-hour later so that the meeting was not interrupted by the dinner. Meetings would be held to two hours, as much as possible, so that fatigue did not set in; agendas would be crafted and meetings managed to meet this time frame. All materials and presentations, including executive summaries, would be included in the board package sent out in advance of the meeting, so that board members could review the materials, consider them in a meaningful way, and form their questions and concerns more thoughtfully. Items requiring a vote would be voted upon directly following their presentations rather than being held until the end of the meeting. This change would ensure the matter and its details were fresh in the trustee's mind rather than up to two-hours from it. The Board also decided to abolish two of its committees, since they were comprised of all members of the Board and had no role outside the regular board meetings.

While it is clear that the BOT does engage in self-assessment, it would benefit from a more codified schedule of self-review and formalized process for acting upon the data gleaned from that effort. This year's process of self-assessment is a significant step toward that goal.

Middleborough Center

Massasoit Community College opened the Middleborough Center at the former Lincoln D. Lynch Elementary School in fall 2010 to a groundswell of local community support. With one computer lab, three classrooms, and a small student lounge, the Middleborough Center served 92 credit students in its first term. The Center has since undergone two space expansions thanks to the financial investment of Higher Education Partners (HEP). The first, in spring 2012, added two new classroom spaces and a biology lab. This investment allowed students to complete several associate's degree programs at the Middleborough Center without needing to take any courses in Brockton or Canton and led to substantial enrollment growth. The second expansion during the winter and spring 2014 created a state-of-the-art Emergency Medical Services (EMS) Suite, Ambulance Simulation Lab, and one additional classroom. Enrollment has consistently grown throughout the Middleborough Center's brief history, both in terms of overall credits and headcount.



Student Services and Enrollment Management

Massasoit explored several models for delivering student services and enrollment management functions to students at the Middleborough Center, varying from a model that rotated Brockton staff through the Center to an eventual hourly Enrollment Specialist working initially 12 hours per week, later expanded to 18. With the vision of strategically building a one-stop Enrollment Center as enrollments expand over time, the Middleborough Center introduced its first administrative staff enhancement in July 2015 with the hiring of a full-time Enrollment Counselor. The position is primarily responsible for admissions, registration, and academic advising functions. This addition has had a profound impact on the Middleborough Center. By having a fully dedicated staff member focused on the needs of prospective and current students, students feel much better served with individual support and attention. In fact, the Middleborough Center Enrollment Counselor has held more student advising appointments during the past year than all but one Academic Counselor at Massasoit's Brockton Campus—1,356 appointments, which is 5.2 per weekday. Recruitment and retention efforts have logically improved, which has in part driven enrollment up, despite projected declines across the Commonwealth. The Enrollment Counselor has made it possible to enhance Massasoit's presence at local high schools, staffing monthly lunchtime admissions tables at two area high schools with plans to expand to other neighboring schools in the 2016-2017 academic year. Finally, the presence of a full-time Enrollment Counselor has freed up the Director's time to allow him to more appropriately lead strategic expansion and planning efforts for not only these functional areas, but also high school and community outreach and partnerships, facilities and maintenance, technology, and academic planning.

In addition, Massasoit has expanded the frequency and variety of timing for assessment testing and new student orientations at the Center, which has contributed to expanding enrollment. The ability to print schedules, invoices, transcripts, and student IDs at the Center are all improvements to the student experience. A pilot program for tutoring

services in mathematics, biological sciences, and writing across the curriculum begins fall 2016, as does an hourly disability services proctor to support the execution of student testing accommodations. Finally, we extend library services to our Middleborough Center students via a variety of online research tools, and a reference librarian makes classroom visits each term to introduce these resources to students.

Marketing

The Middleborough Center is fully integrated into Massasoit's traditional marketing media, such as the website, newspaper and radio advertising, and print materials like course brochures. There have been exciting advancements in the use of social media with the creation of a Facebook page for the Center. One new strategy is the use of Google ads for targeted marketing. For instance, a recent campaign saw 243 clicks to our EMT web page, which represents 87% of all EMT searches in Massasoit's market area during the campaign. Of those, 77% had never before been to the site.

Since the Center's inception, one marketing strategy has been routinely employed: having a consistent and robust presence in the local community. The Director is involved with Middleborough on the Move, a non-profit organization dedicated to revitalizing and promoting the downtown area. This group runs a large community festival that annually draws over 5,000 people. Massasoit is a major sponsor and the festival's Community Dinner and two BBQ contests are hosted on the Center's property. As evidence of the success of this strategy, the Director was invited to serve on the Board of Governors for the Middleborough YMCA. The Director of the Center regularly attends and participates in local community events, activities, and meetings.

Another major marketing strategy involves high school outreach. As mentioned above, the full-time Enrollment Counselor makes possible a more consistent Massasoit recruitment presence at local high schools. The Director was invited to present on the financial benefits of the MassTransfer and dual enrollment programs at a combined Middleborough and Carver High Schools Financial Aid night. The Center provides three dual enrollment contract courses per year to Middleborough High School. A 2016-2017 academic year Middleborough Center goal is to expand these efforts to several other high schools in adjacent towns. All of the marketing efforts discussed here have contributed to increased enrollments, resulting in revenues outpacing 5-year projections.

Academic Schedule and Program Expansion

The variety of course offerings has been expanded strategically during the past five years (*see the table to the right*). The Director collaborates closely with the academic deans to expand offerings and tailor the course schedule to student needs. Analysis of student course needs in DegreeWorks, feedback from the Enrollment Counselor regarding student schedule needs and issues, a gap analysis against program requirements, and a willingness by the College to support loss leaders as the Center grows informs the expanding course schedule.

The expanded offerings have resulted in increased enrollments. As mentioned above, the addition of a biology lab in the spring 2012 semester added much-needed lab science courses to the Middleborough Center. One major course schedule milestone is the ability to run the complete developmental math and English course sequences, which is critical to students successfully starting at the Center. In fall 2014, a new Paramedic Certificate Program launched at the Center in a renovated, state-of-the-art Emergency Medical Services Educational Suite, complete with an Ambulance Simulation Lab. Spring 2016 saw Massasoit's first graduates of this 18-month program.

Credit Sections

Fall 2010	18
Spring 2011	15
Fall 2011	26
Spring 2012	24
Fall 2012	29
Spring 2013	40
Fall 2013	53
Spring 2014	49
Fall 2014	51
Spring 2015	65
Fall 2015	61
Spring 2016	65

MASSASOIT COMMUNITY COLLEGE

Massasoit Community College

"DATA FIRST" FORMS GENERAL INFORMATION

Institution Name:

OPE ID:

		Annual Audit	
		Certified:	Qualified
Financial Results for Year Ending:	<input type="text" value="06/30"/>		
Most Recent Year	<input type="text" value="2015"/>	X	
1 Year Prior	<input type="text" value="2014"/>	X	
2 Years Prior	<input type="text" value="2013"/>	X	

Fiscal Year Ends on: (month/day)

Budget / Plans
Current Year
Next Year

Contact Person:
Title:
Telephone No:
E-mail address:

STANDARD 1: MISSION & PURPOSES

DESCRIPTION

Massasoit Community College's Mission and Statement of Values capture the essential nature of a community college while evoking Massasoit's distinct character:

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.

At the center of the Mission Statement is Massasoit's focus on student success and educational excellence. Massasoit meets students' educational needs, whether they be career preparation, transfer to four-year institutions, or the "pursuit of lifelong learning." In addition, the mission affirms Massasoit's dedication to "accessible and innovative programs" at its two campuses (Brockton and Canton), its instructional site (Middleborough), its satellite locations, and in online learning.

In conjunction with the Mission Statement, the Statement of Values further defines MCC's purposes and priorities through its commitment to student success; access and affordability; diversity and inclusion; excellence; community and region; and sustainability, as stated below.

Commitment to Student Success

We are committed to engaging students as active learners by providing a range of curricular and extra-curricular opportunities to explore, develop, and achieve educational and personal goals.

Commitment to Access and Affordability

As an open-enrollment institution of higher education, we are committed to providing access to a relevant, affordable education that positions and supports students from all socio-economic backgrounds to achieve their academic and professional goals.

Commitment to Diversity and Inclusion

We strive to reflect the diversity of our community in our student body, faculty, staff, and trustees by creating an inclusive environment that ensures equitable treatment for all.

Commitment to Excellence

We are a catalyst for innovation, creativity, academic excellence, and the open exchange of ideas, fostering high expectations and inspiring students, faculty, and staff to reach their full potential.

Commitment to the Community, Civic Engagement, and Regional Economic Development

We value our role as both a leader and an integral part of the academic, civic, and economic fabric of the region we serve. We strive to generate and maintain reciprocal relationships with education, community, and business partners to develop programs that meet the needs of our students, the community, and the regional workforce.

Commitment to Sustainability

We value the three spheres of sustainability: environmental, social, and economic. We demonstrate our commitment by striving to reduce our ecological footprint; making sustainability integral to our decision-making; and preparing our students to address the critical environmental, social, and economic challenges of the 21st century.

Massasoit's Board of Trustees (BOT) adopted the current Mission Statement and Statement of Values on April 8, 2015. The Massachusetts Board of Higher Education (BHE) approved the document on June 16, 2015. Massasoit President Charles Wall initiated the mission review process in 2014 as part of a Cabinet retreat and formed a subcommittee of the Cabinet to craft an updated version. The subcommittee presented a draft to the full Cabinet in summer 2014. The draft

was given to the Standard One: Mission and Purposes Committee, which created a survey to collect feedback from the College community. A summary of the review process follows and a full description is included in the document submitted to the Massasoit BOT and the Massachusetts BHE at the time of their approvals (Proposed Revision to Mission Statement BHE).

Standard One administered a Mission Statement and Statement of Values Survey to MCC faculty and staff between November 2014 and January 2015. Responses were received from 165 individuals, or approximately 14% of the faculty and staff. 87% of respondents reacted favorably, replying that the revisions reflected the mission of the College. Similar agreement with each of the value statements was also seen, with positive responses ranging between 83% and 90%. In reviewing the results as a whole, the average level of disagreement on all parts of the Mission Statement and Statement of Values was 8% percent. Comments suggested the draft was too long and wordy and expressed uncertainty as to whether a mission statement should be aspirational or should be reflective of what has already been achieved (Mission Survey Summary 2014-2015). Following this feedback, the Mission Statement and Statement of Values were further revised with a focus on style and diction. On February 13, 2015, the final version was forwarded to the President. BOT and BHE approval followed.

MCC's Mission Statement and Statement of Values provide the basis for planning throughout the College, and reflect the institution's history and vision for the future. The College's 2015-2017 Strategic Plan reiterates the Mission Statement and Statement of Values in its seven priorities: Student Success; Diversity and Inclusion; Workforce Development and Community Engagement; Fundraising and Alumni Relations; Sustainability; Institutional Effectiveness and Continual Improvement; and College Expansion.

A closer look at the 2015-2017 Strategic Plan's goals reveals a similar focused alignment. Goals for student success include redesigning developmental education, developing new certificates in STEM, and implementing early alert system technologies. Goals for diversity and inclusion include implementing an inclusive search model for hiring committees, expanding mentorship of minority males, and increasing support services for LGBT students, staff, and faculty. A review of the strategic plan shows that all seven priorities are followed by goals that reflect our mission and value statements.

The visibility of the Mission Statement and Statement of Values is essential. Massasoit posts its Mission Statement and Statement of Values on the MCC website and in the Massasoit Community College Catalog. The new mission has also been posted in classrooms, labs, and hallways throughout the College. It also appears in College publications, such as program brochures and the Faculty and Student handbooks.

APPRAISAL

Massasoit has reviewed and revised its mission at regular intervals (1995, 2001, 2007, and 2014). We have found this schedule to be sufficient to the College's purposes and goals. Traditionally, Massasoit reviews its mission under the auspices of the Strategic Planning Committee, using a process of opinion gathering that generally culminates in an all-College assessment at a professional day. As mentioned in the description, the process of revisiting and creating the current mission statement was initiated in 2014. The newly developed Statement of Values supporting the new Mission Statement evolved from the actions of the College in response to the needs of its student body and broader community.

As explained in the introduction, a self-study survey was administered College-wide during spring 2016. This effort afforded each standard committee the chance to gather data it had not been able to previously or to follow-up on issues that had emerged during its self-study work. The committee for Standard One wanted to assess the College's familiarity with the new Mission Statement and Statement of Values and its questions reflected this goal. Of the 593 students who completed the Student Survey (SS), 44% agreed or strongly agreed that they were familiar with the College's Mission Statement and Statement of Values. 43.2% acknowledged that they knew where the Mission Statement and Statement of Values were posted and identified classrooms, labs, and the Akillian Gallery as places where they had seen them. While the percentage of awareness was strong, a handful of students were not aware that Massasoit had a mission statement and shared comments such as: "I honestly didn't know we had one," and "I have no idea what this is." Others suggested a lack of interest, stating that they are "only here to learn" and "do not spend enough time on campus" (SS).

The total number of respondents to the Faculty-Staff Survey (FSS) was 374. 51.4% agreed or strongly agreed with the statement that they had used the mission statement in the past five years. Responses give evidence that the mission is used in teaching “as part of the syllabus and classroom procedure,” in student services and advising, and when “coordinating events around diversity and inclusion.” Other respondents stated that they use the mission in divisional and departmental work when “updating the mission of our program,” or “in reviewing our division objectives and procedures.” When asked if they were familiar with the new Mission Statement and Statement of Values, 57.9% had responses of agree or strongly agree. 63.6% of the respondents knew where the College’s Mission Statement and Statement of Values are posted. Places that faculty and staff have seen the documents include on the Massasoit website, in the classrooms, and in the Student Center. Some respondents noted that they found the mission on the website, but that it was difficult to find (FSS).

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Strengths

- The Mission Statement and Statement of Values capture the essential nature of a community college while also evoking Massasoit’s unique character.
- The mission aligns with that of the Massachusetts Community College system.
- The new Mission Statement and Statement of Values document is the result of an open and participatory process.
- The current strategic priorities and goals reflect the mission and value statements.

Challenges

- Many students know of the College’s mission, but more can be done to ensure all students become familiar with MCC’s Mission Statement and Statement of Values.
- Many faculty are familiar with the new statements, but more needs to be done to ensure all faculty are familiar and can find them easily on the website.

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Projections

Actions

- A small, cross-divisional team will be named by the president to further assess College awareness of the mission and values statements and make recommendations based on the assessment. This work is to be completed by June 2017.

Person Responsible

- President; Cross-divisional Team

MASSASOIT COMMUNITY COLLEGE

Massasoit Community College

Standard 1: Mission and Purposes

Attach a copy of the current mission statement.

Document	URL	Date Approved by the Governing Board
Institutional Mission Statement	http://www.massasoit.edu/about-massasoit/college-mission/index	April 8, 2015

Mission Statement published	URL	Print Publication
1		
2		
3		
4		

Related statements	URL	Print Publication
1		
2		
3		

STANDARD 2: PLANNING & EVALUATION

DESCRIPTION

Planning

Historically, Massasoit's strategic planning process has consisted of a series of institutional measures, such as convocations, all-College meetings, and Cabinet discussions, to identify and articulate strategic goals. A College-wide process at the end of each year has marked progress and confirmed direction for remaining years, and culminated in an end-of-year report and a final end-of-plan review evaluating the plan's overall success and challenges.

The 2015-2017 Strategic Plan marks the sixth such strategic planning cycle at the College (1995-98, 1999-2002, 2003-2006, 2007-2010, 2011-14, 2015-17). The process leading to the current plan began in January 2014 as part of a Cabinet retreat and continued throughout that year with additional focused retreats in January, July, and August. In addition, at the same retreat, the decision was made to revise MCC's Mission Statement and Statement of Values (Standard One). The process of creating the 2015-2017 Strategic Plan was also informed by new statewide planning efforts led by the Massachusetts Board of Higher Education (Vision Project), which was tasked with oversight of statewide higher education strategic planning by the Massachusetts Legislature in 2012.

From this process came the decision to extend and refine the 2011-14 Strategic Plan to guide efforts over the next two years rather than to embark on creating an entirely new strategic plan. Fortuitously, the 2011-14 Plan's conclusion coincided with the start of the institution's New England Association of Schools and Colleges' (NEASC) self-study review process, which launched in fall 2014 with the establishment of the Reaccreditation Steering Committee and Standards Committees in preparation for the NEASC site visit in November 2016. Massasoit considers its self-study endeavor and the emerging strengths, areas of concern, and projections for each standard to be an important internal scan that helps identify strategic priorities; refining the just-ended plan rather than crafting an entirely new one not only provides the College guidance for advancing its ongoing strategic priorities over the next two years, but also enables the College to consider the NEASC visiting team's feedback as it launches the process to build its 2017-2020 strategic plan.

The 2015-2017 Strategic Plan, which was presented to and approved by the Massasoit Community College BOT in May 2015, calls for the institution to focus its efforts and resources toward advancing the following priorities: Student Success; Diversity and Inclusion; Workforce Development and Community Engagement; Fundraising and Alumni Relations; Sustainability; Institutional Effectiveness and Continual Improvement; and College Expansion. Relevant members of the College's senior leadership have overall responsibility for implementing the strategies defined for achieving the identified goals and are held accountable for attaining the stated measurable outcomes of success.

Another related initiative is MCC's ongoing coordination with the BHE's Vision Project (Time to Lead; Within Our Sights; and Degrees of Urgency). The Vision Project's strategic priorities and goals have been incorporated into MCC's strategic planning process to demonstrate the College's contributions to statewide planning and evaluation efforts. The Project has six priorities: College Participation; College Completion; Student Learning; Workforce Alignment; Preparing Citizens; and Closing Achievement Gaps. A formal FY14 Vision Project Report (including Partnership to Advance Collaboration and Efficiencies [PACE] technology initiatives) was published as part of the Strategic Plan Final Report 2014. The College has been mindful of the need to coordinate its internal planning efforts with those of the Vision Project and to strengthen its use of evidence-based data related to each area. Many of the Cabinet discussions during the year focused on these emerging needs.

In addition, although not a requirement for this strategic plan, the BHE has requested that we draft a crosswalk to show the parallels between the Vision Project and the new Massasoit Strategic Plan. The chart on page nineteen of the 2015-2017 Strategic Plan is a snapshot of where we are today; it will be refined as future Vision Project reports are undertaken.

Academics

In 2014, Massasoit's Academic Division underwent a change in leadership as the Senior Vice President of Faculty and Instruction retired after more than thirteen years of leading the Division. In addition, the Division of Faculty and Instruction was reconstituted as the Division of Academic Affairs under leadership of a new vice president. The new Vice President assessed the divisional planning processes and identified areas of opportunity for improvement and refinement. She instituted an annual retreat and for FY16, the Vice President piloted a new annual goals format to bring greater consistency across the Division. The academic deans submitted annual goals aligned to strategic priorities and Division-wide goals, and the same format is used for end-of-year reporting. This approach worked well enough that it will be rolled out to all of Academic Affairs; for FY17, all associate deans and directors will use this same process, which will ensure Academic Affairs has a stable annual goal development and reporting process in place prior to the next round of College-wide strategic planning that begins spring 2017.

In related work, the Academic Program Review Calendar has been updated, reviewed by the deans, and distributed to the faculty so that planning and assessment can occur on a routine and timely basis. Additionally, the curriculum approval process is placing more emphasis on budget impacts so that annual budget building is better informed and positioned to more effectively support curricular and programmatic needs, i.e. marketing for new programs and technology upgrades to fulfill curricular goals.

Financial

As detailed in Standard Seven, short-term financial planning is conducted through the annual budget process, and long-term financial planning considers strategic investments that are likely to come on-line in the future and that will continue to impact the College for years to come. The Facilities Renewal and Adaptation Plan, which addresses facilities needs over five-year cycles, is included in the long-term financial planning process; this plan is also discussed in Standard Seven.

Resource Development

Given the uncertainty of state funding and the shift in public policy over the last decade that has seen the majority of overall revenue for the College coming from tuition and fees rather than from the state appropriation (59.31% from state appropriation and 40.63% from tuition and fees in FY2004; 41.64% from state appropriation and 58.35% from tuition and fees in FY2014; Standard Seven), resource development becomes increasingly important as the institution strives to continue advancing its priorities. This realization is not a new one; resource development, through both private fundraising and extramural funding, has been included as a strategic priority in each of the College's strategic plans since 2007, and is given a strong focus through emphasis on private fundraising efforts in the 2015-2017 Strategic Plan.

The College's private fundraising efforts are managed through the College's Advancement Office in conjunction with the Massasoit Community College Foundation. Since 2008, the Foundation has been working to increase its number of members from 18 to 21 to include representation from more of the institution's service area. In 2014, the Foundation's long-time president, who shepherded this expansion, became the Interim Director of College Advancement, replacing the incumbent who left after ten years in the position. The newly elected Foundation President strives to continue cultivating potential new members as several long-standing ones look toward completing their service. The Foundation President, in consultation with the now Director, aims to focus the Foundation's mission and articulate its goals through a planning process described in the 2015-2017 Strategic Plan.

The College's private fundraising efforts have long centered around two signature annual events, the fall gala and the spring golf tournament, with proceeds of both going to support the College's United Student Fund, which assists students in covering education-related costs not typically covered by traditional financial aid. The College, through its Foundation, also receives donations from alumni and others for student scholarships (MCC Foundation Scholarships List), which are distributed annually. The BHE's 2015 Vision Project Data Dashboard shows Massasoit ranking 15th of the 15 Massachusetts community colleges in dollars raised through fundraising. To maximize its private fundraising opportunities, the College plans to "reorganize efforts to achieve [a] significant but realistic increase in fundraising revenue, expanded donor base, [and] strengthened alumni network," as articulated in the 2015-2017 Strategic Plan (p. 7).

Under the direction of the Grants Department, overseen by the Vice President of Academic Affairs, the College's extramural funding efforts are guided by written policies, including a Grant Approval Request Form that is used to evaluate the proposed project's alignment with the College's strategic plan, goals, and mission, and the institution's ability to effectively implement and sustain the proposed plan. Additionally, the Grants Department anticipates annual funding opportunities and seeks out faculty and/or staff to explore project ideas that meet the expected grant criteria; conversely, the Grants Department serves as a resource, searching for relevant external funding sources when approached with specific project ideas that could advance the College's mission and goals.

The Grants Department also leads the College-wide Grant Project Incubation Committee to discuss College needs, goals, and areas for improvement that could be met through targeted external funding opportunities. Formed in 2013 during the planning process for Massasoit's successful Project STARS Title III grant application, the committee functions as a creative working group to establish a portfolio of projects that, separately or in combination, respond to anticipated announcements and unanticipated requests for proposals that would enable or enhance projects in support of the College's strategic priorities. The Committee is comprised of representatives from each academic division and Advising and Counseling, Admissions, Financial Aid, Registrar, Academic Support Services, Institutional Research, Experiential Learning, and Grants. It meets formally once per semester for two hours, with ad hoc meetings held as needed. Work on research and project development in subcommittees or independently occurs between meetings.

Members of the committee liaise with departments; collaborate on project research and design; establish project goals and objectives; provide realistic assessment of funding requirements; provide required technical support to grant proposals and projects; secure community and industry grant partners as needed; and advise as appropriate on grant project implementation.

Student Services

Planning for student services is primarily conducted through the strategic planning process, with the resulting priorities and goals articulated in the College's 2015-2017 Strategic Plan's Student Success priority. Each of the individual programs that comprise Student Services has developed shared values that tie to the Student Success priority of the strategic plan; several of the units have taken that sense of common purpose a step further to craft their own mission statements and goals to guide their efforts more specifically (Admissions Office Mission Statement and Goals, Registrar's Office Mission Statement and Goals, Testing and Assessment Mission Statement and Goals). Programs evaluate their success and update their goals and priorities through weekly staff meetings with the relevant dean, who then communicates them to the Vice President of Student Services and Enrollment Management.

Physical and Technological Resources

The Director of Facilities and Capital Planning develops a Facilities Needs Assessment through both interviews with vice presidents, deans, and department heads and onsite investigations and inventories with engineers. This assessment leads to the creation and/or update of the Facility Renewal and Adaptation Plan, which includes operational, capital, and deferred maintenance projects needing completion over a five-year cycle; each project is ranked in priority and by estimated cost (Standard Seven). Facilities priorities, particularly College expansion plans, are also included in the 2015-2017 Strategic Plan.

The Office of Information Technology, under the direction of the Chief Information Officer and with guidance from the Technology Steering Committee, articulates its mission, goals, and priorities in the Information Technology Strategic Plan. The guiding principles of the plan are derived in part from the College's mission statement and strategic plan and seek to address the question: "Where do we want to be in the next three to five years and how do we want to get there?" The plan is meant to be a working document that is reconsidered as institutional priorities, state and federal law, and directives from the Board of Higher Education evolve.

Evaluation

Strategic Planning

The effectiveness of MCC's Strategic Plan is assessed based on achievement of the stated goals toward advancing the

overarching strategic priorities. The President hosts annual end-of-year meetings open to the entire College community at which project managers for each of the strategic priorities report on the year's progress in accomplishing the supporting goals. At that meeting, participants are asked to complete a feedback survey that asks them to rank their perception of the degree of progress on each goal and provides them the opportunity to offer any other comments. These data are then compiled and included in the strategic plan's end-of-year formal reports and used to help determine the strategic priorities for the next strategic plan. New methods of assessing the effectiveness of the 2015-2017 Strategic Plan are being considered in recognition of the limited data provided by this historically used method.

Institutional Research

Institutional Research (IR) prepares data to help the institution assess its success in indicators identified by both the BHE and the institution; much of these data are reported at the state level and are included in the 2015 BHE Key Performance Indicators: Linear Trends report, which compares key statistics for all the Massachusetts community colleges and the BHE's Vision Project annual reports. These data help College leadership to identify areas of success and opportunity and inform planning for new and/or enhanced initiatives as needed to improve our performance across key areas.

IR also administers student surveys to assess overall satisfaction, including an annual survey of graduates and a one-year follow up survey (2013 Graduate One-Year Follow-Up Survey). Three national student satisfaction surveys are also administered: the Community College Survey of Student Engagement (CCSSE); the Survey of Entering Student Engagement (SENSE); and the Noel-Levitz Student Satisfaction Inventory (SSI).

IR is integral to the program review process, providing data and conducting student surveys (Business Administration Student Survey 2014) for academic program reviews. Additionally, IR works closely with Enrollment Management to collect, report, and analyze enrollment data; it also provides data on an ad hoc basis to the Board of Trustees, President and his Cabinet, the Grants Department, and academic divisions.

Academics

At the institutional level, Massasoit intends to evaluate the success of its academic program through its recently updated Core Competencies, which define the academic skills and knowledge that every Massasoit student should gain as a result of his or her education. An ad hoc Academic Senate Committee of faculty and staff from various disciplines crafted the Core Competencies, which are based on the Association of American Colleges and Universities' LEAP Essential Learning Outcomes and corresponding VALUE rubrics. The Committee incorporated comments from a convocation activity and information from a faculty survey. The Core Competencies ultimately moved through the governance process and were approved by an all-faculty vote during academic year 2014-15. The Core Competencies are discussed in further detail in Standard Eight.

Massasoit took part in the 2014-2015 Multi-State Collaborative to Advance Learning Outcomes Assessment, and, through this project, started the process of using the VALUE rubrics as an assessment tool for the Core Competencies. Projected progress on full implementation of the Core Competencies was delayed this year due to the Work-to-Rule job action, but will be a major focus for academic year 2016-17.

On the program level, Massasoit conducts internal reviews of its academic programs approximately every five years. The current academic program review process was developed in 2010 by the then Vice President of Faculty and Instruction (now Academic Affairs); the Dean of Advising, Assessment, and K-12 Outreach; and the Associate Dean of Institutional Research. It includes a list of scheduled program reviews (Five Year Schedule of Academic and Associated Program Reviews 2011-2015), a projected timeline for program reviews (Academic Program Review Timeline), and guidelines for writing an academic program review self-study (Guidelines for Self-Study for Academic Program Review). As mentioned earlier, the program review calendar has been updated and distributed (Academic Program Review Calendar). Finally, many of Massasoit's programs, such as our allied health and early childhood programs, are subject to external reviews to maintain program-specific accreditation (E Series E1b).

To assist faculty and administrators with the program review process, two online resources for academic program

reviews, a MyMassasoit (intranet) portal page and a Canvas space, have been created to house the academic review documents, including the Guidelines for Self-Study for Academic Program Review and the Academic Program Review Timeline. The Faculty Assessment Coordinator and Associate Dean of Institutional Research are designing training workshops for department chairs and deans about crafting surveys and starting the review process.

Massasoit has developed and adopted student learning outcomes for its courses and programs that are available on the website. Currently, however, most course outcomes are tied to the previous Core Competencies. As discussed above, alignment with the new Core Competencies is a focus for this year. All new course proposals use the revised Core Competencies and alignment is updated during the program review process.

Resource Development

Evaluating the effectiveness of private fundraising efforts, and thus their planning processes, is nearly always based solely on dollars raised. The evaluation of most grant-funded projects is based on criteria provided by the funding agency or organization, with many of those criteria including categories specific to the project's impact on the institution.

Student Services

To evaluate its success and identify areas of potential improvement, Student Services employs longitudinal data from Institutional Research, such as enrollment reports and IPEDS data. Student Services is increasingly developing its own reports through the Argos system to evaluate performance and direct future endeavors. Student Services also recently underwent an external review by the American Association of Collegiate Registrars and Admissions Officers (AACRAO) and has implemented the most immediately needed of the review's recommendations (AACRAO Enrollment Management Assessment of Massasoit Community College 2014). Student Services is working to develop a process for reviewing its individual programs to maximize the effectiveness of the student support programs it delivers.

APPRAISAL

Planning

Strategic Planning

Massasoit's original strategic planning model was designed with a theme-based approach through which the institution identified a series of broad goals and objectives and generated volunteer, all-College task force committees to work toward achieving them. Project Managers, usually members of the President's Cabinet, have been responsible for advancing the goals and reporting each year's progress to the College community. While this model served the College well for many years, with the advent of increased BHE requirements and the implementation of statewide performance-based funding, the institution will need to continually evaluate its planning process to ensure its goals and measurable outcomes are not only crafted to advance its own mission and values, but also aligned with statewide priorities and goals.

In the Faculty-Staff Survey (FSS) administered in April 2016, respondents were asked to rate the following statement: "I have sufficient opportunities to participate in the development of the strategic plan." The most common response was neutral (36.9%), while only 31.6% responded strongly agree or agree. While the planning process included representation from across the College, these comments suggest it was not as broadly participatory as it could have been. In addition, when asked to rate the statement, "Massasoit plans for the future through successful implementation of its strategic plan," the most common response was neutral (44.6%). 37.9% report strongly agree or agree. A theme in the survey comments is that many members of the College community are not familiar enough with the plan itself (FSS). Fortunately, development of our next strategic plan begins in spring 2017. This feedback will inform the design of the process and communication plan.

Academics

New leadership in the Division of Academic Affairs has resulted in changed approaches to the Division's planning activities and processes. Though these changes are in the early stages, the new processes for annual goals and increased budget transparency will be fully implemented prior to the start of the new strategic plan. The two annual retreats held thus far have been considered both helpful and productive and will therefore continue.

The former Director of Strategic Planning and Effectiveness reported to the Vice President of Academic Affairs and retired in May 2015. Given the changing landscape of accountability and the expanding role of institutional research, the position was recast as the Dean of Planning and Institutional Effectiveness prior to its being filled. The search for this new hire was completed in August 2016, and the new Dean starts on October 2, 2016. The Associate Dean of Institutional Research currently reports to the Vice President of Student Services and Enrollment Management; this function will now report to the new dean and both positions will be housed in Academic Affairs.

Resource Development

The planning process to drive private fundraising efforts has long centered around major events, with some attention paid to private donors for scholarships. Many of the private scholarships received by the College have resulted from donors approaching the institution, rather than from planned cultivation and stewardship efforts. Some strides have been made to be more strategic in planning fundraising efforts since the August 2014 arrival of a new Interim Director of College Advancement; however, much work remains to be done to create and implement a comprehensive and cohesive five-year fundraising plan. Crafting and implementing such a plan is included as a priority in the 2015-2017 Strategic Plan.

Massasoit is more successful in its extramural funding endeavors, in part because of the planning process used by the Grants Department. From FY10 to FY15, Massasoit received \$12,498,077 in grant revenue (Note that this figure does not reflect total grant monies awarded, but actual monies disbursed to the College over those years). The Grant Project Incubation Committee determines programmatic needs that can be met through grant funding. The Committee is discussed in detail in Standard Seven.

Student Services

Though Student Services has established a formal planning process to guide its efforts at the program level, with each program having developed a mission statement and documented goals and priorities, these individual programmatic plans do not currently roll-up to an overarching Division-wide strategic plan separate from the 2015-2017 Strategic Plan. While the Division's strategic plan should certainly be derived from the institution's strategic plan, the Division would benefit from a more narrowly focused plan centered on its short- and long-term enrollment and student service goals.

Evaluation

Strategic Planning

In the FSS, respondents were asked to rate this statement: "Massasoit effectively communicates the progress of the strategic plan's goals and assesses the plan's efficacy in advancing the College's priorities." 38.7% report strongly agree or agree. This response, along with those discussed earlier, indicate the strong need to increase participation in the evaluation of our annual progress toward strategic planning goals. At the May 2016 Convocation, members of the Cabinet reported on our progress toward advancing each strategic priority (May 2016 Convocation PowerPoint). In addition, the program linked each breakout session to its strategic priority (May 2016 Convocation Program). These efforts are small steps, but they reflect the understanding that communication regarding strategic planning not only needs to be increased, but also should take various forms to reach the widest possible College audience.

Evaluation of the strategic plan's effectiveness has historically focused on perceived achievement of the goal as determined by the Project Managers through their end-of-year reports (Strategic Plan Final Report 2014), and by the College community through its feedback on end-of-year surveys (Strategic Plan Feedback Survey). In the future, we will also want to gauge people's perception of the effectiveness of the process for identifying strategic priorities, implementing the plan, and communicating the plan and its outcomes. Consideration of these additional areas will provide a more holistic understanding of the effectiveness of not only the plan, but also the College's ability to embed it into the institutional culture.

The Dean of Planning and Institutional Effectiveness will advise the leadership team on the most effective ways to achieve these goals, considering the context of our current culture, and will coordinate College-wide activities and efforts around strategic planning. This dean-level position will be critical to shepherding the planning and assessment

processes for the College's strategic plans, ensuring the integrity and consistency of both, and to advancing the continued institutionalization of the planning and assessment culture.

Institutional Research

The Office of Institutional Research (IR) supports planning and evaluation at Massasoit and has a strong and talented core of employees. While IR makes its data and reports available to the Massasoit community on the MyMassasoit portal (MCC's intranet), the College has not developed systematic ways to access and use that data that are available. As the Board of Higher Education continues to ask for greater amounts of data to inform its decision-making, including funding priorities for both statewide efforts and individual institutions, using data about our programs in sophisticated and meaningful ways will become increasingly important. Enhancing the function of IR as a collaborative partner with all offices across the institution will expand the College's awareness of the availability of data, improve our ability to assess our performance across all functions, and further institutionalize a culture of data-driven decision-making.

Academics

Though Massasoit has long had Core Competencies, it has not historically had a formal way to assess their effectiveness on an institutional level. In June 2014, the Core Competencies were revised and are now tied to the VALUE Rubrics, which will provide a tool for assessing the Core Competencies at the institutional level. Though the revised Core Competencies have not yet been mapped to individual course outcomes on a large-scale, doing so has been required for all new course proposals since fall 2015.

Massasoit has a well-structured process for reviewing its academic programs, including self-study guidelines and a program review timeline, though the latter has been inconsistently followed and enforced. As aforementioned, the new Vice President for Academic Affairs is working toward implementing a consistent review process that will provide meaningful, measurable, and actionable outcomes.

Massasoit has opportunities for improvement in both the collection and use of data in academics. Though IR collects data that could be used to improve decision-making in academic affairs, this data has not historically been utilized widely to inform academic priorities. We do not currently have a ubiquitous culture of data-driven decision-making in academics. While the new Vice President of Academic Affairs is working to establish and foster such a culture, we also need the tools through which data can be effectively used to make decisions; a central dashboard through which program, course, and other data could be easily and readily accessed would be enormously advantageous to this effort.

Finally, Massasoit has room for growth in the integration of its academic evaluation efforts. Tools like course outcomes, the Core Competencies, data collection and analytics, academic program reviews, and others should be used in conjunction with one another as part of a larger effort to continually improve students' academic experiences and achievements. Though Massasoit already has many of these tools in place and is working toward developing others, they are used discretely rather than being harnessed together to achieve an ultimate, overarching goal.

Resource Development

Though private fundraising dollars raised did increase 15% from FY11 to FY13 (from \$175,957 to \$202,819), Massasoit ranked last among the 15 community colleges for dollars raised from its private fundraising efforts from FY09-FY13 (2015 Massasoit Vision Project Dashboard), and its funds raised in FYs '14 and '15 were not substantially higher than in previous years (\$236,369 in FY14 and \$202,954 in FY15). It is clear that significant attention needs to be paid to developing a realistic strategic plan for private fundraising.

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Strengths

- Massasoit has a newly updated goal-based strategic plan that will allow us to better tie priorities to resources and map achievements to advancing the strategic plan.
- The key components for successful academic assessment (course outcomes, Core Competencies, program review process) are in place.
- The new Dean of Planning and Institutional Effectiveness will provide oversight and coordination of data collection, assessment, evaluation, and improvement across the College. With Institutional Research now reporting to this position, there can be a focused effort toward creating a more ubiquitous culture of data-driven decision-making.

Challenges

- Continual data collection, assessment, evaluation, and improvement are not currently institutionalized as part of the College's culture.
- The perception of the strategic planning process is that it is not as inclusive of the entirety of the College community as it could be.
- The College community does not feel familiar enough with the strategic plan to articulate the ways in which individual goals and achievements tie to it.
- Private fundraising results lag behind our peer institutions.

.....

Projections

Actions

- Develop a 2017-2020 strategic plan through an inclusive process that incorporates feedback from the NEASC reaccreditation process by August 2017.
- Develop a process for the strategic plan's implementation and assessment that embeds its goals and aspirations in every department across the College by May 2017.

Person Responsible

- President's Cabinet;
Dean of Planning and Institutional Effectiveness
- President's Cabinet;
Dean of Planning and Institutional Effectiveness

2016 SELF-STUDY REPORT

Standard 2: Planning and Evaluation

PLANS

Strategic Plans

Immediately prior Strategic Plan

Current Strategic Plan

Next Strategic Plan

Year of Completion	Effective Dates	URL or Folder Number
2010-14	2010-14	
2014	2014-16	http://www.massasoit.edu/about-massasoit/strategic-planning/index
2017	2017-2020	

Other institution-wide plans

Master plan

Academic plan

Financial plan

Technology plan

Enrollment plan

Development plan

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

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

1
2
3
4

(Add rows for additional plans, as needed.)

EVALUATION

Academic program review

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

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

URL or Folder Number
Summer 2015*
Every 5 years

Sample program review reports (name of unit or program)

Business Administration, 2015-16
CTIM, 2015-16
4 Culinary Arts, 2015-16
Child Care Education, 2014-15
Nurse Education, 2014-15
Visual Arts, 2010

All program reviews kept on file in the Office of Academic Affairs and within the appropriate department.

System to review other functions and units

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

Sample program review reports (name of unit or program)

1
2

(Insert additional rows, as appropriate.)

Other significant evaluation reports (Name and URL or Location)

1 CCSSE (Community College Survey of Student Engagement)
2 SENSE (Survey of Entering Student Engagement)
3 Noel-Levitz SSI (Student Satisfaction Inventory)

(Insert additional rows, as appropriate.)

Date
Spring 2016, every three years
Fall 2016, every three years
Spring 2015, every three years

STANDARD 3: ORGANIZATION & GOVERNANCE

DESCRIPTION

The Board of Higher Education

Massasoit Community College is one of fifteen public community colleges in the Commonwealth, operating under the jurisdiction of the Massachusetts Board of Higher Education (BHE). The organization of the BHE includes a chairperson, a commissioner, and 10 members representing community, labor, business and industry, and different segments of public higher education. The BHE establishes policies, procedures, and reporting requirements across all sectors of higher education, both public and private. As mentioned previously, in recent years, the BHE's Vision Project has focused efforts and reporting requirements for the Massachusetts public higher education institutions on issues that include student success, completion rates, achievement gaps, civic engagement, and workforce development.

Governing Board

The Board of Trustees

The governing body of MCC is the Board of Trustees (BOT). The BOT receives its powers and duties from Massachusetts General Laws Chapter 15A. Section 21 defines the process for selecting members of the Board and the way it functions. Section 22 defines the powers and duties of the Board. The Board operates independently with no financial interests in the institution. Members serve with no compensation and are subject to Massachusetts conflict of interest laws and State Ethics Commission policies and regulations.

The Board has fiduciary responsibilities, which consist of long-range planning linked to the Strategic Plan, curricula, fee setting, and overall responsibilities for the effective administrative management and general business of the College. The Board ensures that the budget reflects priorities of the College as defined by its Mission Statement and Strategic Plan. The Board votes on capital projects and projects whose cost is \$50,000 or greater.

The BOT is comprised of eleven members, ten of which are appointed by the governor of the Commonwealth. The eleventh member, the student trustee, is elected annually by the student body. One of the ten gubernatorially appointed members is elected by the Alumni Association and subsequently appointed by the governor. The governor, in accordance with legislation passed in 2012, appoints the chairperson of the Board of Trustees. The chairperson must be a sitting member of the Board and must reside in the geographic region of the College. Except for the student trustee, all trustees are appointed to a five-year term, renewable for one additional term. The student trustee can be re-elected by the student body as long as s/he maintains full-time status.

Trustees are selected from diverse sectors of the community that represent various professions. When a seat is about to be vacant, the President of the College works with the Board Chairperson to submit nominations for candidates to fill the seat to the Governor's Office through the Public Education Nominating Council (PENC). PENC, a body appointed by the governor, is responsible for considering all nominations and forwarding recommendations to the governor for consideration.

Two trustees serve as voting members of the Massasoit Community College Foundation. The College has a clearly defined organizational chart, which includes the Board, the President, administration, faculty, and staff (Massasoit Community College Organizational Chart).

The by-laws for the Board define the authority, responsibilities, and roles of the Board to the College and sets out the rules by which it governs and assesses itself (MCC Board of Trustees By-Laws). The Board has two standing committees as listed below. The President, or his designee, serves as an ex officio member on each.

BOT Committee

Nominating
Audit

Reviews and recommends on:

BOT officers for the next year
Reviews financial documents, reports, and policies and makes recommendations to Board for approval as appropriate

The Board is scheduled to hold 11 public meetings a year. While the majority are held in Brockton, the by-laws call for two per year to take place at the Canton Campus. In recent years, with the establishment of our Middleboro Center, the Board has typically held one meeting per year at that location as well. The annual meeting to elect the vice chair, secretary, and assistant secretary of the Board takes place in April, immediately preceding the regularly scheduled April meeting. The Massasoit Community College Board of Trustees meeting agendas and minutes are posted to our website and are accessible by both internal and external constituencies.

New incoming Board members are provided with the minutes of the last six meetings; the Massasoit Community College Board of Trustees By-Laws ; the Open Meeting Law ; the most recent version of the Massachusetts Community Colleges Presidents and Board of Trustees Legal Resource Manual; The Massachusetts New Trustees Orientation Packet; and bios of the current Trustees. They also receive an orientation from the President and Board Chair. The Board holds retreats annually, typically in the fall and spring, that are used as opportunities for the Board to discuss its own effectiveness; expand knowledge of Board roles; increase understanding of College operations, initiatives, and future goals; and receive education about statewide and national issues facing higher education and community colleges (BOT Retreat Agenda 11-2014, BOT Retreat Agenda 06-2015, BOT Retreat Agenda 06-2016). The Board, through the College, belongs to the Association of Community College Trustees, Washington, D.C., and the Massachusetts Community Colleges Trustees' Association.

As discussed in the Areas of Special Emphasis section of the introductory chapter, the Board administered self-evaluations in 2009 and 2016. The instrument used addresses accomplishments, strengths, and areas needing improvement and its results are used to guide planning and modifications.

There is a positive and effective relationship between the Board, the President, and all constituencies of the College that results in a successfully governed institution. In accordance with its authority, the Board delegates management of College affairs and operations to the President, including fiscal, academic, personnel, and facility decisions. The Board annually evaluates the President against both criteria set by the BHE and College-specific benchmarks, such as the Mission Statement and Statement of Values and the strategic plan.

Internal Governance

The President and Direct Reports

Dr. Charles Wall has served as president for 15 years. He reports to the BOT as Massasoit's chief executive officer. His senior leadership team and Cabinet are listed below. All report to the President except the Chief Information Officer (CIO), who reports to the Vice President for Administration/CFO.

Entity	Members	Meeting
Leadership Team	<ul style="list-style-type: none"> • Sr. V.P. & V.P. of the Canton Campus and College Advancement • V.P. of Academic Affairs/CAO • V.P. of Administration/CFO • V.P. of Student Services & Enrollment Mgmt. • Assistant to the President 	Bi-weekly and as needed
Cabinet	<ul style="list-style-type: none"> • Leadership Team • Academic Senate President • Ex. Dir. of Human Resources • Ex. Dir. of Diversity and Inclusion 	Bi-weekly and as needed

- Ex. Dir. of College Communications
- Ex. Dir. of External Relations
- Chief Information Officer

The President directs his leadership team and Cabinet in the allocation of resources and the development, planning, and oversight of policies, programs, and goals that fulfill the College mission and achieve strategic plan priorities. As MCC's representative to the state and to the College's service region, the President sits on many local and state boards, including the Plymouth Regional Economic Development Foundation, the Metro South Chamber of Commerce Board of Directors, and both the Brockton Area and the South Shore Workforce Investment Boards.

The long-time Chief Academic Officer, who had also served as the Senior Vice President, retired in summer 2014. With her departure, the sitting Vice President of the Canton Campus and College Advancement was appointed Senior Vice President and acquired responsibility for overseeing the Conference Center and serving as point-person for weather-related emergencies. Information Technology also moved out from Academic Affairs to Administration and Finance, with the CIO now reporting to the Vice President of Administration/CFO. The current CAO has primary responsibility for the 3-year (2014-17) Guided Pathways to Success in STEM (GPSTEM) project, a U.S. Department of Labor Trade Adjustment Assistance Community College Career Training Round 4 (TAACCCT IV) grant, of which Massasoit is the lead institution for a statewide consortium that includes all 15 public community colleges, the Massachusetts Community Colleges Executive Office, and other partners.

Academic Governance

Academic Governance consists of the Academic Senate and six standing committees. The Senate reviews all matters of academic policy and program development and makes recommendations to the Vice President of Academic Affairs, who then makes recommendations to the President. The Senate has 18 members, three faculty members from each of the six academic divisions. The Vice President of Academic Affairs is a non-voting, ex officio member of the Senate. The Academic Senate and Standing Committee meeting minutes are maintained by the Office of Academic Affairs and are available to the College community on the MyMassasoit portal.

The current standing committees and their roles are described below. The membership for the standing committees consists of two faculty members from each division, a unit professional staff member, and a student (with the exception of the Appeals Committee).

Academic Development Committee: Advises on the development of alternative instructional models and in-service education programs for faculty. Reviews requests for professional development expenses from the Division of Academic Affairs.

Appeals Committee: Reviews and evaluates student appeals for waiving of academic standards or policies.

Curriculum Committee: Reviews all proposed curriculum changes, additions, and deletions and recommends next actions to the Academic Senate.

General and Developmental Education Committee: Reviews and recommends changes to the core curriculum and academic support programs.

Standards Committee: Reviews and recommends next actions for new, revised, or current academic policies.

Technology Committee: Reviews technology issues as they affect teaching and learning and makes recommendations based on its review.

Ad Hoc and other Standing Committees

Academic divisions and departments hold meetings as needed to achieve the goals and tasks assigned to them. The College has a number of other committees that draw on faculty and staff from across the College to accomplish their goals, such as the Sustainability Task Force, Safety Committee, Title IX Committee, and One Book Committee.

Collective Bargaining

Faculty and professional staff are members of the Massachusetts Community College Council (MCCC), the local chapter of which is the Massasoit Professional Association (MPA). A collective bargaining agreement outlines the policies and practices for full- and part-time day faculty and full- and part-time day professional staff. In addition, all adjunct faculty are represented by the Division of Continuing Education (DCE) contract. All contracts are negotiated by the BHE, which is the employer of record.

Clerical, technical, and facilities staff are represented by the American Federation of State, County, and Municipal Employees (AFSCME) (AFSCME Contract 2014-2017). Policies and procedures for Non-unit Professionals (NUPs) are found in the BHE's Non-Unit Professionals Personnel Handbook.

The Management Committee on Employee Relations (MACER), which is provided for in the BHE-MCCC collective bargaining agreements, offers a forum within which to resolve issues affecting faculty (day [84] and DCE [6]) and professional staff. MACER had traditionally been comprised of three senior-level administrators and three union representatives. This year, by mutual agreement, an adjunct faculty member and an academic dean were added to the committee. Issues addressed and resolved through this forum have included the academic calendar; the implementation of gender-neutral bathrooms; air quality and ventilation conditions; campus safety; and changes to the physical layout of the institution.

Student Government

The Student Association of Massasoit Community College (commonly referred to as “the Association”) grants membership automatically to all students paying designated college fees. The Association represents and advocates for interests of the student body, encourages self-governance, and promotes responsibility and cooperation between students, faculty, and administration. The Student Senate acts as the legislative body of the Association and consists of 27 members. It includes representation from both Canton and Brockton and is open to freshmen, sophomores, day, evening, and part-time students; one of this year's officers began her studies at the Middleborough Center (Student Association Constitution and Handbook). As stated previously, most academic governance committees allow for student representation and one student is elected annually to serve as a full voting member of the Board of Trustees.

During the fall 2015 semester, the Student Senate hosted a public forum that allowed students to ask questions and raise concerns; forum minutes are recorded. Members of the College administration, faculty, and/or staff are invited to attend Student Senate meetings and forums to address student concerns. Conversely, those same administrators, faculty, and staff may request to appear before the Student Senate to discuss a particular topic or issue.

APPRAISAL

Governing Board

The Board of Trustees has a positive relationship with both the President and the senior administrative team of the College. The Board is transparent, holds forthright discussions about various issues, and has the best interest of the College in mind during its deliberations. Its meetings foster a climate of open communication and respect. The Board is committed to the mission of the College and demonstrates a strong concern for student success. The trustees are generous with their time and talents; in addition to meetings, retreats, and commencement, trustees attend activities such as Honors Convocation, allied health pinnings, the Arts Festival, and fundraising events.

The Board addresses challenges presented by fiscal, academic, and student needs through informed communication, interaction with involved parties, and requests for follow-up to the President and leadership team. The Board's professional and cultural diversity allows for multi-faceted, dynamic responses to challenging and complex issues. The potential to serve on the Board for up to ten years results in the opportunity for many of the members to have an in-depth knowledge of Massasoit. As discussed in the Areas of Special Emphasis, the Board has a formal mechanism to assess its own performance and completed another self-evaluation in June 2016.

Following its self-evaluation in 2009, the Board took steps to become more effective and efficient at all meetings. It streamlined the meeting structure and assigned time limits to agenda items. Meetings now typically end on time with

all agenda items addressed. Some noteworthy comments from the 2009 self-evaluation suggested the Board attend more College events and continue holding retreats; as mentioned already, the trustees are active in College events and schedule biannual retreats.

The Board has joined the statewide Green Initiative and supports the sustainable efforts of the College. The Board's monthly meeting packages are delivered electronically, aligning with the sustainability initiative. The Board has amended its by-laws to include remote participation and voting. Board meetings are open to the public and are routinely attended by members of the leadership team, College police, Cabinet, faculty, and staff.

Internal Governance

The President has an open-door policy and encourages members of the College community to schedule appointments to meet with him individually. The President schedules all-College meetings at least once per semester; has open office hours at each College site several times per semester; and uses emails to update the Massasoit community on important issues. The President regularly meets with the MPA President and Grievance Office and, this year, began meeting regularly with the AFSCME stewards as well.

The President has strong relationships at the local and state levels. He serves on local boards and attends civic events within the College's service area. He develops new partnerships with public high schools and with public and private colleges. The President has a positive relationship with the MCC Foundation and has been instrumental in the expansion of the Foundation Board from 15 members to 21 and the recruitment of new Foundation members. As stated previously, the membership includes two voting members from the Board of Trustees. The Foundation Board has begun to show a commitment that will have a positive impact on future private fundraising efforts.

Communication and Participation

Two themes that emerged during the self-study are communication and governance participation. Most complex institutions have communication challenges and Massasoit is no different from most. While it remains for the College to develop a comprehensive understanding of when and how communication can best be improved, there are a number of specific efforts currently being considered or underway.

New appointment and hiring announcements are communicated via email; however, the organizational charts are not accessible to the College as a whole. They should be readily accessible via the portal and routinely updated. Given the large number of retirements in recent years, Massasoit has lost significant institutional memory. This loss has created a greater need for referral to the organizational charts and more detailed information regarding the roles and responsibilities of specific offices, departments, and divisions.

The MPA leadership has worked with Human Resources to ensure the email distribution lists, especially the adjunct faculty list, are kept updated with additions and deletions. The College-wide directory, however, is not always updated to reflect promotions or transfers. It is managed manually and updated only by request for these personnel actions.

Academic governance is a strength of the College, and the Academic Senate has made it a priority to increase communication and accessibility of information by using the portal and by working with the CIO to choose and test new virtual communication hardware to facilitate remote participation in meetings. All minutes from the Senate and standing committee meetings are posted in the academic governance portal after they are approved at the senate meeting. The academic governance by-laws and manual are available on the portal. A revised academic governance manual is underway and expected to be approved during AY 2016-2017. This year, the Senate began posting the academic governance calendar for all employees to consider when scheduling meetings, professional development, trainings, etc. to avoid overlap.

The recent issue of a report from the Academic Senate on policy changes and an annual report from the Curriculum Committee is enhancing communication to those outside of the Senate and Standing Committees via the portal. Ensuring that this information is disseminated and reaching all who are impacted by the changes, including students, part-time faculty, and unit professionals, is a challenge that will be addressed next. Other improvements under

consideration this academic year include changes to procedures of both the Appeals and Academic Development Committees to streamline their procedures.

Massasoit's biannual convocations have traditionally been used to communicate and discuss important topics or upcoming initiatives. Convocation also allows for informal input and collaboration from the College community at large (May 2016 Convocation Program).

During the spring and fall 2015 semesters, convocation was not held due to snow emergencies and a lack of time in the academic calendar. Depending on when certain holidays fall, ensuring enough credit hours can limit time for other activities. As discussed in Standard Two, the spring 2016 convocation was designed with increased communication in mind. Results from the Faculty-Staff Survey indicating that many across the College felt disconnected from the strategic plan also influenced the convocation's design. Sessions updated participants on the progress of current initiatives; requested participants give feedback on chapters of the NEASC Self-Study; and focused on dialogue regarding the future of diversity and sustainability goals for the College. The day's program began with comments from the President about the opportunities and challenges ahead and a budget update from the CFO. As mentioned in Standard Two, the vice presidents reviewed the strategic plan's priorities and progress made to date on the plan's goals. The program agenda linked the topic of each session to a strategic priority to clarify further the ways in which the College is working to advance the strategic plan's goals.

During the academic year, monthly reports that outline faculty and staff involvement in new initiatives, progress in advancing current initiatives, student achievement, and other activities of note are submitted by all divisions to the President's Office for inclusion in his report to the Board of Trustees each month. Some of these updates are subsequently communicated to the College through various means, including newsletters, emails, and press releases. Though anyone can access the Board package after the meeting, many do not. To work toward the goal of expanded College-wide communication and understanding of both work and achievement across all divisions, beginning in fall 2016, the vice presidents will discuss this report with their faculty and staff.

The second theme that has emerged is participation in governance. A question on the Faculty-Staff Survey asked respondents to agree or disagree with the following statement: "Massasoit's system of governance involves participation of all appropriate constituencies and includes regular communication among them." Of the 370 respondents, 40.3% were favorable, 27.3% were unfavorable, and 32.4% remained neutral. While these findings are not conclusive, they do suggest that it is time to review governance at Massasoit. There are some repeated themes in the 48 comments that are best captured by the following questions:

- Is there a need to clarify the role of non-unit professionals in College governance?
- How can we better serve the needs of adjunct faculty?
- Is there a greater role for professional staff to play in academic governance?

As for the last above, the Academic Senate has already named an ad hoc committee to review academic governance and this question is included in its review. The Committee was established in October 2015, but did not meet during Work-to-Rule. The Committee will re-convene in fall 2016.

As for the first two questions, the President will name a governance review committee during fall 2016 that will be charged with reviewing the governance system overall and these questions will be included in that review. Another question that has emerged during the self-study is whether the number of College committees has grown larger than current staffing levels can accommodate; the Committee will review this concern as well.

The student voice is an integral and respected part of the internal governance structure. Student representation on both the standing committees and the BOT helps ensure that the student perspective is heard. The recent addition of a public forum by and for students has the potential to reach a wider student audience and to expand communication to and with them. At present, the forum has only been scheduled at the Brockton Campus and the follow-through with various stakeholders is unclear. Moving forward, evaluating effectiveness of this recent addition to the Student Senate agenda should be pursued in regard to its objectives and communication.

Strengths

- A strong relationship exists between the President, the senior team, and the College community as a whole.
- The overall commitment to the student body and the educational experience is a priority and reflected in the institution's organizational structure.
- The Board is comprised of individuals with diverse professional and cultural backgrounds and is reflective of the students we serve.
- Respect and response to the student perspective is demonstrated through student presence in key parts of the governance structure (BOT, Senate, Standing Committee, and Student Senate).
- A strong internal governance system with an Academic Senate, standing committees, and Student Senate that reflects many aspects of the academic experience, growth/expansion, and changes.

Challenges

- Ensuring periodic review of effectiveness of the structure and organization of BOT and College governance
- The College needs a clearer understanding of its communication successes and challenges in order to develop strategies to enhance the former and address the latter.
- The Faculty-Staff Survey (April 2016) suggests that it is time for a comprehensive review of MCC's governance system.

Projections

Actions

- A timeline for the BOT self-evaluation process will be established by January 2017.
- The Academic Senate's ad hoc committee will share its recommendations with all stakeholders by May 2017.
- The President will name a committee to do a comprehensive review of the current governance system with recommendations ready by fall 2018.
- Address existing College protocol for accessing, updating, and maintaining organizational charts and directory with consideration of revising current methods by May 2017.
- Ensure that review of MCC's internal communication procedures are part of the next cycle of strategic planning (spring 2017).

Person Responsible

- Chairman of BOT, President
- Academic Senate President and VP of Academic Senate (Chair of ad hoc committee)
- President
- Office of Human Resources, Office of College Communications, Information Technology
- Leadership Team, Dean of Planning and Institutional Effectiveness

Standard 3: Organization and Governance

Please attach to this form:

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

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

Name of the related entity

URL of documentation of relationship

Massachusetts Board of Higher Education

<http://www.mass.edu/bhe/aboutbhe.asp>

Massachusetts Department of Higher Education

<http://www.mass.edu/about/aboutdhe.asp>

Governing Board

By-laws

Board members' names and affiliations

Board committees

URL

<http://www.massasoit.edu/about-massasoit/board-of-trustees/index>

URL or document name for meeting minutes

Reviews/recommends BoT officers for next year; last met 2/3/16.

Reviews financial documents, reports, and polices and makes recommendations to the Board for approval as appropriate; last met 8/25/16.

?	a. Nominating
	b. Audit
	c.
	d.

(Insert additional rows as appropriate.)

Major institutional committees or governance groups*

URL or document name for meeting minutes

a. President's Cabinet

b. Academic Senate (with standing committees on Academic Development, Appeals, Curriculum, General and Developmental Education, Standards, and Technology)

c. Student Senate

d. Enrollment Management Committee

e. Enterprise/Banner Committee

<http://www.massasoit.edu/about-massasoit/president-office/presidents-cabinet/index>

Information regarding the Academic Senate is posted in the *MyMassasoit* portal.

<http://www.massasoit.edu/students-and-parents/student-life/student-clubs/index>

(Insert additional rows as appropriate.)

*Include faculty, staff, and student groups.

Standard 3: Organization and Governance (Locations and Modalities)

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

(Insert additional rows as appropriate.)

	City	State or Country	Date Initiated	AY2014-2015 Enrollment*	Fall 2015 [^]
u Main campus	Brockton	MA		9591	6383
u Other principal campuses	Canton	MA	7/1/1985	1518	984
u Branch campuses					
u Other instructional locations	Middleborough	MA	9/1/2010	339	270
				11,448	7,637

Distance Learning, e-learning

	Date Initiated	Enrollment**
First on-line course		2915
First program 50% or more on-line	2007	1520
First program 100% on-line	2008	

**Enrolled in online course(s);
unduplicated headcount.
Included in totals above.

u Distance Learning, other Modality		Date Initiated	Enrollment*
			0
u Correspondence Education		Date Initiated	Enrollment*
			0

Definitions

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

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

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

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

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

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

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

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

STANDARD 4: THE ACADEMIC PROGRAM

DESCRIPTION

Massasoit Community College offers 44 degree programs: 6 Associate in Arts (A.A.); 11 Associate in Science (A.S.); and 27 Associate in Applied Sciences (A.A.S.) degrees. All associate programs require a minimum of 60 credit hours and take a minimum of two years to complete. Courses are offered on two campuses (Brockton and Canton), at an instructional site (Middleborough), at satellite locations (2 in Plymouth; Marshfield High School), and online. The Canton Campus is home to programs in the Emergent Technology Division, which includes architectural technology, engineering, visual arts, diesel technology, HVAC technology, and veterinary technology. The College also offers 26 certificates and another three Board of Higher Education (BHE) certificates.

As is typical of a comprehensive community college, some programs prepare students to transfer to a four-year institution, some are terminal career degrees preparing students for the workforce, and others are certificates ranging in scope and purpose. As the Data First forms show, the College's largest associate degree programs are the transfer programs in liberal arts, business administration, and criminal justice. The largest career programs are in nursing, culinary arts, child care education, fire science, and human services. Our newest programs (engineering transfer, social sciences transfer, security studies, and veterinary technology) and certificates (networking specialist, private security, and paramedic) align with changes in the regional economy and needs of area business and industries.

Learning outcomes, course and graduation requirements, and program overviews are published in the College Catalog, MCC website, and program webpages. Program requirements are outlined on requirement sheets, which students receive at orientation and can access online through the MyMassasoit portal. Advisors review program requirement sheets with their advisees on a regular basis. Massasoit also uses DegreeWorks software to provide students with program mapping so that students are taking courses that are applicable to their programs and making steady progress toward completing their degrees. Students can independently access DegreeWorks at any time to track their progress, create possible scenarios if they want to change their programs, and review notes from their advisors.

Academic deans oversee the creation of each semester's schedule with input from department chairs so that required courses and a sufficient breadth of electives are offered on a regular basis.

In addition to 15-week fall and spring semesters, the College also offers January intersession courses, two summer sessions, and accelerated courses that run in two-week, five-week, seven-week, and ten-week cycles. All accelerated courses have the same course descriptions and course outcomes as those taught in a 15-week semester and are taught by MCC faculty.

Like most colleges, Massasoit's online learning offerings have grown significantly in recent years, providing yet another way for students to learn and to complete their program requirements. Massasoit now offers online courses in most of its programs; Massasoit currently has 22 degree programs and five College certificate programs that offer 50% or more courses online (Online Programs). In addition to online courses, Massasoit offers a number of hybrid (50% face-to-face, 50% online) and web-enhanced courses (courses taught in person with 25% of the course content offered online). Information about online learning is made available through the College Catalog, website, and Massachusetts Colleges Online, a consortium of public state and community colleges. Both face-to-face and online orientations are available to students using Canvas, the College's online learning management system (LMS). As with accelerated courses, online courses have the same course descriptions and course outcomes as those taught in a 15-week semester and are taught by MCC faculty.

Ensuring Academic Quality

As discussed above, one way MCC ensures academic quality is through consistency of course descriptions and outcomes regardless of delivery schedule or mode. Another way is to ensure that changes to program requirements create minimal disruption for students currently pursuing degrees. Students follow the program requirements in effect

during the year they enter Massasoit, and any requirements changed or added after that date do not affect current students. According to the 2016-2017 Student Handbook, if a student is not enrolled for more than three consecutive semesters (excluding summer sessions), that student must apply for readmission and follow the program requirements in effect for the year of readmission (p. 40).

The academic divisions and departments make decisions about course content and the delivery of instruction. As detailed in Standard Three, new courses, new programs, and curriculum modifications are reviewed and approved through academic governance. Modifications of an existing course might include a change in the course description, number of credits or contact hours, number of lecture and/or lab hours, prerequisite, co-requisite, or course titles. As noted in the Academic Governance Manual (Academic Governance Manual), all such changes are submitted to the Curriculum Committee for approval. Additional approvals are required from Academic Senate and the Vice President of Academic Affairs, with the President of Massasoit Community College giving the final approval (p. 7-11).

As discussed in Standard Two, the College's academic program review policy is to review all credit programs and certificates on a five-year cycle and to include an outside reviewer during the final stage in the process. All programs with national accreditation follow the schedule of their accrediting bodies (Institutional Characteristics Form, Q.12). The MCC program review requires faculty to assess not only curriculum, personnel, and equipment, but also the experience of students in the program. Student experiences include student satisfaction, retention, graduation, transfer, and/or employment rates.

Occasionally, an academic program needs to be discontinued, either because it is no longer relevant or because of a critical and sustained lack of enrollment. The first step is to put the program on hold so that no new students can apply. The program is then removed from publications and the website. All students in the program are notified through email, phone, and letter and are individually advised as to how they can complete their degree requirements. What the students need to complete their program determines the teach-out plan for the degree. Students are informed when required classes will be offered for the last time. If needed, students are offered directed study options in order to graduate. Other options available include seeking approval for a course substitution or changing to a different program. The recent elimination of biotechnology in the Mathematics and Science Division, for example, followed the above process.

Developmental courses in mathematics, English, and English as a second language (ESL) help prepare students for success in college-level courses. The math and English courses also serve as prerequisites for most of Massasoit's college-level courses and do not count toward graduation. According to data from the College's Office of Institutional Research (IR), more than two-thirds (69.5%) of Massasoit's incoming students place into one or more developmental courses (Developmental Placements Fall 2011). As has been true for community colleges nationally, student success in these courses is not at the levels MCC finds satisfactory. To better support this large segment of our population, Massasoit has redesigned developmental curricula in both math and writing.

In spring 2011, the Mathematics Department piloted self-paced courses which allow students to proceed through developmental course work at their own paces. Students use computer software and the support of faculty in the classroom to develop mastery of core content before advancing. Students can complete multiple levels of math in one semester, potentially shortening the time to graduation. In 2014, the Mathematics Department transitioned to a modularized approach and grouped the developmental math topics into a series of fifteen modules. The modules and topics are aligned to the course outcomes, allowing students to take a comprehensive diagnostic assessment at the beginning of the semester and to gain credit for modules they have already mastered. The curricular redesign benefits many students, as they can progress faster than they would through a traditional class, and, for those who need to repeat the course, they do not need to repeat modules they have mastered. The modularized, self-paced math curriculum is discussed further in Standard Eight.

The English Department has redesigned developmental reading and writing. Through an extensive process of meetings and committee work, the English Department revised course outcomes for all developmental English and composition courses to be better aligned and to ensure a focus on essential academic skills. In 2012, Massasoit

launched an Accelerated Writing Program that enables students to complete developmental writing and college-level English Composition I in the same semester, with the same instructor and a small cohort of students. The program, modeled closely on the highly successful Accelerated Learning Program developed at the Community College of Baltimore County, shortens students' time to graduation while providing intensive support in reading and writing skills in the first semester. The program has shown strong initial results, with course pass rates among Accelerated Writing students higher than those of their peers taking English Composition I alone (Accelerated Writing Program BOT).

In addition, Massasoit provides an English as a second language (ESL) program for students who need to develop their English proficiency before attempting college-level reading and writing. Students are referred to ESL faculty for evaluation by the Testing and Assessment Department staff or advisors during orientations. Incoming ESL students take a 30-minute free assessment test to determine their proficiency levels in English, and then they receive recommendations as to which ESL or English courses to take. ESL courses may be applied as elective credits in the humanities and liberal arts.

Undergraduate Degree Programs

Massasoit maintains 17 program-specific transfer agreements with eight private institutions. Students may transfer up to 75% of the credit for their programs or certificates. Transfer credit policies are published on the College website and in the College Catalog. The recently reorganized transfer website includes multi-colored stops (similar to stops on the T in Boston) that provide detailed information for students about MassTransfer, articulation agreements, course equivalencies, and transfer scholarships. Overall, the College finds information about transfer accessible. In the Faculty-Staff Survey (FSS) administered in spring 2016, 62% agreed that information on transfer policies and articulation agreements is readily available (p. 14). Massasoit also supports the credit transfer policies defined by the Service Members Opportunity Colleges (SOC) and the SOC Military Student Bill of Rights. The Massachusetts Board of Higher Education's recent announcement about the Commonwealth Commitment, which provides tuition rebates to students successfully completing their initial semesters at community colleges, will provide even greater transfer opportunities for Massasoit students.

As mentioned above, Massasoit participates in MassTransfer, a partnership of all public colleges and universities in Massachusetts. Students complete a block of requirements at Massasoit that then transfer to a four-year state institution. According to the MCC Transfer webpage,

“The MassTransfer Block is not tied to graduation. Students who complete the 34-credit MassTransfer Block with a 2.0 or higher grade point average will satisfy general education requirements at all four-year public institutions. Once the block is completed, a notation is automatically noted on the student's official transcript.”

For students who complete designated associate degree programs, MassTransfer offers full transfer and applicability of credits, guaranteed admission (minimum 2.5 GPA), and a tuition discount (minimum 3.0 GPA). In addition, Massasoit maintains 87 program-specific agreements with 11 institutions through MassTransfer.

In 2014, Massasoit adopted revised Core Competencies that highlight the areas of knowledge MCC graduates should demonstrate prior to graduation. The Core Competencies are divided into eight cross-curricular and co-curricular categories: Written Communication; Quantitative Literacy; Oral Communication; Critical and Creative Thinking; Civic Engagement; Information Literacy; Global Learning; and Integrative Learning. The Core Competencies were revised through an inclusive, College-wide process that provided many opportunities for input and feedback. The revised competencies closely align with the LEAP VALUE rubrics developed by the American Association of Colleges and Universities (AAC&U). The new Core Competencies serve as the foundation for a gradual re-alignment of Massasoit's academic program. MCC is in the process of aligning all course outcomes, program outcomes, and program requirements with the new Core Competencies. Our goal is to ensure that while students are developing their mastery of the content, theories, and methods of a particular area of study, they are also demonstrating proficiency in the core academic values the College has identified. The Core Competencies are discussed further in Standard Eight.

MASSASOIT COMMUNITY COLLEGE

Information Literacy is part of the Core Competencies, but it also has its own Information Literacy Instruction Mission associated with the Massasoit Library:

In accordance with the Massasoit Community College Mission Statement, the Massasoit Community College Library is committed to supporting the educational and personal goals of our diverse community by providing Information Literacy Instruction in the Library Classroom as well as through point-of-use Information Literacy Instruction with individual Library users.

To support this mission, librarians offer information literacy instruction to groups in the classroom, individually, and online, and support faculty and staff research projects. Through course work, workshops, and webinars, librarians stay current in the information they share with students. The librarians collaborate with faculty and staff to ensure that resources and supporting services, including learning technologies, adequately and effectively support student learning outcomes and departmental goals. They offer assignment-driven library instruction, hands-on sessions, and bibliographic documentation workshops. The total number of students receiving instruction during FY2015 is included in the Data First forms and in the table below, which breaks out the numbers for Brockton, Canton, and Middleborough (Teaching Statistics Standard Seven Data First forms).

Location	FY2015 Sessions	FY2015 Student Attendance
Brockton Campus	257	3961
Canton Campus	85	1448
Middleborough Center	15	137
Totals	357	5546

To serve online students and to further enhance information literacy skills for all students, librarians create modules for Canvas, online tutorials, and LibGuides that highlight sources for individual faculty classes. All of these activities support student learning outcomes and further the intellectual and cultural development of students, faculty, and staff.

General Education

All associate degree programs at Massasoit include a substantial general education requirement called the Core Curriculum. The MCC website includes a description of the Core and a list of its requirements:

“The ‘Core’ is the center of our curriculum. It is a group of required courses that enables the student to gain a foundation of knowledge, skills, and proficiencies that we believe every graduate of Massasoit should possess. This Core assures employers and transfer colleges that our graduates have pursued a college-level liberal arts education in the areas of communication, mathematics, science, social science and humanities.”

The Core requirements differ somewhat between the three types of associate degrees and are outlined below.

Associate in Arts (AA) Degree:

- 6 Communications Credits
- 3 Oral Communication Credits
- 3 Quantitative Credits
- 7 Science Credits
- 9 Social Science Credits
- 6 Humanities Credits

Associate in Science (AS) Degree:

- 6 Communications Credits
- 3 Quantitative Credits
- 3 / 4 Science Credits
- 3 Social Science/Humanities Credits
- 6 Liberal Arts Credits

Associate in Applied Science (AAS) Degree:

- 6 Communications Credits
- 3 Quantitative Credits
- 3 / 4 Science Credits
- 3 Social Science/Humanities Credits

All three degrees include course work in the disciplines described above, but the requirements are weighted to the specific curricular needs of each type of degree. Most general education courses that count toward graduation have developmental English and math courses as prerequisites. If students do not place out of these courses through placement testing, they must complete these prerequisite courses before enrolling in the Core Curriculum.

The outcomes for the Core Curriculum are assessed at the course level, and the content of the Core is based on statewide transfer agreements. The General Education Committee, a subcommittee of the Academic Senate, oversees the Core Curriculum. In recent years, the General Education Committee helped revise the Core Competencies and recommended changes to the Core Curriculum. In 2015, the Committee analyzed the science requirement for the A.A. degree and put forth a motion to reduce the originally required eight science credits to seven credits. The motion passed at a full-time faculty meeting. The change was “to allow transfer programs to better line up with the Mass Transfer Block science requirement” (Academic Senate Recommendation Form AA Science). Apart from this change to the A.A. degree, the Core Curriculum has undergone few revisions due to its close alignment with the Massachusetts Articulated System of Transfer (MAST) and the MassTransfer block of credits required for all transfer programs at MCC.

The Major or Concentration

In addition to general education requirements, each program requires in-depth course work in the area of concentration. Courses within each program include specific learning outcomes developed by the academic departments. Almost all programs provide students the opportunity to pursue areas of their own interest through electives. Furthermore, several degrees have specific options available for students to have a more focused educational experience in their majors. For example, the business administration careers program has options in accounting, general business, hospitality management, marketing, and supervisory management; human services, criminal justice, and child care education programs offer both career and transfer options. Computer information systems offers options in both programming and user support, while media communications and theatre are options for liberal arts studies. These examples highlight the many options students have when choosing an area of study and demonstrate the ways in which students are able to follow their own interests. The complete list of options is available on the MCC website.

Integrity in the Award of Academic Credit

Candidates for graduation must complete all courses required for their programs or certificates, and must achieve a cumulative GPA of at least 2.0. All associate degree programs require a minimum of 60 credits. The College makes every effort to ensure that students are not required to complete a significant number of credits beyond 60. Degree programs at Massasoit require an average of 64 credits, and 66% of the College’s programs require between 60 and 64 credits. Those programs that exceed 64 credits tend to be highly technical programs, such as radiologic technology and respiratory care.

Academic standing is based on the cumulative GPA earned in courses taken at Massasoit. Students falling below the benchmark of Good Standing are placed on academic probation for a semester and are advised to see a counselor to discuss their progress as they move forward. Students on academic probation who fail to progress are given academic deficiency status. These students have one semester to remedy their standing; failure to do so requires re-application to a degree program. These policies are published in the College Catalog (p. 62). Information about academic probation and academic deficiency is also available on the College’s website.

All credits awarded by the College are based on the federal definition of the credit hour. MCC denotes a credit hour as a semester hour. According to the College Catalog and website, a semester hour is

“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.”

Many students come to the College with transfer credit from other institutions. A list of acceptable methods for transferring credit is available on the MCC Transfer Credit webpage. Massasoit requires official transcripts to accept transfer credit; the College also requires students with international credit to provide an official translation when needed and to have an official evaluation done. The College most often accepts courses in transfer whose content is similar to a Massasoit course. MCC will consider granting credit for prior learning for work experience, community volunteering, military service, job training, and open source courseware study.

In addition to the information on the College website about prior learning, the 2016-2017 Student Handbook explains the process and awarding of credit:

“This procedure calls for the interested student to petition the Office for Prior Learning in the Division of Academic Affairs. College credit is awarded to qualified students through a process of assessment and documentation arranged through consultation between the Office for Prior Learning and appropriate faculty.”

Furthermore, the Handbook informs students that “students must pay for the assessment and any credit awarded” (p. 37).

The total number of transfer credits allowed is determined by MCC’s Residency Requirement/Maximum Transfer Credit Allowed policy. The requirement states:

“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 (see program requirement sheets and www.massasoit.edu for more details). 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.”

Transfer and alternative sources of credit, such as credit for prior learning, fall into this category.

Massasoit also offers dual-enrollment courses through the Commonwealth Dual Enrollment Program (CDEP) and the Massasoit Dual Enrollment Program (MDEP), which allow high school students to begin completing college-level courses while receiving both high school and college credit. While dual enrollment courses are frequently offered at local high schools, Massasoit faculty teach the courses. When offering dual enrollment classes, MCC draws up a short agreement outlining the responsibilities of both the College and the participating high school. Dual enrollment classes are taught using the College’s course outcomes and descriptions, and Massasoit maintains full responsibility for hiring, supervising, and evaluating the faculty.

The College publishes a statement of Academic Honesty on its website and in the 2016-2017 Student Handbook.

“In accepting admission to Massasoit Community College, students also accept the responsibility for maintaining high standards of academic integrity and scholarly practice.”

This integrity includes avoiding plagiarism and “not giving or receiving assistance during examinations.”

Furthermore, “instructors may bring any matter related to academic honesty to the Assistant/Associate Dean who may bring the matter to the Vice President of Academic Affairs for consideration of further disciplinary action” (p. 10). Students have the right to due process and may appeal charges of academic dishonesty through the Student Grievance Procedure outlined in the 2016-2017 Student Handbook (p. 70).

To maintain student integrity in online courses, the Office of Online Learning has implemented Respondus Lockdown Browser, which locks down the testing environment in the Learning Management System (LMS). The same program

also provides Monitor, a companion application that integrates webcam technology. Together, they address the core issues of student identity and cheating, creating an essential layer of security for non-proctored assessments. Turnitin, a plagiarism program, is also integrated into Canvas, MCC's LMS.

Faculty teaching online receive extensive support from the Office of Online Learning to maintain the integrity of their course spaces. Orientations and workshops are provided to faculty as they are developing online courses and teaching online. In March 2014, the College created an Instructional Technology Specialist position to provide training and support to online faculty and students offered in Brockton, Canton, and Middleborough. Professional development opportunities offered by the Office of Online Learning are discussed in Standard Six.

APPRAISAL

Overall, the College consistently works to better share information about program and graduation requirements with students through multiple avenues, including print, online, and DegreeWorks. Not all academic policies, however, are equally clear or accessible. The College does not have a uniform policy about the frequency with which required classes must be offered, and it does not yet publish information indicating courses that are not offered regularly.

Massasoit asks students to submit a high school diploma, a GED/HiSET, or other state-approved equivalency credential as part of their applications for admission. Students (such as those who graduated from a U.S. high school more than a year prior to applying) are eligible to self-certify their credentials and do not need to produce official documentation. Some faculty have questioned the wisdom of the self-certification option and the degree to which it ensures all admitted students are adequately prepared. The College should assess this policy and its impacts going forward.

Overall, there is a clear need for more collection and sharing of data about student learning and progress to inform improvements in Massasoit's academic program. Based on responses from the Faculty-Staff Survey (FSS) administered in spring 2016, only 40% agree that data regarding students' success and progress are readily available for use in making decisions about their academic programs. Faculty feels that the College needs to more effectively interpret and apply the data. For example, MCC surveys students as they graduate, but the survey largely pertains to students' satisfaction with their experiences, rather than with their learning. The College collects data about student employment and further education after they graduate from Massasoit, but we collect little data about our students' successes at four-year schools among those who transfer.

Massasoit has a clear process in place for conducting program reviews; however, reviews have been conducted inconsistently, and the data are not always used to make concrete improvements in the academic program. A new calendar has been finalized, and it will be important that it be followed. A structure of formal follow-up must also be developed to connect the review with annual goals and budget decisions.

Historically, program reviews have not been shared outside of the program that conducted the review. Sharing data at this level between departments and divisions could help make decisions and changes both across the College and for the individual program. The currently narrow access to program review data highlights that there are few, if any, structured opportunities for faculty to discuss student learning or examine student work across departments. Data about student learning are collected, but aside from basic information such as graduation and retention rates, those data are shared with faculty and staff in inconsistent ways. For example, during the development of the Title III Project STARTS professional development program, IR compiled data about course pass rates for all classes at Massasoit, but those data were not shared widely with the College as a whole. Such data, if more widely shared, could foster important conversations about ways to strengthen curriculum and address areas in which students tend to struggle.

As reported in the E Series forms, many of our programs use assessments that reflect their specific program outcomes. Analysis of student performance in these assessments informs faculty decisions about course content, program outcomes, and pedagogy. The Mathematics Department has departmental final exams. While it is not required that all faculty use these exams, many do and have found that doing so provides the basis for collective assessment. Members of the faculty use the data from the common exams to improve course outcomes, content, and the exam itself. In the

most recent analysis (not included in the E Series Forms), Math faculty reviewed exam data from College Algebra, Precalculus, and Calculus I, and revised the exams for each course based on that analysis. The Nursing Education faculty also recorded on its E Series form that it works collaboratively to share exam data. One outcome of its collective review has been to expand the dedicated tutoring available to students.

Several programs require capstone courses or projects (criminal justice, diesel technology, and architectural technology), while some include an optional capstone course (media communications). In the case of architectural technology, students' capstone projects are reviewed by department faculty along with external architects and engineers. Discussion following these reviews has led to the following changes in curriculum: "improved emphasis on graphic presentation of work, the student's ability to make verbal presentation of their work, emphasis on the exploration of design as well as encouraged outside internships" (E Series E1A).

Students graduating from the elementary education and visual arts programs complete portfolio projects, while students in liberal arts studies, child care and administration, and theatre participate in practicum experiences. ESL faculty use portfolio review. MCC's child care education and administration program was recently reaccredited by the National Association for the Education of Young Children (NAEYC). In addition to its information on the E Series Forms, as part of its reaccreditation, the program addressed key assessments, including a student portfolio that includes a philosophy of education statement, lesson plan, and child observation. Students receive feedback on their work and are given an opportunity to improve from the responses.

The human services program includes multiple opportunities for a variety of assessments, including field experience, seminar courses, self-evaluation by students, evaluation by the Massasoit program coordinator, and evaluation by the student's supervisors at the agency placement (E Series). In addition to the E Series, based on a suggestion from the advisory board, human services added a student to the board in spring 2016. The program also created a child welfare course and is currently working on a seminar in child welfare that will include a field component. The program also added an elective in development disabilities. Other programs that made improvements based on advisory board feedback are architectural technology, radiologic technology, respiratory care, and visual arts (E Series).

As will be discussed further in Standard Six, the College has made efforts to provide support for faculty to integrate the Canvas LMS. The number of web-enhanced classes grew from two in AY 2012-13 to 84 in AY 2013-14 (Online Learning Support 2012-2014; Online and Hybrid Courses 2000-2014). The expansion of online and hybrid courses gives current students more flexibility and provides greater access to potential new students. In the 2013-14 academic year, 316 classes were taught either online or in a hybrid format, representing a 35% increase since the 2010-11 academic year. Currently, the College has 22 degree programs and five College certificate programs that offer 50% or more of their courses online (Online and Hybrid Courses 2000-2014; Degree and Certificate Program Online 2013).

This expansion, of course, brings its own challenges. MCC provides online orientation, registration, tutoring, and library services; however, we are still eager to meet the more complicated challenge of offering sufficient online advising and counseling. Many of our online students are also taking classes in-person and can access the full range of services. Nonetheless, MCC needs to consider these needs and have a more detailed data-driven profile of our current online student population. Further, while we have had success in integrating online options into our course offerings, the next step is to develop a plan for the future of online education at MCC by setting goals for individual academic programs and integrating them into the next round of strategic planning.

Ensuring Academic Quality

Over the past five years, Massasoit has made new efforts to support students in their first year of college through innovations within the academic program. The need for such innovations has been clear. According to the 2015-17 Strategic Plan, Massasoit's current fall-to-fall retention rate stands at 57%, and improving that figure requires a "student-centered, data-informed approach" (p. 3). As can be seen in the Data First forms, the average percentage of first-year students taking developmental math (FY13-16) was 56%; 29% of that population took developmental English. The majority of Massasoit's incoming students place into at least one developmental course. Massasoit has undertaken several promising efforts to provide new students with pathways that include additional academic supports while

shortening their time to graduation. The English Department's Accelerated Writing Program has shown initial success. In the first three semesters of the program, 74% of Accelerated Writing students passed both Introductory Writing and English Composition I in the same semester, compared with just 45% of students who passed both classes in two semesters following the traditional two-semester sequence. (Accelerated Writing BOT).

Initial results of Massasoit's self-paced math pilot were mixed, with self-paced students succeeding at the same or slightly higher levels than traditional students in some years, but lower levels in others (Math Grade Distributions spring 2012 and spring 2013). In response to these results, the Math Department created two dedicated math labs, provided professional development for full-time and part-time faculty, and redesigned its developmental curriculum to allow a modular approach. Initial data suggests that these changes have made a difference. The self-paced curriculum is discussed further in Standard Eight.

Despite some promising initial results, bringing these innovations to scale has proved challenging. The process of building infrastructure (processes for registering students for new programs, training advisors on the details of new curricular models, etc.) has been labor-intensive and uneven in financial support; the latter may be in part because grant dollars have been used and permanent funding not fully committed. In addition, greater access to data for both English and math faculty is needed. MCC has analyzed data about students' performances in accelerated and self-paced programs; however, no data are yet available on the success of students in these programs in subsequent college-level classes, overall credit accumulation, or completion of degree programs, which are ultimately the measures of program success. Without such data, it is difficult to know the long-term impact these innovations are having or to identify adjustments to the programs that would result in greater student success.

Additionally, the prevalence of prerequisites across Massasoit's academic program continues to pose significant challenges for students. While new course offerings may help students complete their math and English requirements more quickly, developmental math and English courses still serve as prerequisites for the majority of introductory level college courses in most departments. As Complete College America and others have pointed out, the college completion rates for students needing to take multiple developmental prerequisites before embarking on college credit-bearing courses are very low. At Massasoit, some attempts have been made to pair developmental courses as co-requisites rather than prerequisites. For example, a pilot program in fall 2012 paired developmental reading with English Comp I and General Psychology as a learning community; 76% of students passed all three courses (English Pilot Courses Fall 2012). While these pilots have shown promise in terms of student pass rates, they will need active support from upper-level administration and greater support from faculty before becoming a widely used strategy. There has not yet been a College-wide conversation about either the research on developmental co-requisites or the potential benefits to be gained by implementing such a strategy.

Massasoit's first-year experience course (FYE) typically focuses on discrete academic skills (note-taking, time-management) divorced from any context or the study of an academic subject. It is taken almost exclusively by students who place into two or more developmental courses. The course does not count for elective credit in all degree programs, nor does it transfer well to other institutions. Numerous studies have shown the benefits of an engaging first-year experience course in integrating students into the college community, helping them build a foundation for academic success, and forging connections that support student retention. In years past, Massasoit did require a one-credit Freshman Seminar, and there is a desire among faculty and staff to reinstitute a similar type of course for all first-year students. The FSS indicates that 70% of faculty and staff agree that Massasoit should implement an FYE, but there is not agreement about whether it should be required. Some others feel that it may be preferable to embed FYE outcomes into gatekeeper courses (p. 3).

Undergraduate Degree Programs

The strength of Massasoit's academic program is bolstered by continual efforts to align academic offerings with opportunities for further education and the needs of today's workforce. The College continues to develop new articulation agreements with other institutions of higher education, and participate in statewide programs that further help students transition to four-year degree programs. The new degree programs mentioned earlier provide students

with important additional opportunities to align their course work at Massasoit with future goals.

The adoption of revised Core Competencies also represents a strength of Massasoit's academic program. The Core Competencies are now more reflective of 21st century job skills and more closely align with the Core Competencies of most community colleges in Massachusetts and across the nation. The competencies also align with those of the Partnership for 21st Century Learning and the LEAP VALUE rubrics and provide a strong potential foundation for assessing the learning and career readiness of our graduates. The implementation of the revised Core Competencies, however, along with steps to use them to assess student learning, have been uneven thus far. Some individual faculty have been trained in the use of the LEAP rubrics through College-wide workshops on assessment and training offered by AMCOA (Advancing a Massachusetts Culture of Assessment); four faculty have been trained as LEAP rubric scorers through the Multi-State Collaborative.

The College has also not yet identified a mechanism for using the revised Core Competencies to assess student learning, which points to a weakness in the academic program: the lack of a clear process for evaluating the learning of Massasoit graduates. The College needs to establish a systematic way to assess student learning related to the competencies unique to MCC. This lack of institutional assessment makes it harder for faculty to make modifications and improvements to the academic program, as it is difficult to know where significant gaps in student learning lie. In addition, the Core Competencies contain skills that can be co-curricular, such as Global Learning, Civic Engagement, Integrative Learning, and Information Literacy. The new competencies offer an opportunity for designing co-curricular experiences tied closely to student learning outcomes.

While Massasoit has not yet fully implemented the new Core Competencies, the Curriculum Committee has required all new course and program proposals to include the new Core Competencies since fall 2015. The new Core Competencies are also likely to require changes in the program review process and self-study outline for program reviews. The self-study outline was last updated in 2010, and while it does encourage reviewers to gauge the experience and success of students graduating from the program, it does not yet provide a structure for assessing the degree to which program graduates have mastered the competencies. New pages on the MyMassasoit portal and Canvas are a starting point for assisting faculty in using the Core Competencies in academic program reviews, program outcomes, and course curriculum.

General Education

The Core Curriculum is a strength for Massasoit Community College. The breadth and depth of the requirements for the Associate in Arts, Associate in Science, and Associate in Applied Science create a strong foundation for the general education requirement and helps establish alignment with transfer institutions and for those students using MassTransfer.

The Major or Concentration

Offering associate degrees with options that allow students to focus their studies is a strength of Massasoit Community College. These options allow students to feel more involved in their studies and to take more courses related to their majors. Similar to the need for a systematic assessment of the Core Competencies, the College needs to continue its efforts to improve program outcomes for these options through the program review process. The program outcomes should not only be tailored more to the major, but also address the Core Competencies directly. These outcomes should be based on the skills MCC hopes its graduates will achieve in its programs. In addition, Massasoit should continue to review the program options as rigorously as it does the programs themselves. As mentioned previously, in the past, program reviews did not always follow a five-year cycle; however, the current Academic Program Review Calendar includes the options as part of the review process and has updated the timelines so that programs and options follow a consistent five-year review schedule.

Integrity in the Award of Academic Credit

Though MCC has a clearly articulated academic honesty statement, the section on plagiarism could lead to inconsistent practices. The College academic honesty policy on its website indicates that enforcement of the policy and consequences for plagiarism are left up to the individual instructor:

“It is the responsibility of the individual instructor to enforce this policy. If an infraction should occur, an instructor may take action which reflects the seriousness of the infraction, and could range from an informal verbal warning to, but not beyond, the issuance of a grade of F for the course.”

As mentioned in the description section, “In addition to action taken relative to the specific course, the course instructor may bring any matter related to academic honesty to the Assistant/Associate Dean, who may bring the matter to the Vice President of Academic Affairs for consideration of further disciplinary action” (p. 13). Though these actions may occur, there is not a clear chain to follow. This ambiguity sends mixed messages to students, leads to confusion about the consequences of plagiarism, and results in inconsistent academic standards. For example, students could plagiarize in multiple courses without being reported and possibly without receiving disciplinary action.

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Strengths

- The college continually re-assesses its programs and develops new ones to meet changing needs for transfer and the job market.
- Massasoit’s new Core Competencies are more reflective of 21st century knowledge and skills.
- Growth in online and hybrid learning.
- The college has made strides in accelerating developmental math and English sequences and strengthening student preparation in these subjects.
- The college offers and supports multiple opportunities for individual professional development.

Challenges

- Some academic policies are not clear to the college community or applied in a uniform fashion.
- The college lacks a comprehensive method for assessing student learning in its courses and among its graduates.
- Intentional planning of the role of online programming is needed.
- The college does not collect or share enough data about student learning and progress that would inform changes to the academic program.
- While the college offers professional development focused primarily on individual faculty practice, there is little professional development focused on collaboration or the development of the overall academic program.

Projections

Actions

- Create a systematic process (e.g., portfolios, capstone project, etc.) to assess the degree to which Massasoit students are mastering the Core Competencies over time by 2019.
- Dean of Planning and Institutional Effectiveness will help all academic departments develop a data dashboard that meets their most pressing analysis needs by September 2018.
- Create structures that support using this data to inform academic policies and curriculum. (Ongoing)
- Professional Development Center will increase opportunities for full- and part-faculty to collaborate by 10% FY2017, and 10% FY2018
- Determine a stable budget for co-requisite remediation to expand for FY2018.

Person Responsible

- Office of Planning and Institutional Effectiveness, academic deans, and faculty.
- Office of Planning and Institutional Effectiveness & academic departments.
- Academic Affairs, deans and faculty
- Director of Project STARS
- VPAA and deans

2016 SELF-STUDY REPORT

Massasoit Community College

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

*Fall 2015, as of 9/25/2015.

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

Degree Level/ Location & Modality	Associate's	Bachelor's	Master's	Clinical doctorates (e.g., Pharm.D., DPT, DNP)	Professional doctorates (e.g., Ed.D., Psy.D., D.B.A.)	M.D., J.D., DDS	Ph.D.	Total Degree- Seeking FTE
Main Campus FTE	3,562							3,562
Other Campus FTE	569							569
Branches FTE	0							0
Other Locations FTE	123							123
Overseas Locations FTE	0							0
On-Line FTE^	incl.							incl.
Correspondence FTE	0							0
Low-Residency Programs FTE	0							0
Total FTE	4,255	0	0	0	0	0	0	4,255
Unduplicated Headcount Total	6,408							6,408
Degrees Awarded, Most Recent Year	913							913

Student Type/ Location & Modality	Non- Matriculated Students	Visiting Students	Title IV-Eligible Certificates: Students Seeking Certificates	Non-Title IV-Eligible Certificates/Students	Grand Total
Main Campus FTE	324		20	9	3,915
Other Campus FTE	49		42	13	673
Branches FTE	0				0
Other Locations FTE	17		2	13	155
Overseas Locations FTE	0				0
On-Line FTE^	incl.		incl.	incl.	incl.
Correspondence FTE	0				0
Low-Residency Programs FTE	0				0
Total FTE	390		426	426	5,497
Unduplicated Headcount Total	1,066	0	83	80	7,637
Certificates Awarded, Most Recent Year	n.a.	n.a.	108		1,021

^NOTE: 1520 credit students (taking one or more online courses) were enrolled for a total of 6814 credits (454.3 FTE). They are included in the main campus FTE and in overall headcounts.

Notes:

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

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

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MASSASOIT COMMUNITY COLLEGE

Massasoit Community College

Standard 4: The Academic Program (Headcount by UNDERGRADUATE Major)

For Fall Term, as of Census Date

	3 Years Prior (FY 2013)	2 Years Prior (FY2014)	1 Year Prior (FY 2015)	Current Year* (FY 2016)	Next Year Forward (goal) (FY 2017)
	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Certificate					
Biotechnology Cert	1	11	13	7	7
Child Care Cert	14	18	19	27	26
Computer Repair & Main	4	4	4	4	4
Computerized Accounting Cert	8	4	5	5	5
Computerized Tomography Cert	21	12	13	0	0
Corrections Cert	0	0	0	1	1
DDS/Direct Support Cert	4	8	4	3	3
Dental Assisting	18	18	17	16	15
EMS-Paramedic Cert	0	0	7	26	25
Food Production Cert	1	3	0	2	2
Heating Ventil&Air Cond Cert	3	5	5	5	5
Insurance Billing Specialist	22	18	9	21	20
Law Enforcement Cert	2	5	7	5	5
Magnetic Resonance Image Cert	10	13	0	0	0
Medical Assisting	9	16	11	15	14
Microsoft Office Specialist Cert	7	6	6	4	4
Museum Studies Cert	0	0	3	4	4
Networking Tech Cert	0	0	1	4	4
Office Skills Cert	0	0	0	0	0
Office Technologies Cert	13	1	1	3	3
Pastry Cert	5	10	5	4	4
Phlebotomy Cert	11	7	8	7	7
Private Security	0	0	0	0	0
Total	153	159	138	163	158

Associate

Architectural Tech--Architectl	46	49	54	55	53
Bus Admin Career-Account	90	110	105	105	100
Bus Admin Career-General	257	242	235	202	193
Bus Admin Career-Hospitality	33	41	44	35	33
Bus Admin Career-Marketing	36	54	62	65	62
Bus Admin Career-Sup Mgmnt	50	51	47	47	45
Business Admin Transfer	451	472	479	526	502
Child Care Ed & Adm-Transfer	89	120	118	119	114
Child Care Education & Admin	120	141	115	104	99
Computer Applications Specialist	1	0	0	0	0
Computer Info Systems-Program	103	97	96	93	89
Computer Info Systems-Transfer	1	1	0	0	0
Computer Info Systems-User Support	60	61	57	55	53
Criminal Justice-Career	171	207	203	186	178
Criminal Justice-Transfer	410	403	364	357	341
Culinary Arts	139	129	127	120	115
Diesel Technology-Diesel	33	43	45	43	41
Electronic Technology	34	36	46	47	45
Engineering Trans-Chemical	0	0	0	5	5
Engineering Trans-Civil	0	0	0	14	13
Engineering Trans-Electrical	0	0	0	18	17

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Massasoit Community College

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Graduate	No Graduate Students/Programs				
Total	-	-	-	-	-

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STANDARD 5: STUDENTS

DESCRIPTION

Massasoit Community College uses a student-centered approach to provide a comprehensive array of student support and success strategies from the point of admission to graduation or transfer. We take pride in our ability to assist at-risk and under-served populations of students and to create positive student outcomes.

Aligning with the institution's commitment to diversity and inclusion, the Admissions Office seeks to recruit students from all socioeconomic backgrounds that reflect the diversity of our surrounding communities. The College is committed to creating an inclusive and enriching learning environment that draws upon the diversity of our student population. As reflected in Figure 5.1, the diversity of our students continues to increase as our recruitment plan targets those populations. Of the 7,196 fall 2015 students reporting their ethnicity, 42.6% identified as part of an ethnic minority group. Of all students enrolled, 56% were women and 44% were men. As outlined on the College's 2015-2016 Fact Sheet, 58% of our students were enrolled part-time, representing a 3% increase over the 2011-12 academic year. 47% of our credit students enrolled in career programs, and 39% enrolled in liberal arts programs, representing an increase of 7% and 2% respectively when compared to 2011. 14% of fall 2015 students were not enrolled in a degree program, which is a 9% decrease.

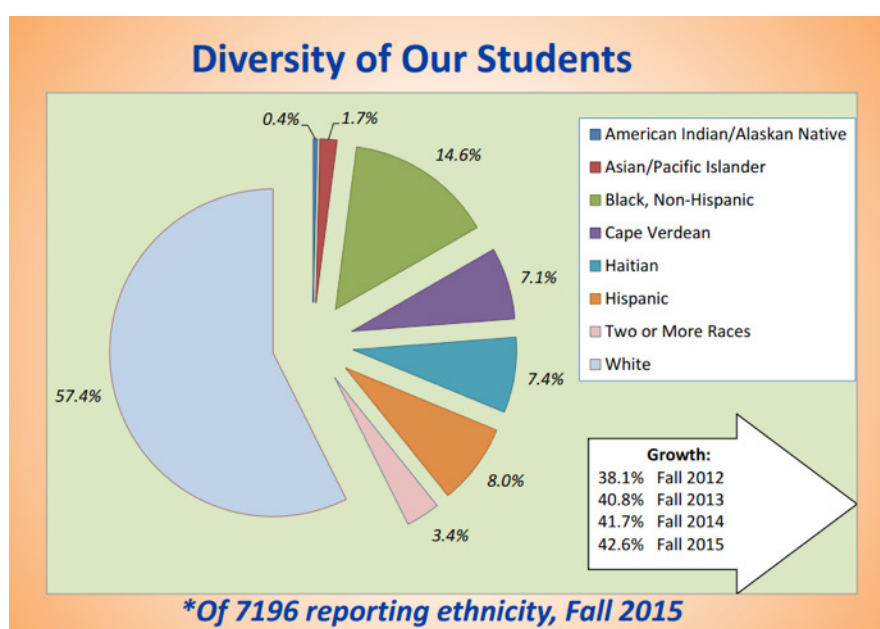


Figure 5.1 Fall 2015 Enrollment Stats Presentation
Massasoit Community College Institutional Research Office

Admissions

The majority of Massasoit's academic programs are open enrollment with rolling admissions. For admission to a non-competitive degree or certificate program, new students are required to self-certify their high school graduation, complete the high school equivalency exam (GED/HiSET), or present a home school diploma. Additionally, students that graduated from a Massachusetts public high school after 2003 must self-certify that they have completed the MCAS requirement. Students are encouraged to submit high school transcripts for advising purposes, but are not required to do so.

Massasoit's competitive programs employ selective admissions procedures with varying enrollment criteria, prerequisites, and deadline schedules by program. The admissions staff uses rubrics to rank order applicants and

admits and to wait list candidates for selective programs. Program requirements, admissions criteria, and application deadlines are well articulated in print publications and on MCC's website. As of fall 2015, applicants to allied health programs are required to attend an information session to ensure they learn about the respective admissions rubrics early in the application process.

The College's recruitment efforts include invitations for students to visit the College and/or to meet staff to get a sense of their potential new learning community. College fairs, open houses, campus tours, information sessions, summer bridge programs, and collaborations with local high schools and social service agencies are the primary ways that staff and faculty engage with potential students. The College hosts special recruiting events for incoming veterans, Gateway to College students, and student athletes. A special programs coordinator, an outreach coordinator embedded part-time in area high schools, and professional staff members responsible for coordinating the STEM Starter Academy, Gateway to College program, and GPSTEM grant also participate in specialized recruiting. Targeted marketing through print, radio, television, and online media are also integral parts of the College's recruitment plan. Our print and online publications represent the diverse population of students Massasoit serves and highlight inspirational student success stories.

Accuplacer testing is required for all students to determine placement into either credit-bearing courses or developmental course prerequisites. All new students are tested in reading, writing, and mathematics through our testing program, facilitated by the Assessment Office on the two campuses and at the Middleborough Center. Accuplacer results are used to determine the initial placement of students for core reading and math courses that serve as prerequisites to other program requirements. Faculty members from the English Department norm and score student writing samples to determine appropriate writing placements. Students that test into multiple developmental courses are often referred to specialized programs that provide intensified support and advising. Students who are identified as English language learners are referred to the ESL Department for further assessment and placement. Full-time faculty members in the ESL Department design and facilitate the ESL test. Based on the ESL assessment, students enroll in college-level ESL courses or are referred to community-based ESOL courses for further development of language skills. Accuplacer testing is available throughout the year and specialized testing is available for TEAS and HiSET (GED) through a comprehensive testing office. There are also a series of waivers available that are based on previous college credit that allow students to meet prerequisite and/or testing requirements.

Massasoit's Orientation for New Students event is one of our earliest retention and intervention efforts and is required for all students accepted into degree and certificate programs. Orientations are held at the Brockton and Canton Campuses and at the Middleborough Center. Orientation fosters a connection to the College and provides opportunities to engage with fellow new students, student leaders, staff, and faculty. Students receive relevant information about College services, policies, activities, and support programs. Information about their specific academic programs is provided, along with details regarding course selection, registration processes, and DegreeWorks. Students register for classes and leave with their course schedules and points of contact to help with navigating the College and achieving their academic goals.

Massasoit has established more comprehensive measures to track student success for use in institutional benchmarking and planning that include tracking rates of course completion, fall-to-fall retention, and graduation and/or transfer rate of all students, regardless of whether they begin at Massasoit as a part-time, full-time, transfer, or non-degree student. The Office of Institutional Research (IR) measures institutional retention, graduation, and transfer rates as required by the federal government and the Board of Higher Education and posts the information on the MCC website. IR also tracks the achievement gaps in graduation rates by race, ethnicity, and gender, based on three- and four-year rates and provides information for allied health programs, developmental education, Latch Academic Support (LATCH), and TRIO Programs (TRIO).

Student Services and Co-curricular Activities

Student Services

The Advisement and Counseling Center (ACC) provides advising and comprehensive support services to all full-time,

part-time, evening, and non-degree students at the Brockton and Canton Campuses and at the Middleborough Center. The ACC helps students navigate through programs and courses to meet their educational and career goals. Students are encouraged to develop an academic plan from orientation through graduation; MCC's adoption of DegreeWorks has helped support this effort. Matriculated day students are assigned academic advisors based on program of study or participation in a student support cohort program. Whenever possible, students are assigned an advisor with whom they have a connection, such as a current faculty member. Faculty from select programs, such as criminal justice, liberal arts transfer, and nurse education, facilitate group advising sessions by program of study. These sessions focus on career goals, program progression, course selection, electives, and transfer concerns. When students experience difficulties that can interfere with meeting their educational goals, the ACC can assist students with issues that impact their personal well-being. The ARC strongly encourages tutor certification (through the College Reading and Learning Association) and hosts monthly tutor professional development sessions to facilitate the certification process.

The Brockton Academic Resource Center (ARC) is open six days a week and offers a range of tutoring and academic support services. Individual and small-group tutoring is available in many subject areas, such as mathematics; science; allied health; accounting; computer technology; study skills; reading; writing across the curriculum; modern languages; and ESL. The Canton Academic Resource Center is open five days during the week and offers tutoring for most subjects taught on the Canton Campus, including technology courses. Tutoring is available by appointment and on a walk-in basis at both ARC locations. While Middleborough students have always been able to access online tutoring or to visit the ARC at Brockton or Canton, this fall, face-to-face tutoring at the Center will be offered in writing, math, and biology.

Students are encouraged to use the ARC as a place to study, either individually or with classmates. The Brockton ARC has run two grant-funded programs that embed tutors in classes: writing fellows for writing across the curriculum courses and supplemental instruction for science and math courses. The Brockton ARC continues to experiment with embedded tutoring models as funding permits. In the 2015-16 academic year, supplemental instruction was offered in Principles of Financial Accounting I and Introduction to Java Programming.

In addition to tutoring, computers are available in both ARCs for use in writing, research, course study, internet access, and tutorial software for some subject areas. Also, in the Canton ARC, four Mac computers are available for use by art and graphic design students. The Brockton ARC houses MCC's eTutoring, a free, online supplementary tutoring resource available for all Massasoit students. eTutoring.org is a collaborative program sponsored by the Connecticut Distance Learning Consortium, Mass Colleges Online, and Massasoit Community College. It provides tutoring services for writing, math, accounting, and science. This resource, available to students even when the ARCs are closed, offers assistance in several modes, including live chats, emailed questions and responses, and online writing lab.

The Office of Disability Services provides support to meet the needs of students with documented learning, physical, and psychological disabilities. Disability Services staff provides an array of support services, including coordination of accommodations; assistance with applications; academic advising; registration; orientation; referral to on-campus resources; off-campus referrals to state and local agencies; advocacy for College access issues; and consultation with faculty, staff, and students. An array of assistive technology software for students with disabilities is provided in the ARC and at different locations throughout the College. Disability Services has an office in the Canton ARC and Canton students with documented disabilities can access the full spectrum of accommodations and services there, such as testing accommodations, study-skills tutoring, assistive technology, and more. Disability Services are provided at the Middleborough Center as requested. The Disability Services staff works with staff at the Middleborough Center to ensure affected students have access to all Middleborough activities and facilities. As enrollment at that site continues to grow, staff will continue to assess accessibility service delivery systems.

As mentioned above, implementation of new software platforms has expanded the availability of information about College services and academic planning for students. These tools have also facilitated quicker and more frequent connections between students and their respective advisors. The MyMassasoit portal connects students and advisors to information about College services and special interest groups, and is the launch point for access to MCC's LMS; eTutoring services; Banner Self-Service registration and student accounts; DegreeWorks degree audit system; and PLANS academic planning software. In fall 2015, ACC staff launched an early alert program using the GradesFirst

software platform. Academic Works, an online scholarship software, allows the College to notify and alert students to their scholarship eligibility and was rolled out in spring 2016. The College will begin using Advocate and Haven software platforms to help track student behavior management and Title IX compliance, respectively.

Career Placement Services on the Brockton Campus assists students and alumni with securing full- or part-time employment through resume writing and job search workshops and in-class presentations. Career Placement Services also maintains a current list of full- and part-time job openings, arranges interviews, and hosts an annual job fair. Call-ahead appointments are available for students seeking these services at the Canton Campus.

Special Programs and Co-curricular Activities

In addition to the services available to the general student population, the College has created various specialized service programs and centers to meet the needs of our diverse student body. Gateway to College is an early college credit program that allows students to earn a high school diploma while progressing toward a college degree or certificate. Students are simultaneously enrolled in both the school district and Massasoit, although all activities take place on the MCC campus. Gateway to College students are a diverse group facing many challenges; the program specifically targets young people who have dropped out of school, are on the verge of dropping out, are significantly behind in credits for their age, or are not doing well in a traditional school setting. Through the program, they learn to succeed in an educational setting, receive a high school diploma from the district in which they live, and earn an average of 36 college credits upon graduation from high school.

Dual Enrollment opportunities are available to high school students through the Commonwealth Dual Enrollment Partnership (CDEP), a state grant-funded program, and the Massasoit Dual Enrollment Program (MDEP), a reduced tuition program. The goal of both programs is to provide both early college exposure to high school students so that they can get a head start on their college educations, and educational opportunities for high school students who might not otherwise afford higher education. By offering free and reduced tuition, high school students gain the confidence to succeed at the college level and save money on their overall post-secondary educations.

The Latch program provides support for students transitioning into college and who need to develop their reading, writing, mathematics, and study skills. Latch offers a mix of tutoring, academic counseling, peer mentoring, civic engagement opportunities, and seminars that together create a tight-knit learning community in which students learn together and from one another. Since engagement and participation are keys to successfully transitioning into college, students agree prior to acceptance in the program to participate in all of its aspects.

The Choices program provides support services that meet the needs of Transitional Assistance recipients and other disadvantaged individuals. The program offers “personal and career counseling, academic advising, and a specific cohort of academic courses.” Career planning is designed to foster self- and occupational awareness; to assist each participant in recognizing his or her vocational strengths; and to prepare him or her for choosing, finding, and keeping employment. At the end of the assessment period, participants decide among three options: to be referred to short-term training; to be referred for a job search; or to be accepted into the Choices program and continue on at Massasoit. For those individuals choosing the latter option, the Program offers academic and vocational college-level courses, group and individual support, personal skills development, and academic advising. The average Choices student participates in the program for one or two semesters before matriculating into the general student population.

The mission for Massasoit’s Veterans’ Services is to honor and support both current and former service members and their families by providing a comprehensive college experience while helping them to reach their educational, personal and professional goals. The Veterans Center assists students “in obtaining educational benefits, work study positions, tutorial help, as well as other services,” and helps to build awareness in the broader College community about issues impacting the nation’s veterans. The Veterans’ Center offers its students quiet study accommodations, dedicated computer stations, transfer programming, and a gathering place for events geared to connect veterans and military families to other students with shared experiences. The Center coordinates opportunities for veterans to get involved with the greater Brockton and Boston communities, local VFWs, and patients at the Brockton VA Hospital.

Ubuntu Scholars is a newly established mentoring program designed for underrepresented male students at Massasoit,

primarily males of color, in an effort to ensure a healthy transition to college, facilitate academic and personal success, and foster a culturally inclusive learning community. Grouped into academies, students engage in a year-long, interactive curriculum encouraging utilization of the College's various support services and learning opportunities, coupled with the support of direct peers and community volunteers as mentors.

The TRIO Student Support Services program, funded by the U.S. Department of Education, aims to increase retention, graduation, and transfer rates from two-year to four-year institutions by providing a range of comprehensive support services to assist with academic and personal needs. Under the federal guidelines, students who are enrolled at MCC are eligible to participate in TRIO if they are accepted or currently enrolled, a U.S. citizen or registered permanent resident, and highly motivated to graduate and/or transfer to a four-year college. Students must demonstrate academic need and be a student identified as at least one of the following: a first-generation college attendee; a student from a low-income household; a student with a documented disability.

The Center for Experiential Learning is a resource for students, faculty, and business and community partners who wish to receive and/or provide experiential learning opportunities that enhance student learning, integrate theory and practice, and promote professional development and active citizenship. It is intended to be the central point of contact for connecting our business and community partners with our students, faculty, and staff. The Office's goal is to expand community partnerships and the real-world learning experiences that prepare students to be valuable members of the workforce, lifelong learners, and good citizens. Experiential learning initiatives at Massasoit include civic engagement and internships defined as educational experiences in which a student works in a position related to his or her career interests with a structured learning component. The Coordinator of Cooperative Education and Internships works with students, faculty, staff, and employers to identify and secure internship opportunities and placements. Once internships are established, the Office coordinates program planning and development that includes the development of learning outcomes. Students and supervisors are also trained in their respective roles and supported throughout the student evaluation process. The Coordinator also conducts online work skills seminars for student interns.

Civic engagement opportunities at Massasoit include volunteer work with community partners that addresses social problems and connects to classroom learning. The Associate Dean for Experiential Learning collaborates with faculty to identify existing civic learning and engagement activities and to modify syllabi to include civic learning and engagement components. The Office provides related professional development, works with campus and community organizations to identify needs and opportunities, and houses the point of contact for homeless students in need of support. The Associate Dean is the primary point of contact for homeless students. The Homeless Student Emergency fund provides emergency grants to Massasoit students facing homelessness and food insecurity. The goal is to assist homeless students to stay in school by providing access to public transportation and meals in the form of cafeteria vouchers or the College's food pantry. Students receive ongoing support and referrals to a variety of programs, both at the College and in surrounding communities.

Student Support Programs: 2016 Success Indicators

Program	Number Served AY15-16	Success Indicators
Choices	100-150	<ul style="list-style-type: none"> • 75% retention rate fall to spring • On average approximately 25-30 students/semester transition from Choices into the mainstream population at Massasoit. • Several (3-7) Choices students are inducted into PTK each semester. • 25 Choices students achieved Dean's list status for the fall 2015 semester. • Since 2000, of the 16 elected students to Massasoit's Board of Trustees, 5 were Choices students. • 12 current college employees began at Massasoit through the Choices program.

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Program	Number Served AY15-16	Success Indicators <i>cont.</i>
Gateway	93 students/ 10 School Districts	<ul style="list-style-type: none"> • 2.8 average GPA for Choices students • 2.65 avg. GPA • 67% 1-yr retention rate • 36 (avg.) college credits earned upon graduation • 3 semesters (avg.) time to graduate • 28 students from 5 school districts projected to graduate in June 2016
Latch	206	<ul style="list-style-type: none"> • 87.2% fall to spring (retentions and transfers) • 84.5% fall to spring overall retention • 76% pass rate Developmental Math
TRIO	180	<ul style="list-style-type: none"> • 75-80% graduation rate within three years of entrance into the TRIO program • 83% of our students from the 14-15 academic year were in good academic standing • 81% persistence rate from the 13-14 academic year to the 14-15 academic year • 72% graduated or transferred in the 14-15 academic year
Ubuntu Scholars	21 Minority Males (Capacity is 30.)	<ul style="list-style-type: none"> • Currently defined as engagement (334 students & 54 non-students) • 41 faculty and staff oriented to the program • 2 scholars inducted into PTK; 3 enrolled in Honors Courses • 18 member Advisory Board established
Internships (Center for Experiential Learning)	75	<ul style="list-style-type: none"> • Students intern at approved sites on or off campus. • On campus internships are paid. • All internships have established learning goals. • Students complete a seminar on campus the semester they intern to reflect on their learning.
Massasoit Homeless Student Emergency Fund	Established spring 2016 22 students served in first semester	<ul style="list-style-type: none"> • Provided 22 students with cafeteria vouchers, BAT bus passes, referrals to Latch, Choices, TRiO, Veterans Services, Financial Aid, United Student Fund, Gateway to College, Massasoit Food Pantry, Department of Transitional Assistance, Department of Children and Families, Brockton Area Multi Services, Inc. (BAMSI), Father Bills & Main Spring House, and School on Wheels (since 2015)

Financial Aid

The College participates in a variety of financial aid programs to assist students with financing the cost of their college educations. The Office of Financial Aid utilizes established policies and procedures to deliver over \$20 million in annual federal, state, and institutional financial aid. Financial aid awards are based on demonstrated need, as determined by the Free Application for Federal Student Aid (FAFSA). Information about the application and awarding process is made available to students on the Massasoit website and through College publications. The financial aid packaging policy is designed to limit student indebtedness by providing on-time applicants with the greatest demonstrated need sufficient grant assistance to cover the costs of tuition, fees and books. Federal Direct Subsidized and Unsubsidized Loans are awarded when meeting this goal is not possible, and amounts may be initially and strategically limited to cover only the direct costs of education. Nonetheless, students may borrow up to their annual and aggregate federal loan limits and are informed of the availability of loans on their financial aid award letters.

Students are required to accept and/or request loans by completing a Loan Acceptance Form. First-time Massasoit borrowers must complete online loan counseling, which is provided by the Department of Education. Students also have the option of enrolling in a payment plan by visiting the Student Financial Services Office or by completing the enrollment process through the MyMassasoit portal. The College's Office of Financial Aid processed 7,253 FAFSAs for the fall 2015 semester, resulting in 3,975 awards and 2,806 book advances. Furthermore, 1,369 students enrolled in the College's payment plan.

The College has partnered with the non-profit organization American Student Assistance (ASA) to provide access to SALT, a program that promotes financial literacy and debt management skills to students and graduates. This program offers a continuum of services aligned to the student life cycle to help ensure that students are able to successfully manage loan repayment. SALT also provides proactive and individualized counseling to delinquent Massasoit borrowers and offers comprehensive online financial education resources to help students and graduates develop lifelong financial competencies.

Student Life offers many opportunities for students to engage with the community, develop leadership skills, and express their co-curricular interests. All students are encouraged to participate in College clubs and organizations. Students are informed of student clubs during orientation. In addition, information is available via the College Catalog; Student Handbook; Massasoit website; Facebook page; College email; Student Life Office; flyers on-campus; and semi-annual special events to promote club participation. There are currently 39 clubs at the College designed to engage students in both special interests and academic enrichment. Students can also petition for the creation of a new student organization through the Student Life Office. Other avenues for students to develop and exercise leadership include serving as the student representative to the BOT; becoming a Student Senator; being elected as an officer for a student club; or selected as an athletic team's leader.

Presidential Student Ambassadors (PSAs) are paid positions held by students who are carefully selected through a robust application and interview process; they assist with the orientation of new students, and are often the first student leaders that new students encounter. They are also often chosen to represent the College at external meetings, such as events held by area chambers of commerce, and at high-profile internal events, such as our annual gala and golf tournament. Peer Mentors and Peer Tutors working for MCC's special support service programs or the ARCs have a unique impact on the students they support. These peer leaders are provided training and, in some instances, certification at the various stages of their own leadership development.

Athletics is an integral part of Massasoit's student life activities. Students are provided opportunities to participate in both intercollegiate athletics and recreational and intramural activities through the Athletic Department. According to required compliance reporting, 81 male athletes and 39 female athletes participated in teams during 2016. 71 men and 36 women participated in 2015. The increase is due to the addition of track and field, cross country, and golf to the existing offerings of soccer, basketball, baseball, and softball.

The Athletic Department aims to provide students with the highest quality athletic, academic, and social experience and to develop and maintain an environment that promotes sportsmanship, teamwork, compliance, equity, and diversity. It is the philosophy of the Athletic Department that academics should be the primary goal for every student-athlete; all student-athletes are required to meet a minimum GPA requirement to participate. To ensure the GPA requirement is met, the Department monitors the academic progress of athletes participating in intercollegiate athletics through its PASS program, reports from which are distributed to professors of all student-athletes via GradesFirst three times per semester to monitor progress towards successful course completion. With the information their professors provide, student-athletes can address any concerns and academic difficulties with the support of their coaches, the athletic staff, and other College resources, such as the ARC. Student-athletes are also welcome to meet with Athletic Department staff to receive guidance and assistance.

The Division of Student Services and Enrollment Management has developed a set of clearly stated ethical standards by which it abides. Departments within the Division have established and published their respective missions and department standards based on the College's Mission Statement and Statement of Values. Massasoit offers student

services that meet both educational and personal needs and goals. The students' rights and responsibilities and grievance procedures are available in print through the Dean of Students Office and in the Student Handbook, which is made available to all students through the MCC website. Additionally, students that meet with the Dean of Students due to a possible breach of conduct are provided a hard copy of the Student Code of Conduct.

The College's institutional privacy practices are more stringent than required to ensure the privacy and confidentiality of all students. Records are released to students upon request or by subpoena when required. To inform students of their right to privacy, the Student Records Policy is published in the Student Handbook and is made available in hard copy at the Registrar's Office and electronically through the College's website. The Registrar's Office complies with all FERPA regulations and provides FERPA and records retention trainings for other departments at the College.

APPRAISAL

Admissions

Massasoit has transformed many of the functions and procedures in the enrollment process. The Enrollment Management Division has developed a comprehensive portfolio of events and strategies to engage and enroll students. Each academic year, Massasoit welcomes approximately 2,500 new students, of which approximately 2,200 attend orientation. Students that do not attend orientation may not register for subsequent semesters until they are properly oriented. Our orientation and new student portfolio has grown, in both scope and occurrence. The number of live orientations has increased by 22%. Offerings such as open houses, fast-track days, and additional program information sessions have provided new and potential students greater access to the institution and its resources earlier in the enrollment process. While attendance at orientation is high, staff and faculty agree that they are still finding a good balance between enrollment processes and opportunities for students to engage with their peers at this introductory collegiate experience.

An online orientation was developed in fall 2015 and piloted with students receiving services through the Veterans' Center. Of the 42 new students served by the Veterans' Center in AY2016, 30 students completed the new online orientation, while 12 students attended a face-to-face orientation (due to either personal preference or late identification as a veteran). The College plans to make the online orientation available to students who miss their scheduled face-to-face orientations. In addition to orientations, students can tour the College, either in-person or via the online virtual tour, launched in spring 2016. Students may also leverage technology to interact with the institution via the MyMassasoit Mobile app. Launched in spring 2015, the app has facilitated more flexible student access to the student information system, LMS, and the College's social media.

Admissions staff members are highly experienced and create a welcoming atmosphere for prospective students. The Office has a staff member with SEVIS certification for admitting international students; it also has a staff member who partners with Massasoit's Veterans' Center to recruit new veteran students from the surrounding communities and to ensure those students connect early with available supports.

Themed open houses have helped to recruit early college high school students, veterans, and student athletes. Additional recruitment activities, including work through the College Access Challenge Grant program, on-the-spot admissions programs, applicant fast-track days, orientation tracking, and follow-up correspondence, have resulted in increases in student yield and services to the community. The Admissions Office processed 5,046 new student applications by the end of September 2015, which was a 3% increase over the number of applications for fall 2014. Fall 2015 online application submissions increased by 27% over fall 2014, and made up 43% of all applications submitted in that semester.

The Testing and Assessment Office has increased the availability of placement testing considerably within the last five years. Previously, testing revolved around scheduled orientations; testing is now available at the Brockton Campus on a consistent five-day-per-week schedule (Monday through Friday and every Tuesday evening throughout the year). Some sessions are offered by appointment while others are on a drop-in basis. At both the Canton Campus and the Middleborough Center, placement testing is offered at least once per month on an appointment basis and a select

computer lab is reserved at each location for such sessions. In preparation for the fall 2015 semester, 3,520 students were tested, which was an increase of 259 students over fall 2014.

The Assessment Office migrated from administering the GED exam to the HiSET exam, aligning with state practices, and has hired new staff and trained existing staff to support a smooth transition. Designating a lab solely for Testing and Assessment purposes at the Brockton Campus has allowed Massasoit to increase the frequency of testing considerably, allowing for more timely completion of other steps in the enrollment process. Remodeled in 2014, the Testing Center provides a distraction-free testing environment.

Currently, because writing assessment includes faculty review of writing samples, there is a delay in getting scores to students, which delays registration. Faculty involvement is beneficial to determining appropriate placements; however, students cannot register for classes or plan their schedules until they return for the New Student Orientation. This delay impacts the amount of time available for orientation programming that engages students and helps them explore academic goals and set plans in place to achieve their courses of study. Consideration is being given to using software to automate writing placement and to provide a more streamlined enrollment and placement process for ESL students.

The Registrar's Office has made significant improvement to streamline and automate services to students through the addition of web resources. The Office now sends notifications to potential student graduates, increasing the number of eligible students who actually graduate. The College has moved from one conferral date (in spring) to three (spring, August, January), and has secured reverse transfer agreements. Additionally, 71% of Massasoit's Noel-Levitz survey respondents indicated that they were able to register for classes with few conflicts, which surpassed the average of respondents nationally (60%).

New software is enabling more efficient and focused individual advising efforts. 81% of Massasoit respondents to the Noel-Levitz survey administered in spring 2015 indicated they thought it was important or very important for their advisors to use DegreeWorks when meeting to discuss their academic plans, while 71% of students responded that they were satisfied or very satisfied with the actual use of DegreeWorks in their academic planning sessions. Likely due to both the College's use of software tools such as DegreeWorks and PLANS and recent modifications to the format of program requirement sheets, 73% of Massasoit students surveyed indicate that program requirements are clear and reasonable as compared to the average of community college respondents nationally (64%).

Like many community colleges, the traditional graduation rate metric does not adequately capture what the College considers to be student success. Massasoit reports student success data through federal Integrated Postsecondary Educational Data Systems (IPEDS) surveys and to our state system (MA BHE Higher Education Information Resources System [HEIRS]). Since the focus of this external reporting has traditionally been on the first-time, full-time, degree-seeking student, it accounts for only about two-fifths of our new students each fall. Beginning in 2013, and in anticipation of the new IPEDS Outcomes Measures (OM) Survey, MCC began tracking an expanded cohort of students (all new students, including part-time and transfer-ins) for a given fall semester over a longer period of time (reporting at years four, six, and eight). Unlike IPEDS, we also included new non-degree students in our cohort for internal use. A major finding was that after five or six years, the first-time, part-time cohort performed even better in terms of graduation and retention than those who started full-time; the transfer-ins also had very high success rates. Analysis of the various groups in this expanded cohort demonstrated that the part-time students were more likely to be female, more likely to identify as minority, more likely to be ESL, and generally much older than their full-time peers. The part-time student profile reflects our student population as a whole.

Some academic and student support programs have been given data that compare their students to the College as a whole, allowing them to analyze demographics; retention from semester-to-semester for the first two years; and graduation, transfer, and persistence rates after up to six years. We have been using these data to identify achievement gaps that may exist and to explore pathways to decreasing those gaps that may work better for particular groups of students.

Massasoit applied for and was awarded a Title III grant to implement Project STARS to bolster retention efforts. The initiative will scale enhanced advising techniques and institutionalize them across the College. A comprehensive

advisor training curriculum is being implemented and the development of academic plans with first-semester students is underway. During the fall 2015 semester, MCC rolled out an early alert referral program utilizing GradesFirst technology. Curriculum enhancements focusing on the incorporation of college readiness skills and collaborative learning methodology are also underway by three faculty cohort groups. Securing student attendance at workshops scheduled through the Advisement and Counseling Center outside of class time proved challenging. Staff then coordinated with faculty to run them as in-class workshops and they were then much better attended. Additional marketing to students is needed about the value of attending such workshops. The same challenges were identified for securing attendance at academic advisor training workshops.

Student Services and Co-curricular Activities

Massasoit's strategic plan and the Massachusetts Board of Higher Education's Vision Project priorities guide the selection of services offered to students. MCC has adequate resources to provide a comprehensive level of services to our students, and have been able to make investments to expand and/or enhance these services, including new technology; upgrades to student and office spaces in the Student Center; and creation of new programs like the Minority Male Mentoring (Ubuntu Scholars) program and the Veterans' Center. The Children's Center at the Brockton Campus continues to be an essential service for many Massasoit students juggling the demands of completing a college education while also being parents of young children.

In spring 2015, the Directors of Student Life and Academic Support Services were tasked with developing an assessment process to serve as a tool for Division-wide assessment. To begin the process, the directors met with relevant personnel to determine the best approach to the project. The directors also attended the American College Personnel Association (ACPA) Student Affairs Assessment Institute in June 2015 for training. As a result of these efforts, each Director conducted a pilot assessment project during the spring 2016 semester. The Director of Academic Support Services piloted an assessment model for face-to-face science tutoring as a starting point for assessing all tutoring services in the Brockton ARC. Pre- and post-tutoring surveys were completed for both walk-in and appointment-based sessions. While the survey response rate was good, planned focus groups did not net the same results. IR is in the process of tabulating and analyzing the results of the pilot.

The pilot assessment for Student Life focused on assessing outcomes of the Student Club Community Service Requirement. The assessment is designed to measure the progress of students in the development of critical thinking, civic engagement, and global learning using three assessment tools: a pre- and post- community service project form; student survey; and student focus group. An analysis of the results is ongoing and a report is expected over summer 2016. The goal is to learn from these pilots and then expand assessment into other departments over the next two years.

In the student satisfaction and graduation follow-up surveys, students cite the availability and quality of academic support through the Academic Resource Center, Disability Services, and various cohort support service programs as being key to their academic successes. When requests or concerns are raised, the College works to address them. When students expressed a need for an increase in the availability of services, the ARC worked to expand offerings. Over the last three years, the Brockton ARC has provided services to an average of 1,731 unique students in traditional length semesters. An average of 9,231 tutoring sessions per traditional semester include use of the Math Center, Science Center, Writing Center, and Accounting and Computer Center at the Brockton Campus; eTutoring services available to all students; and some specific services for students with disabilities. The Brockton ARC also provides services during winter session, summer session I, and summer session II. Ongoing student complaints about the noise level of the ARC were addressed through a renovation that incorporated significant enhancements to the physical learning environment. Several members of the College's tutoring staff are multilingual and/or formally at-risk students themselves; these staff are uniquely positioned to serve as peer and professional role models for Massasoit's students.

In fall 2014, MCC hired a Coordinator of Disability Services to increase the Office's ability to serve students and to work with faculty and staff at the College to raise awareness of both issues faced by students with disabilities and

universal design for learning (UDL). During renovations, MCC created a designated suite for the Disability Services Office on the Brockton Campus that includes five distraction-free rooms for accommodated testing and an adaptive technology lab. UDL principles were used to better equip the College to serve the diverse needs of students and to serve as a model of design for future renovations across the institution.

While 85% of respondents to the Noel-Levitz survey placed importance on “My academic advisor is knowledgeable about my program requirements,” only 62% of students responded as satisfied or very satisfied with their advisor’s knowledge of their programs. If students create academic plans with professional advisors from the Advisement and Counseling Center prior to beginning at Massasoit, those academic plans could serve as reference guides for both the students and the academic advisors for future semesters. Mechanisms need to be developed that integrate career counseling with academic advising. While 79% of Massasoit students placed importance on career exploration and planning, only 53% of students were satisfied or very satisfied when responding to the following prompt: “Counselors have helped me explore career possibilities after completing my degree or certificate.” The focus of advising needs to shift to the creation of holistic academic and career plans so students can easily discern course-level information, program requirements, and path to completion.

As discussed previously, the College has worked to design a variety of special programs to meet the changing needs of our student populations. The success data offered earlier in this chapter suggests that greater student engagement within these programs results in higher measures of student success. The success of these programs can serve as a foundation for developing programs and initiatives to increase retention and graduation rates in the general population.

In an effort to decrease ethnic, racial, and gender performance and skills gaps, targeted mentoring programs were initiated in the 2014-15 academic year in the Latch, Gateway, and TRIO programs. In March 2015, Massasoit hired a Director of Minority Male Mentoring and First-year Experience, who worked to launch the Ubuntu Scholars program in September 2015. These programs work together to host a collaborative two-part mentor training program, Massasoit Mentoring, during the summer and winter. The training program meets the certification requirements of the College Reading Learning Association, and the programs are currently applying for certification.

The Financial Aid Office made several significant changes in response to student feedback and the AACRAO consultant’s recommendations. The Student Financial Services Department was created to centralize all student billing services; to enhance communication across related offices; and to improve services to students. This area continues to require the College’s attention, as only 55% of survey respondents indicated they were satisfied or very satisfied with the College’s timely announcement of financial aid awards.

In fall 2014, Student Life began an assessment of Student Club Officers’ knowledge concerning the school’s purchasing process. Based upon these results, Student Life is working on revamping the training process for club officers, to launch in fall 2015.

Students participating in the College’s Alternative Spring Break trip maintain journals during the experience and reflect on the experience upon their return. Students are encouraged to turn the learning they gleaned from the experience into action once they return to Massasoit. Select students who participated in the Alternative Spring Break trip presented at the Massachusetts Community College Teaching, Learning, and Student Development Conference in spring 2013 about the experiential learning opportunity their alternative spring break trip provided. The students cited the trip as their most impactful learning experience in higher education to date and indicated a newfound commitment to civic engagement opportunities.

Massasoit’s student leaders have demonstrated competency in several co-curricular domains and events and are supported by staff from both Academic Affairs and Students Services departments. MCC’s Math Team is a cross-divisional effort advised by two full-time math faculty members and the Coordinator of the Math Tutoring Center. The 2015 Math Team ranked third in the state, fourth in all of New England, and eighth in the Northeast competition region of the Student Math League sponsored by The American Mathematical Association of Two-Year Colleges (AMATYC).

Massasoit's literary journal, *The Lantern*, is a student-led publication guided by the Coordinator of the Writing Center. The journal is a compilation of student, faculty, and staff work and in 2015 received an award in the Eastern Division of the Community College Humanities Association's (CCHA) 2015 Literary Magazine Competition. One of Massasoit's student writers took second place in the contest.

To advance the institution's commitment to creating an inclusive environment that ensures equitable treatment for all, department leaders within the Human Resources Department, the Executive Office of Institutional Diversity, the Division of Academic Affairs, and the Division of Student Services and Enrollment Management have been certified to ensure the College's compliance with Title IX provisions. These administrators lead the College's efforts to promote equity in academics and athletics. In November 2015, the College designated one staff bathroom in each academic building as a gender-neutral accessible bathroom available to the entire Massasoit community. Massasoit has committed to including ADA-compliant, family-friendly, gender-neutral restrooms in all future remodeling or new construction.

Massasoit's College Police Department received praise and commendations from the community for its prompt response and professional handling of on-campus violence incidents that occurred in fall 2014. Such incidents are rare at the College, yet the manner in which the Police Department handled the incidents gave the community confidence that the events were addressed with transparency and prompt communication.

The administration was equally responsive to student and faculty concerns about the use of e-cigarettes on campus. At the prompting of faculty and supported by the Vice President of Student Services and Enrollment Management, the President's Cabinet amended the Tobacco Use Policy to also prohibit the use of e-cigarettes at the College, unless done so within a personal vehicle or designated area.

Strengths

- Massasoit's student diversity is reflective of the institution's service area and offers a rich learning environment for students and staff.
- Staff within the academic support programs and specialized student support programs collaborate to establish institutional philosophies around services, create consistency in practice, create efficiencies, and avoid duplication of efforts in staff development.
- Student attendance at Massasoit's New Student Orientation Day is very high, which helps to ensure students are aware of services and begin their college experience in a supportive environment.
- Massasoit has committed to leveraging several technology solutions (DegreeWorks, PLANS, Self-Serve Banner, and GradesFirst) to impact the accessibility and accuracy of degree requirements and academic plans. The availability of these resources permits advisors to preserve time in their advising conversations for more holistic advising.

Challenges

- Available data and analytics for benchmarking, planning, decision-making, and evaluating are not used in enough meaningful ways to significantly impact retention and student success. Planning is only casually linked to the College's Mission Statement and strategic plan.
- More focus is needed to implement retention and instructional strategies that can increase course completion and graduation rates.
- MCC has begun several large-scale initiatives of significant scope, including Enhanced Academic Advising Initiative (Project STARS), Adopting Complete College America Strategies (GPSTEM), and the Enrollment Think Tank, but efforts among these related efforts are not integrated. MCC also has reports and recommendations from NACADA and AACRAO which need to be synthesized and integrated prior to the spring 2017 strategic planning process.

Projections

Actions

- Determine which related successful retention efforts by specialized cohort programs are scalable across the institution prior to spring 2017 strategic planning. Include proposal in strategic planning discussions.
- By June 2018, develop an ethical process for identifying students who are failing to thrive at Massasoit and propose appropriate interventions that may include monitoring progress and providing exit counseling and referrals.
- As part of spring 2017 strategic planning, include planning for student services and cross-curricular programming, and review and update of enrollment management practices
- Create cross-divisional planning teams (SSEM and AA) to integrate the strategies and goals of GPSTEM, Project STARS, and the Enrollment Management Think Tank by December 2016.
- Update the New Student Orientation event for AY17-18 to increase student engagement with peers, MCC community, and academic expectations.

Person Responsible

- Academic Deans, Dean of Enrollment Management, Directors of cohort support programs
- Vice President SSEM, Dean of Students, Director of Advising and Counseling
- Vice President SSEM, Dean of Students, Director of Student Life
- VPAA, VP SSEM, related directors and deans
- Dean of Students, Director of Admission, Director of Student Life, Director of Advising and Counseling, Director of Testing and Assessment

2016 SELF-STUDY REPORT

Standard 6: Students (Admissions, Fall Term)

?

Credit Seeking Students Only - Including Continuing Education

	3 Years Prior	2 Years Prior	1 Year Prior	Current Year*	Next Year Forward (goal)*+
	(FY2013) Fall 2012	(FY2014) Fall 2013	(FY2015) Fall 2014	(FY2016) Fall 2015	(FY 2017) Fall 2016
Freshmen - Undergraduate	?				
Completed Applications	?	3029	3622	3452	3384
Applications Accepted	?	2637	2897	2722	2897
Applicants Enrolled	?	1613	1751	1588	1606
% Accepted of Applied		87.1%	80.0%	78.9%	85.6%
% Enrolled of Accepted		61.2%	60.4%	58.3%	55.4%
					58.0%
Percent Change Year over Year					
Completed Applications		0.5%	19.6%	-4.7%	-2.0%
Applications Accepted		6.9%	9.9%	-6.0%	6.4%
Applicants Enrolled		0.9%	8.6%	-9.3%	1.1%
					2.5%
Average of Statistical Indicator of Aptitude of Enrollees: (Define Below)	?				

Transfers - Undergraduate	?				
Completed Applications		1078	964	869	1132
Applications Accepted		749	766	689	899
Applications Enrolled		527	524	467	549
% Accepted of Applied		69.5%	79.5%	79.3%	79.4%
% Enrolled of Accepted		70.4%	68.4%	67.8%	61.1%
					65.7%

Master's Degree	?				
Completed Applications					
Applications Accepted					
Applications Enrolled					
% Accepted of Applied		-	-	-	-
% Enrolled of Accepted		-	-	-	-

First Professional Degree - All Programs	?				
Completed Applications					
Applications Accepted					
Applications Enrolled					
% Accepted of Applied		-	-	-	-
% Enrolled of Accepted		-	-	-	-

Doctoral Degree	?				
Completed Applications					
Applications Accepted					
Applications Enrolled					
% Accepted of Applied		-	-	-	-
% Enrolled of Accepted		-	-	-	-

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

MASSASOIT COMMUNITY COLLEGE

Standard 6: Students (Enrollment, Fall Census Date)

?

Credit-Seeking Students Only - Including Continuing Education

		3 Years Prior (FY 2013)	2 Years Prior (FY 2014)	1 Year Prior (FY 2015)	Current Year* (FY 2016)	Next Year Forward (goal) (FY 2017)
		Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
UNDERGRADUATE						
First Year	Full-Time Headcount	2430	2508	2364	2165	2,100
	Part-Time Headcount	1641	1831	1853	1843	1,800
	Total Headcount	4,071	4,339	4,217	4,008	3,900
	Total FTE	2845.5	3001.5	2919.0	2754.6	2,700.0
Second Year	Full-Time Headcount	985	963	956	956	900
	Part-Time Headcount	1586	1732	1566	1607	1,500
	Total Headcount	2,571	2,695	2,522	2,563	2,400
	Total FTE	1606.5	1645.2	1,578.1	1,599.8	1,550.0
Unclassified	Full-Time Headcount	218	147	81	100	100
	Part-Time Headcount	1349	1091	1085	966	900
	Total Headcount	1,567	1,238	1,166	1,066	1,000
	Total FTE	621.9	474.1	417.5	390.2	375.0
Total Undergraduate Students						
	Full-Time Headcount	3,633	3,618	3,401	3,221	3,100
	Part-Time Headcount	4,576	4,654	4,504	4,416	4,200
	Total Headcount	8,209	8,272	7,905	7,637	7,300
	Total FTE	5,073.9	5,120.7	4,914.6	4,744.6	4,625.0
	% Change FTE Undergraduate	na	0.9%	-4.0%	-3.5%	-2.5%
GRAND TOTAL						
	Grand Total Headcount	8,209	8,272	7,905	7,637	7,300
	Grand Total FTE	5,073.9	5,120.7	4,914.6	4,744.6	4,625.0
	% Change Grand Total FTE	na	0.9%	-4.0%	-3.5%	-2.5%

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

2016 SELF-STUDY REPORT

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

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

http://www.massasoit.mass.edu/stu_handbook/index.cfm ; <http://www.massasoit.mass.edu/presoffice/index.cfm>

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

? Student Financial Aid

Total Federal Aid	\$17,198,250	\$17,564,668	\$18,255,988	\$16,973,477	\$15,781,064
Grants	\$11,546,959	\$11,813,062	\$11,726,344	\$10,646,706	\$9,666,470
Loans	\$5,558,125	\$5,642,937	\$6,428,652	\$6,197,952	\$5,975,530
Work Study	\$93,166	\$108,669	\$100,992	\$128,819	\$164,313
Total State Aid	\$2,149,748	\$2,052,649	\$1,844,261	\$1,885,745	\$1,928,162
Total Institutional Aid	\$182,918	\$203,064	\$151,544	\$185,469	\$226,989
Grants	\$182,918	\$203,064	\$151,544	\$185,469	\$226,989
Loans					
Total Private Aid	\$202,380	\$144,772	\$235,357	\$276,904	\$603,579
Grants	\$500	\$1,442	\$500	\$750	\$1,125
Loans	\$201,880	\$143,330	\$234,857	\$276,154	\$324,713

Student Debt

Percent of students graduating with debt*

Undergraduates	29%	29%	32%	31%	31%
Graduates					

For students with debt:

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

Undergraduates	\$8,739.00	\$8,835.00	\$8,731.00	\$10,050.00	\$11,568
Graduates					

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

Undergraduates					
Graduate Students					

Percent of First-year students in Developmental Courses**

English as a Second/Other Language	4%	4%	4%	6%	6%
English (reading, writing, communication skills)	28%	27%	30%	29%	29%
Math	55%	56%	56%	55%	54%
Other					

Cohort Year (reported on 3 years later)

Three-year Cohort Default Rate

Most recent three years

(FY 2010)	(FY 2011)	(FY 2012)	(FY 2013)
18.0	19.3	13.3	11.3

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

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

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

^Massasoit does not track "leavers" as students often return at a later date.

STANDARD 6: TEACHING, LEARNING, & SCHOLARSHIP

DESCRIPTION

Faculty and Academic Staff

Massasoit employs full-time and adjunct faculty who teach on the Brockton and Canton campuses, the Middleborough instructional site, and satellite locations such as Marshfield High School. Responsibilities, duties, workload, salaries, and evaluation criteria for full-time faculty and professional staff are largely determined by two collective bargaining agreements: (1) Agreement by and between the Board of Higher Education and the Massachusetts Community College Council (MCCC/MTA/NEA) for Full-time and Part-time Day Faculty and Professional Staff, and (2) Agreement for Division of Continuing Education between the Massachusetts Board of Higher Education and the Massachusetts Community College Council (MCCC/MTA/NEA). In addition, an MOA signed in 1998, determines several key aspects of distance education.

As stated in the College's Mission and Statement of Values, faculty and professional staff's first and most important responsibility is to support the education of students at Massasoit. Students come to us with varied goals that include personal enrichment and retraining, but most seek a certificate or college degree. Massasoit faculty and staff devote their time and efforts to assisting, encouraging, and guiding students to a successful college experience. They are dedicated, talented, and self-motivated. Some faculty members are newly hired and others are seasoned professionals, but they all support and engage in college, regional, and national initiatives with the sole purpose of improving the educational experience of Massasoit's students.

In fall of 2015, there were 129 full-time faculty members. As indicated on the Data First Forms, almost 60% are women, 60.5% are tenured, and 94.5% hold a master's degree or higher. In addition, faculty who teach in a technical or healthcare program hold licenses in their related fields. In fall of 2015, there were 437 adjunct faculty. Approximately 50.3% were male. Adjunct faculty generally must hold a master's degree in their related field.

For the same reporting period (fall 2015), there were 54 full-time professional staff. A review of credentials shows that 28% of professional staff hold a bachelor's degree, 68% a masters and 2% a doctorate (UP Degree Breakdown). There were 114 part-time professional staff.

Faculty Workload

All faculty teach within one of the six academic divisions at the college. The workload for full-time faculty is outlined in the Day Contract (Article XII) and includes both instructional and non-instructional duties. The standard instructional workload is 15 credits, or a minimum of 29 and a maximum of 35 instructional hours per week with no more than three preparations per semester or five per year. Instructional duties include teaching in both traditional and non-traditional learning modes, instructional preparation, and assessment of student performance. Eleven hours per week is devoted to non-instructional duties: "student advisement, office hours (4 hours per week), college service, college recognized community service, and professional development activities" (p. 47). College service may include serving on a committee, developing curriculum or grant proposals, or serving as an advisor to student activities. Faculty workloads are reviewed each semester using the Workload Computation Form. These forms are calculated by each academic dean and reviewed by the Vice-President of Academic Affairs and the MCCC Union President.

The workload of adjunct faculty is outlined in the DCE contract and includes teaching in both traditional and non-traditional learning modes, instructional preparation, and assessment of student performance. In addition, adjuncts are expected to be available to meet with students when necessary and to attend at least one meeting per semester. Adjunct faculty are invited to participate in convocations and other College-wide events and many attend division and department meetings on a regular basis.

The workload for academic staff is outlined in their letters of appointment and position descriptions. Responsibilities are dependent upon the nature of the position. Additionally, they include student advisement (if assigned), College

service, and College-recognized community service. As with faculty, full-time academic staff may serve on one of the committees of academic governance, attend division and department meetings, or act as an advisor for student clubs. Academic staff may also contribute to developing or improving programs and resources. The workload of part-time academic staff is outlined in their letters of appointment and position descriptions.

Hiring and Evaluation

MCC's process for hiring both full-time and adjunct faculty provides equal employment opportunity to persons without regard to race, color, creed, national origin, sex, sexual orientation, mental status, or disability. The hiring process for all full-time positions at the College is coordinated through the Office of Human Resources and begins with a Request for Personnel (MCC Hiring Guidelines). The Vice President of Academic Affairs (VPAA) and the President must approve requests from the Academic Deans for new full-time faculty hires. Faculty job postings are written with recommendations from the academic departments in conjunction with the appropriate dean to determine the job description, duties, qualifications, and/or requirements for the position. The VPAA may also review job postings for consistency and make recommendations for the required degree and/or certification, professional experience, and teaching and/or training background.

Once approved, positions are advertised through a variety of outlets to recruit applicants on the local, regional, and national levels. Postings are listed in professional journals, on websites, and in local and regional papers. Vacancies are posted on the College's website and various bulletin boards throughout the College. As indicated in the Statement of Values, Massasoit "strives to reflect the diversity of our community." Diligent efforts are made to recruit minority candidates and to ensure the diversity of the applicant pool by advertising in publications and on websites that are geared to diversity recruitment for higher education.

The College employs an open and orderly process for recruiting and appointing its faculty and academic staff. The Human Resources Department clearly outlines policies and procedures for hiring both full-time and adjunct faculty and academic staff. Information about the hiring process and the duties and responsibilities of search committees appears on the Human Resources webpage. Applicants are required to apply online via Interview Exchange. If the pool of applicants is not of sufficient size, quality, or diversity at each stage of the search process, the search can be re-opened. Search committees include faculty from the relevant department and representation from Human Resources. At the conclusion of interviews, the search committee recommends finalists and forwards the information to Human Resources. Second interviews are scheduled with the VPAA. Once a candidate has been selected, references and academic credentials are checked, and a recommendation is made to the President. Once approved by the President, new full-time faculty and academic staff receive a written contract that clearly states the terms of the initial appointment and the length of the contract. Salaries are determined by the MCCC Day contract, which includes a formula for calculating salaries that accounts for academic credentials, rank, teaching experience, seniority in the collective bargaining unit, performance evaluation, license and certification, and professional continuing education credits (M002 Data Form).

The process for hiring adjunct faculty starts with the submission of a list by the academic deans to Human Resources of the discipline areas that require additional faculty. Adjunct positions are advertised in various publications and on the MCC website with the goal of attracting a diverse pool of candidates. The division dean, often times with the department chair or a member of the appropriate department, interviews the applicant, checks references, and verifies credentials.

Once selected, the College's adjunct faculty hires are provided with written contracts each semester. Reappointment rights and eligibility for seniority are outlined in Article X of the DCE Contract (p. 17). Salary is paid per credit hour and is determined by step level at time of hire (p. 23).

New full- and part-time employees participate in an orientation provided by the Human Resources Department. College policies that outline expectations related to Affirmative Action, sexual harassment, and the acceptable use of information technology, among others, are distributed; Human Resources also distributes College policies to all employees as required by the Commonwealth of Massachusetts. In addition, all Massachusetts state employees are

required to adhere to the State Ethics Commission's rules and regulations, which include mandatory ethics training. This training is to ensure that members of the faculty are aware of the policies set forth by the state on areas such as confidentiality and conflict of interest and to foster integrity in public service. All employees are required to complete this training every two years.

The collective bargaining MCCC Day and DCE Contracts govern the College's policies regarding faculty appointment, change in rank, evaluation, and tenure. Full-time faculty and professional staff receive an annual contract until they are awarded tenure. The Day Contract outlines eligibility and necessary qualifications for a change in rank (p. 58) and for tenure (p. 39). A tenure committee is formed to review eligible applicants. Both the committee and the faculty member's dean make recommendations to the VPAA, who makes a recommendation to the President. The President forwards his recommendations to the Board of Trustees (BOT) for approval. If tenure is granted, it becomes effective at the start of the seventh year.

The Day Contract governs the evaluation process for full-time faculty. Faculty are evaluated on an annual basis until they are awarded tenure; post-tenure evaluations are conducted every three years. Faculty are evaluated using six criteria: student evaluations (25%); classroom observation (25%); course materials (15%); personnel file review (15%); student advisement (10%); and College service (10%). Evaluation of full-time and part-time academic staff is based on work performance, student advisement, College service, and personnel file review. The DCE contract outlines the criteria for evaluating adjuncts (19). Adjunct faculty are evaluated against student evaluation, classroom observation, course materials, and personnel file. Evaluations are used in determining the reappointment of the faculty member.

Faculty and Staff Professional Development

Massasoit Community College has a strong institutional commitment to professional development for both full-time and adjunct faculty and staff. The creation of the Professional Development Center (PDC) from the Title III Project STARS grant has provided additional support for the faculty and staff. The PDC offers professional development and collaboration through a series of activities that lead to effective instructional practices and advising.

Professional development monies are available to faculty and academic staff members so that they can attend conferences or trainings. The Academic Development Committee (ADC) oversees the disbursement of money for continuing education for the faculty and academic staff to stay current in their areas of expertise. As specified in the Academic Governance Manual, priority is given to funding projects that "enhance the strategic goals of the College and teaching effectiveness" (2). The funding has provided the faculty the ability to strengthen teaching and learning pedagogy and to encourage student success. If the cost of conferences or training exceeds the amount awarded through the ADC, the College often provides additional monies to close the gap.

Funding allocated through the Academic Development Committee to provide stipends for conference opportunities, mini-grants for research, and advanced course work and credentialing has consistently averaged \$11,000 to \$22,000 over the last five years. The Carl D. Perkins grant provides opportunities for professional growth for career and technical education programs. Funds are earmarked each year to support professional development activities, such as attendance at professional conferences, faculty summer trainings, curriculum development, and participation on advisory committees. Individual departments also have professional development budgets.

In addition to professional development monies, the College has continued to fund sabbaticals, which offer the full-time faculty and academic staff a chance to engage in intensive semester- or year-long individual projects. The projects encourage staff members to continue their educations, keep current in their fields of expertise, venture into new pedagogies of teaching, and supply the College with innovative ideas. The College has also provided faculty course reassignments to participate in activities that strengthen teaching and learning, such as working on the reaccreditation process; advancing Project STARS initiatives; creating a course to be taught in the Honors Program; and engagement in experiential learning. Full-time and adjunct faculty and academic staff can also avail themselves of additional professional activities at the College, such as First Fridays, Canvas camps, the Second Friday Speakers Series, Advising and Counseling workshops, and webinars, to name a few.

Teaching and Advising

Staffing and Academic Freedom

The sufficiency of and support for academic staff is evaluated through the Academic Program Review process. Degree and certificate programs undergo a full program review every five years. Externally accredited programs follow schedules based on their accreditor or accreditors. It is the responsibility of faculty in these programs to gather and analyze data related to workforce needs, employment projections, and changes in their related fields. Data related to student satisfaction, retention, graduation, transfer, and employment rates are also included. With the assistance of the Office of Institutional Research, data are compiled for review by department faculty; the results are interpreted and form the basis for the written program review report. The report includes recommendations for improving curriculum and projecting personnel, physical, and technological needs. Several departments have used the program review process to update and revise course and program outcomes to align with MCC's new Core Competencies. Once complete, the report is reviewed internally by the division dean and the VPAA, and externally by an evaluator who submits recommendations to the department. Faculty develops an action plan in response to the recommendations.

Academic freedom and the corresponding responsibilities are clearly defined in the MCCC Day Contract in Article VII, 7.01 and 7.02, and in the Faculty Handbook. A wide variety of instructional techniques and delivery systems are used by faculty across all disciplines. Over 84% of full-time and 60% of adjunct faculty are using the College's online LMS, Canvas, which is used to publish course information and resources for face-to-face courses and to deliver blended and online courses.

The College offers multiple sections of high-demand courses, providing students with a variety of faculty viewpoints and teaching methods. While departments determine course content and outcomes, the College supports the faculty's right to teach his or her class with the methods and materials that foster learning in the classroom. Methods of instruction may include, but are not limited to, lecture; discussion; group projects; research projects; honors projects; lab experiences; internships and co-operative work; clinical assignments; computer-aided instruction; experiential learning; and capstone projects. Through the Title III Project STARS grant (Strengthening Teaching and Retention Strategies), the faculty is working to improve interactive and collaborative learning in entry-level, high-risk courses.

Advising

Each full-time faculty member is assigned 18 advisees. In addition, adjunct faculty and professional staff may also be assigned advisees. Students are encouraged to contact their advisors early, and often, to make sure they are taking courses that fulfill their program requirements and career plans. Once advising assignments are made, the faculty has access to the students' transcripts and grades through Banner, MCC's student information system. DegreeWorks, a degree auditing program, provides faculty and students with the ability to track the student's progress toward completing his or her degree. The College offers workshops on advising tips, course and program information, and use of DegreeWorks. The MyMassasoit Portal offers tutorials for both faculty and students on the advisement process and DegreeWorks.

New students, evening students, and those who have earned 45 credits or more are assigned to the Advisement and Counseling Center (ACC). These students are encouraged to visit the ACC and/or to contact its staff via email. Non-degree students are also encouraged to visit the ACC. The ACC maintains an advising page in the MyMassasoit Portal that contains a wealth of information for review.

APPRAISAL

Faculty and Academic Staff

The faculty and professional staff is committed to the College's mission of: "providing a dynamic and diverse learning community that supports student success." The College is committed to hiring a variety of full-time and part-time

faculty to meet the needs of its students.

The College hires faculty to replace retiring or departing faculty, to supplement shortages in existing departments or programs, and to support the needs of new programs. The College reported several years of decline in the number of full-time faculty in the Fifth-year Report in 2011; however, the College has made gains in increasing the number of full-time faculty each year from 2011-2014 (Data First forms). Moreover, while the College did experience a decline in the number of faculty in FY2015, due primarily to retirements, overall there has been a 13% gain in new hires over the past five years. This increase comes at a time when student enrollment has decreased; since the Fifth-year Report, student enrollment has declined by 7.7%.

Research for the same time period indicates that there was a 9% decline in the number of adjunct faculty employed. This decline improved the ratio of full-time to part-time faculty from 19:81 in 2011 to 23:77 in 2015. Despite these changes, the College still relies heavily on its adjunct faculty. The benefit of this reliance is that the College is able to expand course offerings to meet the needs of students across locations. Students benefit from the wealth of teaching experience provided by adjuncts that have served MCC for many years. Additionally, some adjuncts serve as advisors, which helps to address shortages based on the contractual limitations of full-time faculty.

The College sets minimum qualifications for full-time positions, which are appropriate to the job category and department needs. Qualifications for full-time faculty generally include a minimum of a master's degree or equivalent in the field or related field; at least three years of full- or part-time teaching experience, preferably in a community college setting; and knowledge of the mission and goals of the College. Candidates are expected to demonstrate strategies for teaching a student body that is diverse in learning style, race and ethnicity, age, sexual orientation, and linguistic background. Experience or interest in using technology in the classroom is also expected. Faculty who teach in some technical and/or health programs may possess a bachelor's degree, but they must also meet the licensing requirements of their related fields. Qualifications for full-time academic staff are generally a minimum of a bachelor's or master's degree in a related field, depending on position. Additional requirements include experience in an educational setting, preferably a community college; the ability to work with a diverse population; and knowledge of online database systems.

While the College outlines the minimum degree qualifications for hiring, there is no systematic process for tracking the maximum degree earned for full-time faculty and staff. Additionally, no centralized process exists for tracking the credentials of adjunct faculty as individual divisions interview candidates and verify credentials prior to hire.

As outlined in the DCE contract, adjunct faculty who have taught five courses over three consecutive years can request to be on the adjunct seniority list, which entitles them to receive one course assignment each semester. There is a further provision for faculty who have regularly taught more than one course each semester for five years to be assigned a second course when possible. According to MCCC Research Report for fall 2015, MCC adjuncts taught an average of two courses (p. 15).

Contractually, adjunct faculty are only required to attend one meeting each semester, but many do contribute to the College beyond their required duties. Adjuncts receive additional compensation for advising students and participating in some professional development activities and are eager to be more actively involved. Results from the Faculty-Staff Survey (FSS) suggest the College can do more in this regard. When asked if Massasoit provides adequate support to adjunct faculty, only 26% agreed or strongly agreed with the statement (19). Some respondents noted that they have worked at other colleges that “do more to support and integrate adjunct faculty into the community,” or that “our department does very little to support adjunct faculty” (p. 20). Other adjuncts indicated, “Support in the form of infrastructure, interaction with full-time colleagues, and administrators is great,” and “Support from my dean, technical support, Registrar's Office, secretarial staff have been fantastic” (p. 20). These differing views highlight the need for a more comprehensive approach to ensure consistent support for adjuncts across all divisions.

The College's commitment to improving diversity among its faculty and staff is evidenced in the 2015-2017 Strategic Plan, which identifies diversity and inclusion as a strategic priority. Strategies for achieving the goal include efforts to

ensure that search committees are sufficiently diverse and the implementation of a revised employee search training model. The College will continue its efforts to increase the diversity of applicants by engaging in active outreach to organizations that serve underrepresented groups. Human Resources currently sends information to targeted associations like the Urban Leagues of Eastern Massachusetts, Hispanic Outlook in Higher Ed, NEMENT Minority Recruiting, and African American Women in Higher Education.

Hiring diverse candidates continues to be a priority. Figure 6.1 below outlines the absolute and relative changes in the diversity of full-time faculty, academic staff, and adjunct faculty since 2010. An analysis of the absolute change in the diversity of faculty and academic staff appears to show that efforts to increase diversity have not kept pace with that of the student body. In comparison, a review of the relative change for the same time period shows that the College has been successful in hiring diverse candidates. While the diversity of the student body has increased by 30%, diversity of full-time faculty and academic staff has increased by 28.6% and 40% respectively. There was a 10% decrease in the diversity of adjunct faculty. While the increase in the diversity of full-time faculty and academic staff is encouraging, more work needs to be done. The College remains committed to continuously improving the diversity of faculty and staff.

Category	Diversity 2010	Diversity 2014	Absolute Change in Diversity	Relative Change in Diversity
Students	32.3%	42%	9.7% Points	30%
Full-time Faculty	7%	9%	2% Points	28.6%
Adjunct Faculty	10%	9%	-1% Point	-10%
Academic Staff	20%	28%	8% Points	40%

Figure 6.1 Absolute vs. Relative Diversity of Students to Full-Time Faculty, Adjunct Faculty, and Academic Staff

The MCCC Day Contract outlines the base salary for new full-time faculty and academic staff (p. 127-128). The employee's starting salary is also determined by classification points allocated as part of the Commonwealth of Massachusetts Board of Higher Education Classification and Compensation Study. In the case of faculty, points are awarded for academic credentials, rank, teaching experience, seniority in the collective bargaining unit, performance evaluation, license/certification, and professional continuing education credits. Academic staff earn points for academic credentials, experience within the community college system, related external experience, seniority in the collective bargaining unit, performance evaluation, and license/certification. In fall of 2015, average salary for full-time faculty ranged from \$50,593 for instructors to \$76,638 for professors. The new Day Contract (2015-2018) was ratified in February of 2016. The new contract increases the base salary for new hires. It includes salary increases for full-time faculty and full and part-time academic staff with satisfactory performance evaluations. Additionally the contract provides for salary adjustments for new academic credentials, tenure, change in rank, and post-tenure evaluation. Benefits are outlined in the contract (p. 29) and are available on the Human Resources webpage.

The Faculty Handbook and the MCCC Day and DCE Contracts clearly state the policies and procedures for the evaluation, reappointment, termination, or dismissal for full and part-time faculty and academic staff, as well as adjunct faculty. Classroom observations and student evaluations are the most effective tools for evaluating faculty performance. The evaluator, most often the division dean, identifies strengths and areas for improvement. The division deans work with faculty to remedy any teaching inadequacies they identify. Students evaluate faculty in the fall semester and faculty receive the results of the evaluations in January. Students evaluate adjunct faculty every semester in each course taught. The College has made improvements in the process for returning DCE evaluations. Previously, it took a year for results to reach adjunct faculty. Now, faculty receive results in the next semester.

The College has made great strides in integrating new full-time faculty and academic staff into the College community; however, more work needs to be done to better integrate adjunct faculty. New faculty and academic staff are vital to the continued success of our students. The College continues to do a variety of things to encourage and

support them. As described in the Strategic Plan Final Report 2014, the College made measureable changes in the way new employees are on-boarded, including redesigning the new hire orientation video (p. 5). New faculty and academic staff participate in an orientation with Human Resources as well as receive support and guidance from their Division Deans and Supervisors. The President of the College holds a Welcome Breakfast at the beginning of each semester creating a collegial atmosphere for new hires. New full-time faculty receive additional support from their dean and department chair. In some departments, a senior faculty member serves as a mentor during their first year or two of employment. The Faculty Handbook, which is updated every year, serves as a resource for many of the College's policies as well as contractual obligations and procedures. The College does provide office space for adjuncts, creating large shared office areas at both the Brockton and Canton campuses. These offices are equipped with computers, phones, and clerical supplies. Still, there is no institutional mentoring process or orientation for new adjunct faculty. And, while adjuncts play a significant role in the sustainability of the college, they do not serve on academic governance committees.

The College's "Commitment to Excellence," is evidenced in Strategic Priority Six of the 2015-2017 Strategic Plan. The College is committed to offering professional development opportunities to ensure that faculty and staff are "current with pedagogical and student service theories and the changing needs of students, workforce, region, and communities" (11). The Professional Development Center plans to increase professional activities to give faculty the opportunity to increase skills, share practices with colleagues, and enhance professional standards with speakers and subject experts from sources outside of Massasoit. The College plans to supplement these trainings by establishing a regular set of professional development programs for all faculty and staff. The College intends to develop professional development opportunities specifically for adjunct faculty. These initiatives will build upon existing professional development opportunities.

Teaching and Advising

The College uses the Academic Program Review Process to review its degree programs and to make recommendations for improvement. The process includes a review of data in the field of study and student learning; however, there is no consistent process for implementing, or following up on, the status of recommendations. Additionally, there is no institutional process for sharing the results of reviews outside of individual departments. Sharing data would provide opportunities for collaboration, which could strengthen academic programing and student learning across the College. Individual faculty regularly review teaching methods and strive to create improved modes of delivery which are then integrated into individual courses or programs. Examples of this work include the implementation of a modularized approach to developmental math and the creation of an Accelerated Writing Program. Other initiatives that promote students and their successes are evident; the STEM Starter Academy, Honors Program, student research internships, capstone projects, internships, experiential learning, Phi Theta Kappa, and Ubuntu Scholars are just a few of the programs through which we engage students in advancing their own success.

The College supports the academic freedom of faculty and encourages experimentation with instructional methods and alternate delivery systems, such as web-enhanced and online courses, to improve teaching and student learning. The number of SMART classrooms has increased, allowing faculty to make use of multi-media presentations and online resources while teaching. Canvas, our LMS, is used by over 84% of the full-time faculty and 60% of adjunct faculty. In FY2015, the College offered 369 sections of online and hybrid courses with enrollments of 6,052 students (Online and Hybrid Courses 2000-2015). The Office of Online Learning provides faculty training for both developing web-enhanced, hybrid, and online courses and integrating software applications. Over the past three years (fall 2012-fall 2015), approximately 182 full-time and adjunct faculty members have participated in redesigning over 208 traditional courses to web-enhanced, blended, or online courses. Faculty received \$76,750 in stipends for course development from the College in FY2016. The Office of Online Learning launched a pilot program in summer 2015 for faculty to develop open-education resources as a way to reduce textbook costs for students. As of spring 2016, the faculty has saved students \$146,503 in book expenses by integrating free online resources into their courses. (Open Educational Resources Savings – Spring 2016)

Methods of instruction are varied due to the nature of the academic, technical, and health courses and programs we offer. The College offers multiple sections of general education and degree-specific courses that allow students

to experience a variety of teaching styles and academic viewpoints. The faculty continues to expand active and collaborative learning, and data from the 2013 Community College Survey of Student Engagement (CCSSE) shows improvement. Project STARS has provided opportunities for faculty to integrate active and collaborative learning strategies into classes. To date, eighteen faculty members have participated in the semester-long training for the redesign of both gatekeeper and high-risk courses with the goal of providing a foundation that will be used by the entire College upon completion of the grant (Project STARS GY2 Annual Report 2015). While participating faculty members are integrating strategies into their individual courses, the Professional Development Center will now expand these collaborations into a broader, College-wide conversation.

The College continues to strengthen the academic advising process. A number of workshops on advising in areas such as the use of DegreeWorks, advising tips, and specific course and program information are offered for faculty to ensure consistency in advising. Additional information on the advising process is available in the MyMassasoit Portal, which includes an advisor guide created in spring 2016. Implementation of a variety of software platforms has further enhanced the advising process. DegreeWorks assists faculty and students in tracking progress toward degree completion. PLANS, academic planning software, allows faculty and students to develop personalized academic plans. GradesFirst, utilized for early alert referrals, can also be used to schedule advising appointments. All of these efforts have improved the advising process; however, due to insufficient numbers of full-time faculty and contractual limitations, many students are not assigned a faculty advisor.

The College encourages and supports opportunities for faculty to pursue scholarship and research activities consistent with its missions and goals. The President of the College has continued to support sabbatical requests for the past ten years, even though there has been some reduction in the College's budgets. Plans for the development of an Institutional Review Board (IRB) continue. Establishment of the IRB will ensure that any human subject research will be conducted in accordance with all federal, institutional, and ethical guidelines. The Associate Dean of Institutional Research and the Director of Grants continue to lead this effort.

Strengths

- Faculty and staff commitment to students and their learning.
- Faculty commitment to professional development in new course methodologies and technology for face-to-face, blended, and fully online courses
- Continued administrative support for reassigned time for special projects, professional development in general, and sabbaticals in particular.
- Faculty commitment to the development of new courses and programs.
- Enhanced advising for students through the integration of DegreeWorks, Navigator, and GradesFirst.

Challenges

- The ratio of full-time to adjunct faculty and sustaining consistency in multi-section courses.
- Greater integration of adjunct faculty (both day and evening) into the College through their encouraged participation in professional development opportunities, academic department activities, and governance.
- Continue to increase the diversity of the faculty and staff so that it is more aligned with that of the student body.
- The need for expanding new faculty orientation and mentoring for both full- and part-time hires.
- Ensuring all faculty receive the training needed to make the best use of new software that improves early alerts to students and enhances academic advising.

Projections

Actions

- During the next strategic planning process, set new goals for diversity of faculty and staff and develop additional strategies for meeting these goals.
- By fall 2017, implement a mentoring program for all new full-time faculty, and by fall 2018, a mentoring program for new adjunct faculty.
- Develop and fund opportunities for academic programs to bring adjuncts and full-time faculty together to review course syllabi, discuss course outcomes, and share assessment rubrics. Pilot activities in at least three programs during fall 2017 and an additional three each year following.
- Each year for the next three years, increase professional development for full-time and adjunct faculty by having the Professional Development Center offer more events that focus on teaching and learning and the software available to increase student retention and success.
- Review procedures for administering of student evaluations and timelines of results by December 2016. Implement needed improvements by fall 2017.

Person Responsible

- Vice-President of Academic Affairs, Vice President of Student Services and Enrollment Management, Dean of Planning and Institutional Effectiveness, Academic Deans
- Vice-President of Academic Affairs, Director of Human Resources, and Academic Deans
- Academic Deans, Department Chairs, and Faculty
- Vice-President of Academic Affairs, Director of Professional Development Center, Academic Deans, and Department Chairs
- Vice-President of Academic Affairs, Dean of Planning and Institutional Effectiveness, and Academic Deans

2016 SELF-STUDY REPORT

Massasoit Community College

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

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		3 Years Prior (FY 2012-13)		2 Years Prior (FY 2013-14)		1 Year Prior (FY 2014-15)		Current Year* (FY 2015-16)		Next Year Forward (goal) (FY 2016-17)	
		FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Number of Faculty											
Professor	Male	27		26		26		25		23	
	Female	36		30		33		26		24	
Associate	Male	8		8		13		10		12	
	Female	15		15		22		22		24	
Assistant	Male	5		5		6		6		7	
	Female	12		14		13		13		13	
Instructor	Male	6	254	11	235	9	231	11	220	13	218
	Female	9	268	13	231	11	248	16	217	18	216
Other	Male										
	Female										
Total	Male	46	254	50	235	54	231	52	220	55	218
	Female	72	268	72	231	79	248	77	217	79	216

Total Faculty

Professor	63	-	56	-	59	-	51	-	47	-
Associate	23	-	23	-	35	-	32	-	36	-
Assistant	17	-	19	-	19	-	19	-	20	-
Instructor	15	522	24	466	20	479	27	437	31	434
Other	-	-	-	-	-	-	-	-	-	-
Total	118	522	122	466	133	479	129	437	134	434

Salary for Academic Year

		FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Professor	Minimum	53,927		57,788		52,078		52,989		54,448	
	Mean	71,577		75,073		75,809		76,638		78,554	
Associate	Minimum	48,514		50,302		49,659		50,528		51,791	
	Mean	55,439		58,286		57,529		58,094		59,546	
Assistant	Minimum	45,769		47,965		46,306		47,116		47,234	
	Mean	50,269		52,390		53,668		54,928		56,301	
Instructor	Minimum	42,819		43,568		41,985		42,720		43,788	
	Mean	47,851		49,556		50,163		50,593		51,858	
Other **	Minimum		2,667		2,760		2,856		2,958		3,075
	Mean		2,964		3,057		3,164		3,276		3,405

** Part-time salary figures based on a 3-credit class.

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MASSASOIT COMMUNITY COLLEGE

Massasoit Community College

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

		3 Years Prior		2 Years Prior		1 Year Prior		Current Year*		Next Year Forward (goal)	
		(FY 2012-13)		(FY 2013-14)		(FY 2014-15)		(FY 2015-16)		(FY 2016-17)	
		FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Highest Degree Earned: Doctorate											
Professor		See	note #1	below.				12		See	note #2
Associate								5			
Assistant								6			
Instructor								1			
Other											
Total		-	-	-	-	-	-	24	-	-	-
Highest Degree Earned: Master's											
Professor		See	note #1	below.				36		See	note #2
Associate								27			
Assistant								10			
Instructor								25			
Other											
Total		-	-	-	-	-	-	98	-	-	-
Highest Degree Earned: Bachelor's											
Professor		See	note #1	below.				3		See	note #2
Associate								1			
Assistant								1			
Instructor								2			
Other											
Total		-	-	-	-	-	-	7	-	-	-
Highest Degree Earned: Professional License											
Professor											
Associate											
Assistant											
Instructor											
Other											
Total		-	-	-	-	-	-	-	-	-	-
Fall Teaching Load, in credit hours											
Professor	Maximum	See	note #3	below.							
	Median										
Associate	Maximum										
	Median										
Assistant	Maximum										
	Median										
Instructor	Maximum										
	Median										
Other	Maximum										
	Median										

(1) Historical information on highest degrees earned is not available. (2) Degrees earned beyond minimum qualifications do not factor into hiring goals. (3) Maximum workload is 15 credits. Information on the median is not tracked by Human Resources or Academic Affairs.





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

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2016 SELF-STUDY REPORT

Massasoit Community College

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

	3 Years Prior		2 Years Prior		1 Year Prior		Current Year*		Next Year Forward (goal)	
	(FY 2012-13)		(FY 2013-14)		(FY 2014-15)		(FY 2015-16)		(FY 2016-17)	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
# of Faculty Appointed 										
Professor			2						1	
Associate			1		1					
Assistant	2		1				3			
Instructor	5		10		7		7		3	
Other										
Total	7		14		8		10		4	
# of Faculty in Tenured Positions 										
Professor	61		54		55		48		51	
Associate	21		18		24		25		27	
Assistant	1				3		5		5	
Instructor										
Other										
Total	83		72		82		78		83	
# of Faculty Departing 										
Professor							1			
Associate	1									
Assistant	2		1		1		1			
Instructor	3									
Other										
Total	6		1		1		2			
# of Faculty Retiring 										
Professor	7		5		2		7		2	
Associate							2			
Assistant										
Instructor										
Other										
Total	7		5		2		9		2	

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

MASSASOIT COMMUNITY COLLEGE

Massasoit Community College

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

	3 Years Prior (FY 2012-13)		2 Years Prior (FY 2013-14)		1 Year Prior (FY 2014-15)		Current Year* (FY 2015-16)		Next Year Forward (goal) (FY 2016-17)	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Number of Faculty by Department (or comparable academic unit)										
Academic Freshman	1	3	1	3	1	5	1	3	-	1
Architectural Technology	1	1	2	-	2	1	2	-	2	-
Biology	8	46	8	50	8	50	8	53	8	53
Business Administration	7	38	8	38	8	36	8	37	8	34
Child Care Education	1	10	2	9	2	11	2	7	2	9
Communicative Art	6	9	6	16	6	20	5	22	5	25
Computer Technology	6	15	6	16	6	15	6	12	6	12
Criminal Justice	4	13	4	11	4	16	4	15	4	11
Culinary Arts	4	6	4	5	4	6	4	5	4	5
Dental Technology	1	4	1	4	1	4	1	5	1	5
Diesel Technology	1	2	1	3	1	3	1	2	1	3
Education	1	-	1	-	1	1	1	1	1	1
Engineering Technology	2	1	2	1	2	1	2	2	2	2
English	19	59	19	66	19	68	22	60	21	62
History/Government	5	22	7	19	8	18	7	18	8	17
Human Services	1	8	2	7	2	7	2	7	1	9
HVAC	1	1	2	-	2	1	2	1	2	1
Mathematics	11	70	12	66	12	69	11	61	11	62
Medical Assistant	1	4	1	4	1	4	1	4	1	4
Clinical Lab Science	2	-	2	-	2	-	2	-	-	-
Modern Language	4	11	5	14	5	14	4	17	4	18
Nurse Education	11	14	14	13	14	17	13	15	14	20
Physical Science	6	14	6	17	5	18	5	14	5	18
Radiologic Technology	1	13	2	13	2	13	2	13	2	13
Respiratory Therapy	3	8	4	8	4	8	4	8	4	8
Social Science	9	46	11	53	11	46	11	46	11	46
Telecommunications	-	2	-	2	-	-	1	-	1	-
Travel/Tourism	1	-	1	-	1	-	1	-	-	-
Veterinary Tech							1	2	1	1
Visual Arts	4	8	4	10	4	9	4	9	4	9
Total	122	428	138	448	138	461	138	439	134	449

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

NOTE: Some faculty teach in more than one discipline.

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STANDARD 7: INSTITUTIONAL RESOURCES

DESCRIPTION

Human Resources

Massasoit Community College has sufficient personnel to fulfill its mission. As with most colleges, our dependence on adjunct faculty is higher than we would like, but we are fortunate to have so many dedicated adjunct faculty. In the professional and technical programs, many of our adjunct faculty are also working in the field. Their expertise is of great benefit to our students and our programs. As mentioned previously, MCC was awarded a Title III (Project STARS) grant that we designed to increase capacity in the areas of student advisement and faculty professional development.

As discussed throughout this study, MCC continues to increase the diversity of its faculty and staff. The Human Resources Department (HR) provides diversity training and guidance for hiring committees. During the past year, HR has used a targeted recruitment campaign to increase the diversity of our candidate pools, and we are already seeing the benefit of this strategic effort.

All positions at MCC have minimum qualifications to ensure that all personnel have the educational credentials and skills necessary to carry out the College's mission. Most Massasoit personnel are unit members of either MCCC or AFCSME, and collective bargaining sets minimum qualifications for those positions. The AFCSME collective bargaining agreement provides job descriptions, while the job duties and responsibilities of MCCC faculty and professional staff are detailed in the MCCC Day Contract agreement. In the case of MCCC professional staff, there is a provision for specific job duties to be reviewed and updated annually. For non-unit professionals (NUPs), minimum qualifications are set by the College and fall within professional norms. New non-unit professional hires receive written contracts that outline the terms of their employment and are given job descriptions at the time of hire. In all cases, a detailed job description is available from the beginning of any job search conducted at MCC.

For AFCSME and MCCC unit members, collective bargaining determines the customary conditions, including salaries, workload, evaluation, promotion, and grievance procedures. College policies impacting faculty are reviewed and kept current annually in the MCC Faculty Handbook, available both in print and online. A statement of MCC's Performance Evaluation Procedures can be found on both the MCC webpage and MyMassasoit portal. It states the following:

We encourage employees and their supervisors to discuss job performance and goals on an informal, day-to-day basis. Some formal performance evaluations are done at the end of an employee's introductory period for any new job... In addition, you and your supervisor will have formal performance evaluations to discuss your work and goals, to identify and correct weaknesses, and to encourage and recognize your strengths.

Performance evaluations are usually done every 12 months around the end of the fiscal year. . . AFSCME and MCCC performance evaluations are dictated by their respective collective bargaining agreements. Individuals responsible for completing these evaluations must become familiar with the contractual language and complete performance evaluations within specified time-frames.

As noted elsewhere in this study, the College's policies and procedures are available on the MyMassasoit portal. While a number of HR policies can be found on the webpage, a comprehensive set of policies, procedures, and forms, including the collective bargaining agreements and the Non-unit Professionals Personnel Policies Handbook, are available to all Massasoit employees on the portal.

Financial Resources

The College's FY 2015 revenue of \$71.8 million is derived primarily from three sources: tuition and student fees; state appropriations; and government grants and contracts (Figure 9.1).

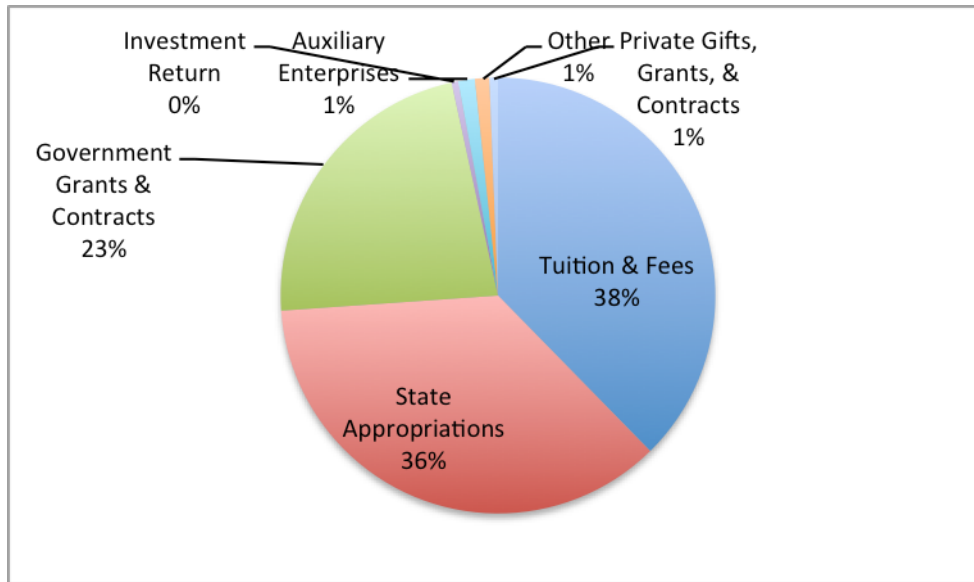


Figure 9.1 FY 2014 Revenues = \$71.8 Million (Data First forms)

Historically, the largest source of the College's revenue was state appropriations. However, in recent years, public policy on higher education funding has shifted, requiring institutions to rely more on locally generated fees and other non-state revenues. Between FY 2011 and FY 2015, the College's tuition and fees decreased from 37.7 to 37.6 percent of total revenue (Figure 9.2). The College assesses all students a general fee and a technology fee; some courses and programs carry fees as well. In FY 2016, to ensure that students continue to benefit from comprehensive and quality programs and services, the Board of Trustees (BOT) approved an increase in the general college fee by \$8 per credit, to \$155, bringing total tuition and fees per credit to \$187.

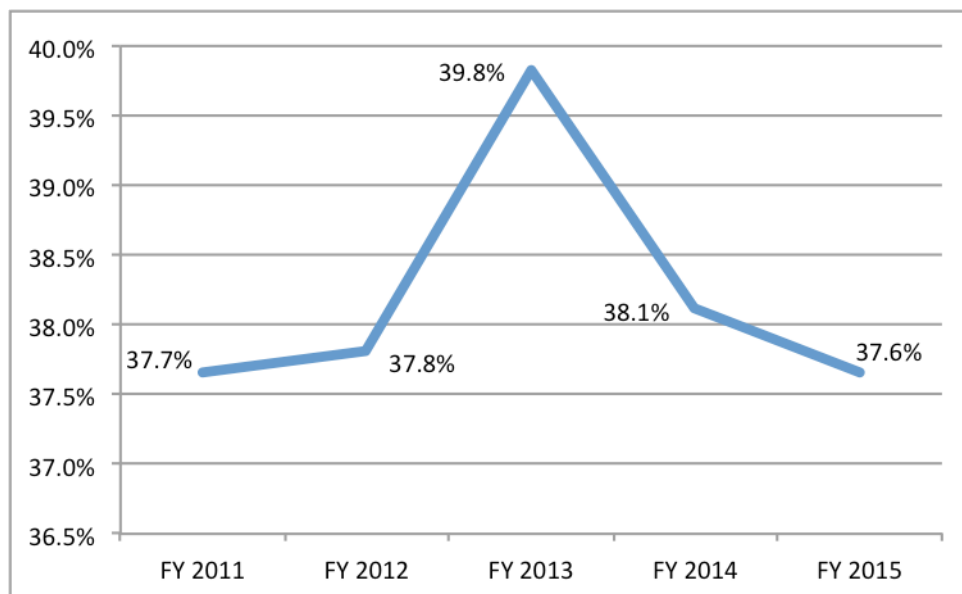


Figure 9.2 Tuition and Fees as a Percentage of Total Revenue (Data First forms)

The College pursues new program development to increase revenue derived from tuition and fees. For example, MCC established a new location in Middleborough in 2010, followed by new academic programs in engineering and veterinary technology in 2015. The Board of Higher Education's procedures for program development include internal and external reviews to ensure that the proposed program is appropriate to the mission and goals of the institution;

that there is a need and demand for the proposed program by prospective students and employers; and that there are adequate fiscal and human resources to operate the proposed program (Curriculum Committee Guidebook).

The College's second largest source of funding comes from its state appropriation. The method by which funding comes from the state underwent a significant change in FY 2014. In response to inequities in per student funding across community colleges and from a desire to link budget allocations to statewide higher education goals, the Massachusetts Board of Higher Education, working with community college leadership and a nationally recognized consultant, developed a community college funding formula that allocates appropriations to the individual community colleges based, in part, on performance (Massachusetts Department of Higher Education Community College Performance-Based Funding Model). The original formula guidelines, if implemented, would have resulted in eight community colleges, including MCC, receiving a decrease in state appropriation funds. To avoid significant disruptions, the implementation of the formula was adjusted and only used to allocate new funding over and above the prior year's funding level. In addition, the Board of Higher Education, in consultation with community college leadership, decided to allocate a minimum increase, ensuring that individual colleges received no less than a 3.5% increase through the formula.

The College's third largest source of funding comes from government grants and contracts. For example, in FY 2013, the College was awarded \$2,096,460 in grant funding (Project STARS) as part of the U.S. Department of Education's Strengthening Institutions (Title III) program. The five-year grant is designed to help institutions of higher education better serve low-income students by supporting transformational activities that lead to measurable improvements in student outcomes. The College's Grants Department identifies new grant opportunities through multiple channels: subscriptions to several LISTSERVs; grant funders' websites; Foundation Directory Online (a database of foundation and corporate funders to which the Department has a subscription); internal colleagues and external partners; and membership in professional associations, including the Council for Resource Development (now merged with the Council for Advancement and Support of Education [CASE]); and the Grant Professionals Association. When evaluating a grant opportunity, the Grants Department staff members first assess eligibility and evaluate fit with the College's mission, strategic priorities, and/or new projects under development. If there is a fit, further assessment includes the amount of funding available; number of expected awards; application deadline (whether there is sufficient time to develop a credible proposal); partnership requirements; and the potential College interest in pursuing the grant. Upon completion of the evaluation, grant applicants must complete a Grant Approval Request (GAR) form, which includes a draft budget; an explanation of the project's fit with the College's mission and priorities; an estimate of current staff time needed to undertake the project; and information about cash match and sustainability. GARs are reviewed and approved by the appropriate Vice President, and ultimately, the President.

The remainder of MCC's revenue is derived from investment returns, auxiliary enterprises, private gifts, grants, contracts, and other miscellaneous streams (Figure 9.1). By projecting cash flows, the College is able to move idle cash from non-interest bearing checking accounts to investment instruments managed by the Commonfund. The College allocates a portion of investment income to fund its operations, with the policy spending rate limited to five percent (MCC Board of Trustees Investment Policy).

MCC conducts its fundraising efforts primarily through the Massasoit Community College Foundation, Inc. in accordance with the Massasoit Community College Foundation By-Laws. The College and the Foundation solicit and accept private gifts to benefit the College in assisting its many current students through scholarships; books; supplies; equipment and materials; and enhancements to educational, cultural, and recreational programs. The College and the Foundation provide prospective donors with written materials in which they describe their needs and, when directed to a particular purpose, the impact that donors' gifts can reasonably be expected to have (Your Gift Makes a Difference). In the case of fundraising events, these materials also identify sponsorship levels and advertising opportunities.

Figure 9.3 demonstrates that the majority of the College's resources are devoted to the direct support of its academic purposes and programs, with expenses related to instruction, academic support, scholarships and fellowships, and student services comprising 71% of total expenses in FY 2015.

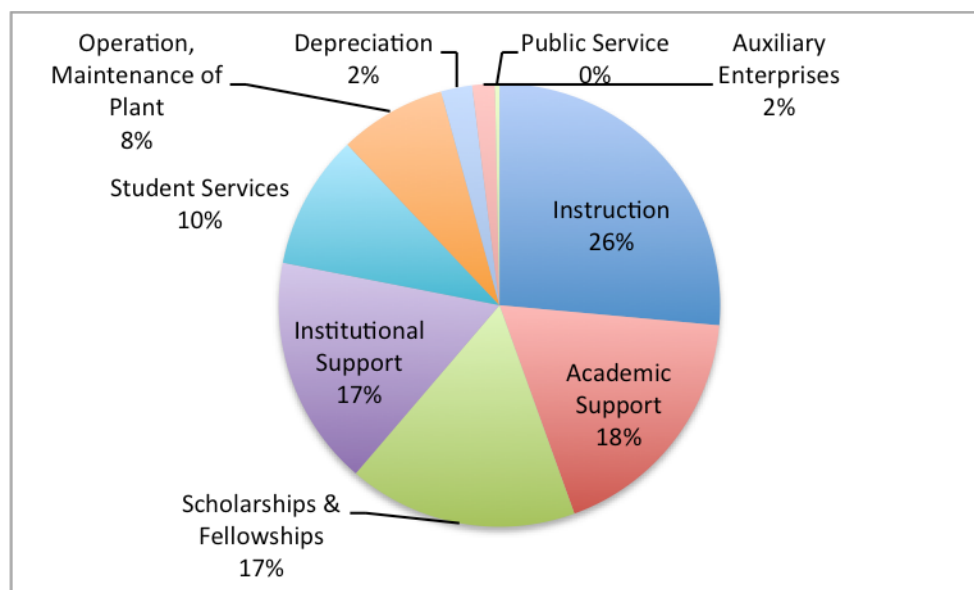


Figure 9.3 FY 2015 Expenses = \$71.6 Million (Data First forms)

The College has begun the process of integrating financial planning with overall planning and evaluation processes. The strategic plan is designed to address pressing College-wide issues that cut across divisional boundaries. In almost every instance, the project manager for a goal is a Vice President (with others), and expenditures for the goals are channeled through them.

The Administration and Finance Division uses a variety of tools, including the annual audited financial statements, financial ratios, monthly budget to actual reports, and cash flow analysis, to assess the College's financial condition. Throughout the year, budget assumptions are measured against actuals, and adjustments are made accordingly. In addition, the CFO and Comptroller participate in monthly meetings with their counterparts at other Massachusetts community colleges to analyze changes in both the environment and accounting practices, and other financial factors affecting the College.

Each year, the College prepares a balanced spending plan based on a July 1–June 30 fiscal year. As revenue derived directly from student tuition and fees become a larger part of the total budget, enrollment projections increase in importance. Enrollment projections are developed through consultation with Institutional Research and the senior leadership group. These projections become the basis by which the College develops both the revenue and expenditure sections of the annual budget. In addition to enrollment projections, the budget process considers estimates of state appropriated funds.

In early fall of the prior fiscal year, the Vice Presidents and division budget coordinators, in conjunction with their department heads, deans, and directors, develop a prioritized initial budget request for each division. The Vice Presidents are specifically directed not to amend the budget requests at this initial stage. Instead, the goal is to create a full view of what people are asking for to accomplish their missions for the fiscal year. Next, divisions are asked to re-prioritize their preliminary budget requests (i.e., by identifying expenses to reduce, eliminate, or defer) with the goal of closing the gap between revenue projections and projected expenses, resulting in the Amended Budget Request. After revenue projections are solidified, the final stage is to balance revenue and expenses and to create the Proposed Budget, which serves as the basis for a Proposed Spending Plan presented to the President and Board of Trustees (FY15 Budget Development Guidance and FY15 Budget Development Process Email Instructions).

The College's BOT approves an Interim Spending Plan at its June meeting. This plan, limited to 25% of the prior year's allocation, allows the College to begin encumbering and spending resources until the final spending plan is approved. Approval of the Final Spending Plan typically occurs at the September meeting. The Final Spending Plan includes four

years of trend data; a prior year recap; a narrative detailing key expense variances (by subsidiary) compared to the prior year; and a description of expectations, projections, and priorities for all revenue and expenses for the coming fiscal year (Fiscal Year 2015 Proposed Spending Plan).

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 division budget coordinators. To ensure financial integrity, the College submits financial information annually to the Board of Higher Education (HEIRS Fiscal Measures and Budget Data Collection Reports) and reports All College Purpose Trust Fund (ACPTF) expenses monthly to the Board of Trustees. The ACPTF is part of the operating budget and consists of locally generated (i.e., non-appropriated) funds that support the President and Board of Trustees in their efforts to represent the College and assist them in their duty to promote the mission of the College through travel, memberships, attendance at charitable events, and entertainment expenses related to guests of the College.

As mandated by Massachusetts General Laws Chapter 647 of the Acts of 1989, MCC has established an internal accounting control system that is documented in MCC Internal Controls: Fiscal Accounting Policies and Procedures Manual and encompasses key areas such as purchasing, payroll, and budgeting. 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 MCC 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 MCC Board of Trustees Investment Policy and the MCC Grants Department Handbook, respectively.

As indicated on the Data First forms, 47% of students received some form of financial assistance, excluding private loans, in the 2014–15 academic year. The College's financial aid policy is to offer aid for tuition, fees, and books to the neediest students as determined by the Free Application for Federal Student Aid (FAFSA). Every applicant for financial aid is first considered for federal Pell Grant and Massachusetts grant eligibility. Other scholarships, grants, tuition waivers, and loans are then awarded on the basis of remaining financial need, with primary consideration going to those students having the highest remaining need. Federal Work Study funds are reserved for first-time degree candidates. Unsubsidized Direct Student Loans will be awarded to those students meeting all eligibility requirements who do not exhibit financial need.

The Financial Aid Office regularly reviews the continued relevance of this policy and the effectiveness of its practices. In addition, an external auditor conducts an annual audit of the College's federal aid programs in accordance with the standards outlined in OMB A-133 Compliance Supplement. (Independent Auditors' Reports as Required by the Office of Management and Budget (OMB) Circular A-133 and Government Auditing Standards and Related Information, FY 2014) The Board of Trustees reviews the auditor's report and the College's plans for remediating any deficiencies.

MCC's financial resources and practices are managed by the Office of Administration and Finance, which is overseen by the Vice President for Administration/CFO. The CFO is accountable to the College's President and Board of Trustees, which has autonomy in all budget and finance matters. The BOT Audit Committee acts on behalf of the governing board to oversee all material aspects of the institution's financial reporting, internal control, and audit functions. In particular, the Audit Committee focuses on the qualitative aspects of financial reporting and the College's processes for the management of business and financial risk and compliance with significant applicable legal, ethical, and regulatory requirements. The Committee also ensures the independence and objectivity of external auditors and the appropriate consideration of the audits by the governing board. (MCC Board of Trustees Audit Committee Charter)

MCC's financial resources and transactions are audited annually by O'Connor and Drew, 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 (Financial Statements and Management's Discussion and Analysis, FY 2015). The audited financial statements include current year 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 Committee and then to the full Board of Trustees. At an exit interview, management and representatives of O'Connor and Drew discuss the findings contained in the Management Letter, and management identifies specific plans to address each finding along with the responsible college official. The external auditors present the finding and corrective action plan to the Audit Committee followed by a presentation to the full Board of Trustees. In addition to current year findings, the auditors also provide a progress report on prior year findings.

Information, Physical, and Technological Resources

Physical Resources and Sustainability

Massasoit Community College provides the physical, technological, and information resources needed to carry out the College's mission.

The College's physical resources include campuses in Brockton and Canton, and an instructional site in Middleborough. Designed, built, and opened in the 1970s the College's main campus in Brockton, which sits on over 100 acres, is comprised of 12 buildings totaling 405,416 square feet; 4 parking lots totaling 2029 spaces; and three athletics fields on the campus. Adjacent to the Brockton Campus is The Conference Center at Massasoit, which opened in 1997 and is a 7,200 square foot full-service function venue. Acquired in 1985, the Canton Campus sits on 18 acres in the Blue Hills area of Canton and encompasses one building of 125,239 square feet and 2 parking lots with 431 parking spots on the campus. The Canton Campus houses the exhibits of the Milton Art Museum and the Akillian Gallery. The Middleborough Instructional Site consists of a single building with 17,930 square feet, seven classrooms, and 75 parking spaces; the property is leased from the town of Middleborough through a public/private partnership with Higher Education Partners (HEP).

The College is required to allocate 5% of the combined amount of the total state appropriation and student generated revenues on capital adaptation and renewal. Renewal expenditures are those that are required to keep the physical plant in reliable operating condition for its present use. Adaptation Expenditures are expenditures required to meet the evolving physical needs of an institution and to meet compliance mandates. In addition to the General Appropriation requirement of 5%, the College allocates an additional 2% of the Facilities Operation Budget to facilities renewal projects that include improvements to and/or replacement of components to the electrical, mechanical, and plumbing systems. That 2% also funds improvements to the building shells and to the College grounds

In the Mission Survey Summary (Mission Survey Summary 2014-2015), Massasoit's sustainability statement received the highest agreement in the survey and this commitment is evident in many ways. President Wall signed the climate commitment in 2007 and created a Sustainability Committee. Since then, the College has made great efforts to reduce energy use and waste and to conserve resources. Its comprehensive energy and water conservation project has reduced energy use by nearly 40% and saves 1.5 million gallons of water per year. (MCC Energy Project Data) Rooftop solar PV panels produce more than 400,000 kWh of electricity and save more than \$70,000 each year. (MCC Solar PV System Data) Mixed recycling and cafeteria composting have resulted in a waste diversion rate of approximately 19%. (MCC YTD Waste Stream Summary 2015) Sustainable landscaping practices, including no-mow areas, have reduced the need for watering, pesticide application, and fossil fuel use. Water bottle filling stations have helped reduce both bottled water purchases across the College and the amount of plastic entering the waste stream. Water bottle filling stations maintain an ongoing tally of the number of disposable water bottles saved with each use.

Information Technology

The College's instructional technology and media resources are the responsibility of the Office of Information Technology (IT). IT provides support for technologies to enhance learning and increase the efficiency of academic and administrative processes. In partnership with academic and administrative departments, IT is a key contributor to the success of the College's mission. Information Technology assists the College community in the use of technology through service delivery and support; training opportunities for faculty and staff; maintenance of desktop, laptop,

network, and server technology; and provision of web services in a safe and secure manner.

IT maintains academic computer labs; supports desktop and laptop technology for faculty and staff; helps ensure that the College's technology infrastructure meets user needs; and supports online learning. IT works with faculty to ensure student and classroom labs have the proper hardware and software to support the curriculum. Instructional media in a classroom typically includes a teacher workstation (laptop or desktop) and a projector. Many classrooms also have a document camera and DVD unit. A desktop or laptop is provided for each student in classroom labs. There is at least one space or classroom at each of MCC's locations (2 campuses and 1 instructional site) with computers for students to use. Computers are also available in the libraries at both Brockton and Canton.

As noted throughout this study, College faculty, students, staff, and administration use the College's MyMassasoit portal to access digital resources for teaching and learning and for day-to-day functionality. In 2012, the College adopted Canvas as its learning management system. In addition to Canvas, the College has purchased subscriptions for the following instructional technologies that are integrated with Canvas: Turnitin; Atomic Learning; Respondus 4.0, Respondus Lockdown Browser; and EvaluationKit. The College invested in DegreeWorks and GradesFirst, which are used for advising and academic support. Administrative systems include enterprise resource planning systems like Banner Document Management for document management and Argos for improved reporting of data within Banner. The RAVE emergency alert system provides emergency notifications to the College community.

To connect faculty and staff across the College and to allow enhanced communication and data transfer, the College's two campuses (Brockton and Canton) and its instructional site (Middleborough) are connected electronically via leased fiber-optic lines allowing voice, data, and video communication. Conference rooms in those locations are equipped to facilitate audio and video communication.

The College develops information technology policies and reviews them in conjunction with the Technology Steering Committee. Policies are published on the MyMassasoit portal. All employees and students are informed about the College's Acceptable Use Policy, which details proper and improper use of technology during orientations. The College has a documented security incident response plan that is used when responding to threats. IT is working with the statewide Partnership for Collaboration and Efficiencies (PACE) to implement the top 20 critical security controls framework issued by System Administration, Networking, and Security Institute (SANS). Data are regularly backed up on removable media and stored off-site in a secure location to reduce down-time and loss of data in the event of a catastrophic incident. Uninterruptible power supplies (UPS) are in place for all servers. A disaster recovery plan is also in place and is reviewed annually by the Technology Steering Committee.

The MCC Library provides its diverse student population with access to information literacy, which instills in them the information-seeking skills needed to transfer to four-year institutions, to prepare them for a range of occupations, and to pursue lifelong learning opportunities. The Library supports the faculty and staff, preserves and makes accessible the College's historical materials, and plays a role in the intellectual and cultural life of the College community. The Brockton Campus Library is located on the upper level of the Student Center building and supports the programs offered at that location. The Canton Campus Library is located on the third floor of the Academic Wing of the Canton building and offers many of the same services and materials as the Brockton Library, but additionally supports the specialized programs housed at the Canton Campus. As mentioned earlier, the Middleborough Center does not have a physical library, though it does have an assigned librarian who schedules time at the Center for workshops, information literacy activities, and one-on-one instruction. Policies and procedures related to Library use are available at all libraries, in the main office at Middleborough, and on the Library's website.

A variety of information resources is readily available in the College's Library or by visiting the Library's website. In the Library you can find books (47,450 volumes) and can access journals, magazines, newspapers, etc., both in hard copy and through electronic databases. An online library catalog includes materials available through OCLN, the Old Colony Library Network's 29 member libraries, and the Commonwealth Catalog. The Brockton Campus Library is open 67 hours per week, and the Canton Library, 56 hours. Professional librarians are available during all hours of operation to provide assistance with finding appropriate reference material, working on assignments, and creating

correct citations. There are 49 workstations with internet access in the Brockton Campus Library and 8 at the Canton Library. Each library has an additional computer classroom; the Brockton classroom houses 20 workstations in an instructor-controlled SMART classroom setting, while the classroom in Canton includes 12 workstations dedicated to instruction. In these classrooms, reference librarians offer instruction in research methods and library resources.

APPRAISAL

Human Resources

As is discussed in the projections for Standards Three, Six, and Nine, the Human Resources Office will review the current protocol for updating information in the College's directory and organization charts. HR will advise the leadership team in its work to set new diversity goals for faculty and staff hires, and will continue to collaborate on diversity and inclusion professional development efforts for the College.

Other projects planned for this year include the roll-out of an updated hiring procedure manual (fall 2016) and a compensation study to benchmark the salaries of non-unit professionals (spring 2017).

Both the Executive Director and Director of HR are members of a group of state college and university trainers with representatives from all segments of Massachusetts public higher education. The group is recently established and its goal is to share information, resources, and ideas regarding the expansion of professional development for all constituencies at the institutions.

Financial Resources

Public policy on higher education funding is shifting, requiring institutions to rely more on locally generated tuition and fees and other non-state revenues (advancement and extramural funding). In 2004, the state appropriation represented approximately 60% of the total College budget, while tuition and fees retained by the institution made up the remaining 40%. In 2014, approximately 40% comes from state appropriated funds and 60% is derived from tuition and fees retained by the institution. This dramatic switch has refocused the College's efforts around recruitment and retention. Within the framework of this new reality, the College improved its financial position, as evidenced by an increase in our unrestricted net position and the corresponding financial ratios in fiscal years 2012 – 2014. Fiscal year 2015 shows a significant decrease in the College's unrestricted net position as a result of the implementation of GASB 68. This change in accounting principles is not the result of operations but of a shift in the recording of liabilities from the Commonwealth of Massachusetts to the financial statements of Massasoit Community College. The Unrestricted Net Position is one tool the College uses to evaluate and assess its financial health. In addition, the financial ratios are useful in understanding financial trends and allow for a more focused analysis of the College's financial performance.

The College's financial position was positive as of June 30, 2015, with assets of \$59.4 million, liabilities of \$28.5 million, and net position of \$30.9 million, a 15.1% decrease from the FY 2014 net position of \$36.4 million (Data First forms). The unrestricted net position increased from \$7.2 million in FY2013 to \$8.8 million in FY2014. This increase can be attributed to growing enrollment, a budgeted annual reserve (the College sets aside approximately 1% of its projected revenues in an account managed by the President), and prudent revenue and expenditure assumptions developed through the annual budget process. The 2015 Unrestricted Net Position shows a dramatic decrease of \$3.0 million in FY 2015 as a result of the implementation of GASB 68. This accounting pronouncement allocated a portion of the state's unfunded pension liability to each public higher education institution.

The targets below were set by the Massachusetts Board of Higher Education and are consistent with good business practice.

1. The Primary Reserve Ratio measures financial strength of the institution by comparing expendable net assets over total expenses. This ratio also provides a snapshot of financial strength and flexibility, indicating how long the institution can operate using available expendable reserves without relying on additional new assets generated by operations. This ratio increased from 14.61% in FY 2013 to 16.64% in FY 2014. The target is 25%.

2. 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 more useful over a specific period of time. This ratio increased from 4.08% in FY 2013 to 12.19% in FY 2014. The target is 3–4%.
3. The Net Operating Revenue Ratio indicates whether total operating activities result in a surplus or deficit. This ratio increased from 1.82% in FY 2013 to 2.87% in FY 2014. The target is 2–4%.
4. The Viability Ratio measures the availability of expendable net position to cover debt should the institution need to settle its obligations as of the balance sheet date. This ratio increased from 106.21% in FY 2013 to 132.16% in FY 2014. The target is greater than 100%. (O'Connor & Drew Financial Ratios).

Massasoit's strong financial performance has positioned the institution to weather moderate, short-term financial downturns, manage unforeseen expenditures, and effectively handle the impact of mid-year state appropriation reductions. For example, during FY15, the Commonwealth implemented a 1.5% or \$350,000 9(c) reversion of state appropriated funds. In addition, MCC realized a larger than planned enrollment drop. The original budget estimated a 3% enrollment drop; the fall semester was 3% down while the spring semester was 4.2% down. The College team, through reallocation and reprioritization, was able to cover the shortfall.

The College has established four separate reserve funds (plant, \$2,972,862; payroll \$246,384; retirement \$433,285; and professional development \$150,000) that can be used to fund expenditures falling outside the normal budgeting process. These funds are internally designated and approved by a formal BOT action and vote. Accessing these funds also requires a Board action and formal vote of approval by the BOT. The plant, payroll, and retirement payout reserves were established to mitigate the impact of large one-time expenditures not considered to be part of the normal operating budget. The professional development reserve was established to preserve our ability to continue to fund those activities that ensure employees have access to opportunities for growth and advancement. These reserve funds are reviewed by the College as part of the annual statement process.

Within the framework of its financial stability, the College has maintained its commitment to delivering access to affordable, quality education for all. As described above, the shift in public policy has resulted in students contributing a larger share of the costs of their educations. FY2016 tuition and fees (\$5,690) were about average when compared to all Massachusetts community colleges. In addition, our tuition and fees fall well below our sister state universities, the University of Massachusetts campuses, and our two-year private competitors. This shift in costs has been somewhat offset by increases in federal, state, local and institutional financial aid.

When considering the expense categories of Instruction, Academic Support, Student Services, and Institutional Support, Massasoit spent approximately 76% on Instruction, Academic Support, and Student Services in FY2013. This percentage falls within the range of the other Massachusetts public community colleges. The College anticipates that state appropriations will continue to decline in real dollars and will diminish significantly as a percent of total revenue. In addition, student demographics suggest enrollment growth has reached a plateau. The projected loss in state support will, in all likelihood, outpace our capacity to cover the loss with locally authorized fee increases. This fiscal reality offers an opportunity for the College to explore other revenue sources to fund critical core academic activities. The College has successfully used grant funds to increase retention and improve student success. The College's TRIO Student Support Services program, funded by a grant from the U.S. Department of Education, has been effective at increasing student success, as measured by academic achievement and graduation, transfer, and retention rates. In addition, the College has invested in new academic and student support programs, including veterinary technology, engineering, and a Male Minority Mentoring program (Ubuntu Scholars). These investments were funded through the annual budget process by reallocating existing resources from lower priority activities.

In addition, MCC has been able to leverage public/private partnerships to grow enrollment. As discussed in the introductory chapter, the Middleborough instructional site is a successful public/private partnership between Health Education Partners (HEP), the town, and the College.

MCC has allocated a portion of investment income from its investment portfolio. The College projects cash flows with the result being the ability to move idle cash from non-interest bearing checking accounts to investment instruments

managed by the Commonfund. This approach does come at some risk, as gains are subject to the fluctuations of the market.

When considering revenue, Massasoit Community College has the capacity to expand advancement activities to provide both restricted and unrestricted resources to the College. In FY 2013, MCC received \$252,195 in total private funds, the third lowest of the fifteen Massachusetts Community Colleges. The College received \$219,963 and \$170,365 in private gifts and contributions in FY 2014 and FY 2015, respectively (Financial Statements and Management's Discussion and Analysis, FY 2015). A more fully staffed advancement operation will cultivate the relationships required to maximize this non-state supported revenue stream in support of both long-term institutional goals and contemporary operations of the College. The College has reallocated a portion of an existing position to focus on alumni and the benefits these relationships can bring to the College. At this time, Advancement at MCC remains an opportunity to be more substantially pursued.

In addition to advancement activities, the College has opportunities to augment revenues through extramural funding, primarily through grants and contracts. The College pursues multiple avenues for identifying grant opportunities that align with its mission, priorities, and initiatives. In order to maximize these opportunities, the College should ensure that the Grants Office is alerted to all new initiatives being considered.

As student-generated revenues become an increasingly larger portion of the College's funding, the lack of a formal enrollment projection model has become an impediment to a successful multi-year plan. As discussed more fully in Standard Eight, work on a formal model began in fall 2015. After the final enrollment numbers were frozen and calculated for fall 2015, the Vice President of Student Services and Enrollment Management and the Vice President of Administration/CFO convened a meeting of Massasoit Community College staff and invited that group to join a Think Tank to discuss ways that we could create an enrollment projection model. The group requested initial data about both new and returning students. From these two broad categories, the group identified three groups that were not re-enrolling at rates that they had in past semesters. Three subcommittees were formed to develop both short- and long-term strategies that would bring the return rates to previous levels.

As reflected in the 2016 Faculty-Staff Survey, only 18.6% of those surveyed agreed or strongly agreed that the spending plan is tied to the College's strategic priorities. When asked if they had input into the annual budget process, only 18.8% of those surveyed agreed or strongly agreed. Finally, when asked if they understood how decisions are made in developing the budget, only 18.2% agreed or strongly agreed.

Improvements in the budget development process are aimed at achieving a greater level of buy-in on the part of the College community. By directing that budget submissions be submitted with identified levels of priority, the College has fostered the conversation about tying budget requests to strategic priorities amongst the institutional leadership (at all levels) from the earliest stages of the budget development process. (FY15 Budget Development Guidance) The new budget procedures bring with them a significant educational effort, as we are asking budget managers to look at their budget requests and budget execution differently than they have been asked to do in the past. The emphasis now is on transparency, ownership, and accountability pushed down to the deepest levels of the institution. This educational process is ongoing and will continue as the process surrounding it evolves and becomes more sophisticated. The College has made significant strides in moving towards strategic resource allocation. However, there is still a need to develop the budget process further to include an automated position management system, strategic management of carryover departmental budgets, and a crosswalk from a cash-based budget to an accrual-based budget. Currently, the College uses a very labor intensive Excel worksheet to project payroll, track vacant positions, calculate potential savings from attrition and tailings, and calculate the impact of annual salary increases. This manual process does not allow the central budget office to perform hypothetical scenarios easily and it creates confusion with departmental managers looking to understand what positions are funded.

As stated above, The College has demonstrated effective implementation of its annual cash-based budget process. Over the last two fiscal years, Massasoit has projected cash-based revenues and expenditures very well. Fiscal years 2014 and 2015 show actual cash-based revenues reached 99.3% and 99.6% of projections, respectively. Actual

expenditures were 97.40% and 97.41% of projections, respectively. Cash-based results are presented annually to the College's BOT. Concurrent with producing the year-end cash-based statements, the Finance Office begins the process of preparing the annual accrual-based financial statements for the College. The process takes the cash-based numbers and uses GAAP to restate and compile numbers that may look dramatically different from those contained in the original budget document. The current process does not allow for the planning of changes in GASB pronouncements or swings in accruals that could materially impact the bottom line. MCC, with the FY15 financial statement preparation process, has begun detailing the impact of financial statement entries on the cash-based budget. The Comptroller and Director of Budget and Financial Reporting are working toward implementation of an accrual-based budget model.

Throughout the fiscal year, both the central budget office and departmental managers are required to review year-to-date budget activities. The College has made improvements in this process. Monthly budget reports offer a level of analysis not previously provided for each division (Sample Budget Report). Historically, monthly budget reports were sent to department budget managers with little or no discussion. The new Director of Budget and Financial Reporting includes detailed analysis to help budget managers understand their respective reports, resulting in a protracted series of budget discussions from the earliest stages of the fiscal year that enable division budget coordinators to advise their vice presidents throughout the year.

Quarterly financial reports are presented to the President of the College. Upon his approval, the reports are briefed to and approved by the BOT. This practice not only instills a sense of confidence in the minds of the trustees, but also ensures that the divisions are within budget throughout the year. As part of developing the BOT report, divisions must ensure that their execution matches their allocation. If it does not, they must have a reason for the variance and a plan to rectify any shortfalls. This process fosters a stronger strategic perspective on budget execution and bolsters the College's plan for subsequent years. Some organizations set up large open encumbrances at the beginning of the fiscal year because they know they will have pre-planned expenses throughout the year. Divisions and departments use the Open Encumbrance Report to monitor their ongoing expenditures and unused balances to ensure they are not tying up funds unnecessarily (Encumbrance Summary Extract Report). By actively tracking and managing these funds, the College is able to maximize the benefit of its limited financial resources.

Massasoit has consistently received unmodified financial statement opinions. The College has worked diligently to create the appropriate control environment aimed at both protecting the assets of the Commonwealth and delivering financial information that is clear and consistent with financial reporting guidelines. One of the more significant controls is the fully integrated enterprise resource system, Banner. This system, through defined user roles, minimizes risk by segregating duties and creating audit trails of all transactions. Another significant control is the monthly reporting to the BOT of all expenses related to the President and Board of Trustees. The report provides a detailed accounting and associated description for all expenditures. Other reports submitted to the BOT include the quarterly investment activity report; quarterly budget reports; year-end budget report; the annual financial statement report with management letter and Management Discussion and Analysis report; the A-133 Audit report; and other financial information as requested. The College's BOT approves changes in fee rates while the Board of Higher Education approves tuition rates. The local authority held by the Massasoit Board is essential in assisting the College leadership in maintaining financial stability.

Massasoit follows both state law and the Board of Higher Education guidelines in implementing its control environment. Chapter 647 of the Massachusetts General Law states that each institution must develop an internal control plan aimed at mitigating risk at the school. This document is reviewed annually and updated as necessary. The Board of Higher Education has created the Trust Fund Guidelines, which are intended to be high-level recommendations that outline the minimum requirements needed to safeguard and report activities related to college trust funds. From this document, the College has created a more detailed set of policies, Massasoit Community College Trust Fund Guidelines, which further define the information contained in the Board of Higher Education trust fund guidelines (MCC Trust Fund Guidelines 2016).

In an effort to improve service to students, MCC created a Student Financial Services Department. The Director of Student Financial Services, a newly created position, oversees both the Financial Aid and the Business Offices.

This change moved the Financial Aid Office under the auspices of the Vice President for Administration/CFO. The organizational change has resulted in marked improvement in service to students: improved procedures related to award disbursement; increased aid disbursement to students within the term by \$2M; reduced the number of pending aid issues by 95.3% from the fall 2013 to fall 2014 semester. In addition to improvements in both service to students and reportable institutional-level metrics, the College realized an improved cash flow of over \$1M, as of the end of the term.

Under the Student Financial Services model, the College has received favorable A133 audits and has improved the delivery of financial aid awards and disbursements, evidenced by a 62% increase in timely disbursements from fall 2013 to fall 2014. At the end of fall 2014, only 40 students remained with pending aid, compared to 851 in fall 2013. The Financial Aid Office has also made changes in the award process for institutional aid, providing a more equitable distribution and servicing a greater number of students. The improved disbursement process for term aid allows the College to invoice students for any remaining amounts due in a timely manner and enables the College to report fall term aid accurately on the 1098T tax forms. Overall, the Student Financial Services model has proven to be quite successful.

Lastly, as noted in Standard Three, the BOT has an Audit Committee. The Committee communicates directly with the College's public accounting and audit firm. Audit Committee meetings are held approximately three times per year. At these meetings, members are briefed on audit costs, scope, and any new accounting pronouncements. In addition, the results of the annual audit are discussed, including any management findings and requisite management responses.

Information, Physical, and Technological Resources

Physical Resources and Sustainability

The buildings of MCC are old and in need of constant update and repair. The Canton Campus building is 49 years old; the Brockton Campus buildings are 43 years old; and the Middleborough building is 78 years old.

The College has developed a Facility Renewal and Adaptation Plan to address deferred maintenance issues. The Financial Planning Guidelines identify major areas of facilities improvements required. These documents together provide the analytical framework for financial and operational planning to meet the College's facilities needs.

The College has undertaken a number of major renovations and infrastructure improvements to the facilities since 2011. The infrastructure improvements include new roofs at the Brockton and Canton Campuses and replacement of 65 HVAC roof top units and associated energy management software at Brockton and Canton. To support student services, the lower level of the Student Center has been renovated in three phases to create an area that is user friendly for students and visitors. Expansion and repair of the College parking lots took place, adding much-needed additional parking. Sustainability projects included the addition of photovoltaic panels at the Student Center, Humanities, Liberal Arts, Technology, and Science Buildings. Student athletics benefitted from a new soccer field that included an enhanced drainage and irrigation system. Massasoit Community College continues to work toward full ADA compliance; all buildings have automatic doors, interior compliant door handles, braille signage, and fully accessible handicapped restrooms.

In all facilities planning, accessibility is a primary concern to administration, faculty, and staff. In general, there has been a marked improvement in facilities, but some issues remain. The cafeteria of the Brockton Campus is outdated and poorly configured. The Brockton Campus Library is crowded and does not provide adequate space for quiet student study and collaboration. Sidewalks, stairs, and walkways are in need of repair. There are still issues that need to be addressed with hardscape handicap scope concerns and cracked or damaged sidewalks. Despite the installation of a new HVAC system on the Brockton Campus, air temperatures are uneven and the humidity levels require constant vigilance. Some adjacent classrooms do not have adequate soundproofing between them.

While Massasoit has established sustainability as a strategic planning goal and has incorporated it into its mission statement, the College needs to do more to make sustainability truly integral to its operations and educational mission. The College needs to establish written policies and guidelines pertaining to sustainability measures to provide clear guidance to faculty, staff, and students and to ensure that sustainability is a part of the College culture and its decision-making. It needs to track and monitor energy and resource use systematically and establish measurable reduction

goals. Although Massasoit has made some progress toward making sustainability a part of all students' educational experience, it needs to expand these efforts. A Sustainability Across the Curriculum project involved 21 faculty participants who incorporated sustainability into 25 courses in five academic divisions. This effort was a good start, but fell short of reaching the majority of students and instructors. In spring 2016, the Associate Dean for Grants and Sustainability brought a proposal before the Cabinet for a Sustainability Task Force to replace the previous committee structure. The proposal was accepted and shared with the College at the spring 2016 convocation. The Task Force will be implemented in fall 2016 with broader participation and more focused goals than the previous committee.

Information Technology

There has been significant improvement in classroom facilities and equipment, instructional technology, and computer access and availability. Wireless access is available in nearly all areas of the College. A spring 2015 poll conducted through the MyMassasoit portal indicated that the vast majority of faculty, staff, and administration are satisfied with wireless access availability and reliability. Since the adoption of Canvas in 2012, there has been an increase in the use of Canvas for all classes (published sections increased from 20% in fall 2012 to 57% in spring 2015), and to the number of online and hybrid sections offered each semester.

The increasing integration and dependence upon technology throughout the College and in classrooms in particular brings with them a number of challenges. The College is falling behind in the provision of current classroom technology; for example, the College has few smart boards. Some classrooms do not have teacher stations, and there remains a need for more faculty training in the use of classroom hardware.

A survey administered in summer 2015 indicates that IT security policies in place (e.g. acceptable use of IT assets, purchasing) are not properly understood across faculty, staff, and administration. More are aware of the acceptable use policy than are of the purchasing policy. While the vast majority of faculty, staff, and administration are aware of the acceptable use policy, a significant number are not, causing security concerns. The disaster planning and IT recovery policies are in place and are working. In February 2016, the Brockton Campus experienced a sudden, complete, and prolonged loss of electrical power. Backup power systems were utilized and operational protocols followed; as a result, the College did not lose data or suffer damage to physical equipment.

Currently the College's Library appropriations support the basic needs of the faculty and students. The Library has not seen significant operational budget increases since 2011, averaging an annual operational budget of \$105,861.60 per year over that time frame. The number of books in the two libraries has decreased approximately 11% and the periodicals subscriptions have decreased approximately 88% due to increased use of online eJournals (35 titles), eBooks (192,600+ titles), and full-text databases (62) to which the Library subscribes.

Data from the Noel-Levitz Student Satisfaction Inventory (2015) and College-sponsored assessments indicate that students report good to excellent responses and satisfaction with the Library resources and its staff (Graduate Survey Internal survey, Academic Program Review Surveys - Business Administration Student Survey 2014). Responses from the Noel-Levitz Survey show 83% of respondents agreeing that Library resources and services are adequate; 77% felt it important for Library staff to be helpful and approachable; and 78% were satisfied with the level to which the staff was approachable and helpful.

Librarians collaborate with faculty and staff to ensure learning technologies adequately and effectively support student learning. All Canvas spaces link to the Library. The Library has met the increasing needs of online students, students that work from home, and the Middleborough Center through increasing online access to electronic databases; eBooks (currently have more than 150,000); Films on Demand; Britannica online; and LibGuides.

Strengths

- HR updated and revised hiring processes and instituted hiring committee trainings to ensure equal employment opportunity for all and to diversify the faculty and staff.
- The annual budget process consistently produces a balanced budget.
- Massasoit has recently created an Audit Committee of the Board of Trustees.
- The College has received unmodified opinions on its annual financial statements and A-133 reports.
- The College continues to maintain and improve facilities.
- Technological resources remain current with emerging technology.
- Library provides information literacy instruction in the library, in classes, and online.

Challenges

- The need to more accurately project enrollment fluctuations as the pool of high school graduates and state appropriation continue to decline.
- The need to explore new sources of extramural funding as the percentage of state support in the total budget continues to decrease.
- The need to develop a long-term process to institutionalize initiatives originally funded by grants.
- The age of the facilities is causing an imbalance in the cost versus benefit of the expenditure of funds for maintenance and improvement.
- The process of planning for and getting approval and funding for new building is long and involves decisions outside the control of the College.
- Financing new implementations, the training of faculty and staff, and needed technology upgrades.
- Inadequate facilities space. Fiscal constraints delaying renovation of the library.
- The need to better market the library and its offerings.

Projections

Actions

- By Fiscal Year 2018, refine the enrollment projection model initiated in spring 2016 to increase the accuracy of both revenue and expense projections.
- Develop a robust Advancement Office including the hiring of a Vice President for Institutional Advancement.
- Complete a compensation study for non-unit professionals by spring 2017.
- Develop a cash to accrual crosswalk by Fiscal Year 2019.
- Develop a marketing plan for the Library to be created spring 2017, and implemented fall 2018.
- If possible, increase the library budget or find grant dollars to allow for more specialized databases, more specialized reference collections, and building of rooms for quiet/group study.
- Implement approved Sustainability Task Force during FY2016.

Person Responsible

- Vice President for Student Services and Enrollment Management, Vice President for Administration/CFO
- President, Senior Leadership
- Executive Director of Human Resources, Director of Budget and Financial Reporting
- Vice President for Administration/CFO, Comptroller, Director of Budget and Financial Reporting
- Library Staff, Director of Marketing, Chief Information Officer
- Library Staff, Associate Dean of Grants and Sustainability, Vice President of Academic Affairs, Vice President for Administration/CFO
- Associate Dean of Grants and Sustainability, Cabinet

2016 SELF-STUDY REPORT

Massasoit Community College

Standard 7: Library and Other Information Resources (Library)

	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year* (actual or projection)	Next Year Forward (goal)
	(FY 2013)	(FY 2014)	(FY 2015)	(FY 2016)	(FY 2017)
Expenditures/FTE student					
Materials	18.5	19.5	22.8	23 est	\$ 23
Salaries & Wages	34	117	40	100 est	\$ 100
Other operating	3.8	3	4.4	4.5 est	\$ 5
Collections					
Total print volumes		47069	47450	48000 est	48,400
Electronic books		14179	192616	200000 est	206,000
Print/microform serial subscriptions			76	76 est	76
Full text electronic journals			0	0	0
Microforms		3683	0	0	0
Total media materials		1991	11459	11500 est	11,700
Personnel (FTE)					
Librarians -- main campus	4	4	4	4 est	4.0
Librarians -- branch campuses	1	1	1	1 est	1.0
Other library personnel -- main campus	4	3.9	3.5	3.5 est	3.5
Other library personnel -- branch campus	1.5	0.7	1.5	1.5 est	1.5
Library Instruction					
Total sessions -- main campus	175	237	257	245 est	250
Total attendance - main campus	3500	4659	3961	4410 est	4600
Total sessions -- branch campuses	70	110	N/A	80est	90
Total attendance -- branch campuses	1190	1854	N/A	1360est	1500
Reference and Reserves					
In-person reference questions	3900	4640	1800	2000 est	2000
Virtual reference questions	0	0	0	0	0
Traditional Reserves:					
courses supported			110	110 est	110
items on reserve			370	370 est	370
E-Reserves:					
courses supported	0	0	0	0	0
items on e-reserve	0	0	0	0	0
Circulation (do not include reserves)					
Total/FTE student			1.8	1.9est	2
Total full-text article requests	0	0	0	0	0
Number of hits to library website	6,019,543	5,752,264	N/A	5700000est	57000000
Student borrowing through consortia or contracts			N/A	1875	1875
Availability/attendance					
Hours of operation/week main campus	67	67	67	67	67
Hours of operation/week branch campuses	56	56	56	56	56
Gate counts/year -- main campus		288,860	154000	159000est	159,000
Gate counts/year -- average branch campuses		104,208		70000est	70,000
URL of most recent library annual report:	n/a				
URL of Information Literacy Reports:	n/a				

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

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MASSASOIT COMMUNITY COLLEGE

Massasoit Community College

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

	3 Years Prior (FY 2013)	2 Years Prior (FY 2014)	Most Recently Completed Year (FY 2015)	Current Year* (actual or projection) (FY 2016)	Next Year Forward (goal) (FY 2017)
Number (percent) of students with own computers					
Course management system	Instructure Canvas				
Number of classes using the system					
Classes on the main campus	767	1118	1279*	1365	1400
Classes offered off-campus					
Distance education courses	262	288	287*	287	290
	*does not include Summer I 2015				
Bandwidth					
On-campus network	1G	1G	1G	1G/10G	1G/10G
Off-campus access					
commodity internet (Mbps)	48	48	16	0	0
high-performance networks (Mbps)	50	100	550	550	550
Wireless protocol(s)	802.11g,n	802.11g,n	802.11g,n,ac	802.11g,n,ac	802.11g,n,ac
Network					
Percent of residence halls connected to network					
wired					
wireless					
Percent of classrooms connected to network					
wired	90%	95%	100%	100%	100%
wireless	100%	100%	100%	100%	100%
Public wireless ports	all	all	all	all	all
Multimedia classrooms (percent)					
Main campus	20%	30%	46%	59%	65%
Branches and locations	30%	40%	60%	72%	72%
IT Personnel (FTE)					
Main campus	21	23	25	27	26
Branch campuses	2	2	2	2	3
Dedicated to distance learning	1	1	1	1	2
Software systems and versions					
Students	Banner Version 8				
Finances	Banner Version 8				
Human Resources	PeopleSoft HRCMS (through MA state HR system)				
Advancement	Ellucian DegreeWorks				
Library	Old Colony Library Network				
Website Management	Percussion CM1				
Portfolio Management	Teamwork PM				
Interactive Video Conferencing	Adobe Connect, Skype, Lifesize, Lync				
Digital Object Management	None				

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

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2016 SELF-STUDY REPORT

Massasoit Community College

Standard 8: Physical and Technological Resources

Campus location	Serviceable Buildings	Assignable Square Feet (000)
Main campus		397,645
Other U.S. locations		
International locations		

	3 Years Prior (FY 2013)	2 Years Prior (FY 2014)	1 Year Prior (FY 2015)	Current Year* (FY 2016)	Next Year Forward (goal) (FY 2017)
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Revenue (\$000)

Capital appropriations (public institutions)	\$36,658	\$1,808,756	\$185,760	\$0	\$0
Operating budget	\$ 27,468,991	\$ 27,879,532	\$28,578,171	\$30,077,523	\$30,100,000
Gifts and grants	\$ 14,643,770	\$ 15,353,871	\$16,570,297	\$16,325,477	\$16,300,000
Debt					
TOTAL	\$42,149,419	\$45,042,159	\$45,334,228	\$46,403,000	\$46,400,000

Expenditures (\$000)

New Construction					
Renovations, maintenance and equipment			\$1,999,840	\$1,873,590	\$1,880,000
Technology			\$1,816,760	\$1,827,080	\$1,827,000
TOTAL	\$0	\$0	\$3,816,600	\$3,700,670	\$3,707,000

Assignable square feet (000)

	Main campus	Off-campus	Total
Classroom	57,473		57,473
Laboratory	81,491		81,491
Office	88,258		88,258
Study	21,146		21,146
Special	40,844		40,844
General	60,334		60,334
Support	17,787		17,787
Residential	0		0
Other	30,312		30,312

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

Building name	Purpose(s)	Assignable Square Feet (000)	Cost (000)	Year
None				

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

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year
None				

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

The list below includes renovations costing \$_____ or more

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year
All	Switchgear, Roofs, Rooftop	N/A	\$13,522,547	2001-2011

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

The list below includes renovations costing \$_____ or more

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year
All	HVAC, Lighting, Boilers,	N/A	\$12,000,000	2012-2017

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

DFF ST7.3.xlsx

MASSASOIT COMMUNITY COLLEGE

Massasoit Community College

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

FISCAL YEAR ENDS month & day: (06/30)	2 Years Prior (FY 2013)	1 Year Prior (FY 2014)	Most Recent Year (FY2015)	Percent Change		(FY 2016)
				2 yrs-1 yr prior	1 yr-most recent	
ASSETS						
Ⓟ CASH AND SHORT TERM INVESTMENTS	\$6,854,313	\$6,141,867	\$4,939,194	-10.4%	-19.6%	\$4,400,500
Ⓟ CASH HELD BY STATE TREASURER	\$119,230	\$142,281	\$915,320	19.3%	543.3%	\$1,021,600
Ⓟ DEPOSITS HELD BY STATE TREASURER	\$3,694,258	\$4,110,219	\$3,706,297	11.3%	-9.8%	\$3,377,709
Ⓟ ACCOUNTS RECEIVABLE, NET	\$2,507,016	\$3,162,673	\$3,722,865	26.2%	17.7%	\$3,828,400
Ⓟ CONTRIBUTIONS RECEIVABLE, NET				-	-	
Ⓟ INVENTORY AND PREPAID EXPENSES	\$92,671	\$140,149	\$84,174	51.2%	-39.9%	\$357,800
Ⓟ LONG-TERM INVESTMENTS	\$7,841,725	\$10,213,081	\$10,597,132	30.2%	3.8%	\$10,597,400
Ⓟ LOANS TO STUDENTS				-	-	
Ⓟ FUNDS HELD UNDER BOND AGREEMENT				-	-	
Ⓟ PROPERTY, PLANT AND EQUIPMENT, NET	\$31,494,996	\$33,120,290	\$33,986,253	5.2%	2.6%	\$33,861,300
Ⓟ OTHER ASSETS			\$1,461,994	-	-	\$1,461,994
TOTAL ASSETS	\$52,604,209	\$57,030,560	\$59,413,229	8.4%	4.2%	\$58,906,703
LIABILITIES						
Ⓟ ACCOUNTS PAYABLE AND ACCRUED LIABILITIES	\$7,228,499	\$7,676,523	\$8,616,381	6.2%	12.2%	\$8,547,800
Ⓟ DEFERRED REVENUE & REFUNDABLE ADVANCES	\$2,708,158	\$3,267,302	\$3,617,840	20.6%	10.7%	\$3,533,500
Ⓟ DUE TO STATE				-	-	
Ⓟ DUE TO AFFILIATES				-	-	
Ⓟ ANNUITY AND LIFE INCOME OBLIGATIONS				-	-	
Ⓟ AMOUNTS HELD ON BEHALF OF OTHERS				-	-	
Ⓟ LONG TERM DEBT	\$8,757,893	\$8,402,655	\$8,043,520	-4.1%	-4.3%	\$7,684,400
Ⓟ REFUNDABLE GOVERNMENT ADVANCES				-	-	
Ⓟ OTHER LONG-TERM LIABILITIES	\$1,388,885	\$1,317,571	\$8,254,485	-5.1%	526.5%	\$8,260,000
TOTAL LIABILITIES	\$20,083,435	\$20,664,051	\$28,532,226	2.9%	38.1%	\$28,025,700
NET ASSETS						
UNRESTRICTED NET ASSETS						
INSTITUTIONAL	\$7,159,014	\$8,829,739	\$3,015,578	23.3%	-65.8%	\$2,662,295
Ⓟ FOUNDATION	\$213,078	\$206,148	\$239,444	-3.3%	16.2%	\$251,600
TOTAL	\$7,372,092	\$9,035,887	\$3,255,022	22.6%	-64.0%	\$2,913,895
TEMPORARILY RESTRICTED NET ASSETS						
INSTITUTIONAL	\$2,142,360	\$2,275,394	\$1,354,030	6.2%	-40.5%	\$1,300,000
Ⓟ FOUNDATION	\$613,098	\$684,317	\$688,354	11.6%	0.6%	\$688,400
TOTAL	\$2,755,458	\$2,959,711	\$2,042,384	7.4%	-31.0%	\$1,988,400
PERMANENTLY RESTRICTED NET ASSETS						
INSTITUTIONAL	\$21,719,333	\$23,697,020	\$24,909,706	9.1%	5.1%	\$25,304,808
Ⓟ FOUNDATION	\$673,891	\$673,891	\$673,891	0.0%	0.0%	\$673,900
TOTAL	\$22,393,224	\$24,370,911	\$25,583,597	8.8%	5.0%	\$25,978,708
TOTAL NET ASSETS	\$32,520,774	\$36,366,509	\$30,881,003	11.8%	-15.1%	\$30,881,003
TOTAL LIABILITIES AND NET ASSETS	\$52,604,209	\$57,030,560	\$59,413,229	8.4%	4.2%	\$58,906,703

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2016 SELF-STUDY REPORT

Massasoit Community College

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

FISCAL YEAR ENDS month & day: (06/30)		3 Years Prior (FY2013)	2 Years Prior (FY2014)	Most Recently Completed Year (FY 2015)	Current Budget* (FY 2016)	Next Year Forward (FY 2017)
OPERATING REVENUES						
P	TUITION & FEES	\$28,805,982	\$29,174,934	\$29,640,378	\$30,404,800	\$30,400,000
P	ROOM AND BOARD					
P	LESS: FINANCIAL AID	(\$2,700,398)	(\$2,711,135)	(2,605,065)	(2,720,000)	(2,720,000)
	NET STUDENT FEES	\$26,105,584	\$26,463,799	\$27,035,313	\$27,684,800	\$27,680,000
P	GOVERNMENT GRANTS & CONTRACTS	\$14,305,078	\$14,966,398	\$16,285,505	\$16,774,000	\$16,775,000
P	PRIVATE GIFTS, GRANTS & CONTRACTS	\$590,887	\$607,436	\$455,157	\$444,500	\$444,000
P	OTHER AUXILIARY ENTERPRISES	\$780,320	\$857,632	\$884,632	\$801,100	\$801,000
	ENDOWMENT INCOME USED IN OPERATIONS					
P	OTHER REVENUE (specify):	\$645,355	\$626,535	\$767,145	\$698,600	\$700,000
	OTHER REVENUE (specify):					
	NET ASSETS RELEASED FROM RESTRICTIONS					
	TOTAL OPERATING REVENUES	\$42,427,224	\$43,521,800	\$45,427,752	\$46,403,000	\$46,400,000
OPERATING EXPENSES						
P	INSTRUCTION	\$17,211,603	\$18,136,866	\$18,942,643	\$19,160,000	\$19,107,600
P	RESEARCH					
P	PUBLIC SERVICE	\$127,164	\$217,544	\$238,849	223,300	230,000
P	ACADEMIC SUPPORT	\$11,284,455	\$11,488,273	\$12,914,706	14,660,500	14,692,000
P	STUDENT SERVICES	\$5,586,032	\$5,739,014	\$7,033,955	6,989,500	6,999,000
P	INSTITUTIONAL SUPPORT	\$10,855,467	\$12,098,323	\$12,028,582	12,281,600	12,300,000
	FUNDRAISING AND ALUMNI RELATIONS					
P	OPERATION, MAINTENANCE OF PLANT (if not allocated)	\$5,358,132	\$5,282,953	\$5,607,814	5,641,700	5,600,000
P	SCHOLARSHIPS & FELLOWSHIPS (Cash refunded by public institutions)	\$10,924,759	\$11,240,010	\$12,026,044	10,903,100	10,900,000
P	AUXILIARY ENTERPRISES	\$1,023,381	\$1,136,791	\$1,180,300	1,045,900	1,100,000
P	DEPRECIATION (if not allocated)	\$1,545,879	\$1,665,780	\$1,637,301	1,625,000	1,625,000
P	OTHER EXPENSES (specify):					
	OTHER EXPENSES (specify):					
	TOTAL OPERATING EXPENDITURES	\$63,916,872	\$67,005,554	\$71,610,194	\$72,530,600	\$72,553,600
	CHANGE IN NET ASSETS FROM OPERATIONS	(\$21,489,648)	(\$23,483,754)	(\$26,182,442)	(\$26,127,600)	(\$26,153,600)

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MASSASOIT COMMUNITY COLLEGE

Massasoit Community College

Standard 9: Financial Resources (Statement of Debt)

FISCAL YEAR ENDS month & day (06/30)		3 Years Prior (FY2013)	2 Years Prior (FY2014)	Most Recently Completed Year (FY 2015)	Current Budget* (FY 2016)	Next Year Forward (FY 2017)
	DEBT					
	BEGINNING BALANCE	\$6,349,215	\$9,101,772	\$8,749,379	8,402,656	8,043,520
	ADDITIONS	\$2,856,679	\$0	\$0	0	0
	REDUCTIONS	(\$104,122)	(\$352,393)	(\$346,723)	(359,136.00)	(372,092.00)
	ENDING BALANCE	\$9,101,772	\$8,749,379	\$8,402,656	\$8,043,520	\$7,671,428
	INTEREST PAID DURING FISCAL YEAR	\$329,404	(\$390,440)	\$376,305	361,700	346,446
	CURRENT PORTION	\$343,879	\$346,724	\$359,136	372,092	385,617
	BOND RATING					

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

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

FUTURE BORROWING PLANS (PLEASE DESCRIBE)

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

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2016 SELF-STUDY REPORT

Massasoit Community College

Standard 9: Financial Resources (Supplemental Data)

FISCAL YEAR ENDS month & day (06/30)			3 Years Prior (FY2013)	2 Years Prior (FY2014)	Most Recently Completed Year (FY 2015)	Current Budget* (FY 2016)	Next Year Forward (FY 2017)
		NET ASSETS					
		NET ASSETS BEGINNING OF YEAR	\$31,192,012	\$32,520,774	\$30,873,209	30,881,003	30,881,003
		TOTAL INCREASE/DECREASE IN NET ASSETS	\$1,328,762	\$3,845,735	\$7,794	0	0
		NET ASSETS END OF YEAR	\$32,520,774	\$36,366,509	\$30,881,003	\$30,881,003	\$30,881,003
		FINANCIAL AID					
		SOURCE OF FUNDS					
		UNRESTRICTED INSTITUTIONAL	\$2,700,398	\$2,711,135	\$2,605,065	2,720,000	2,720,000
		FEDERAL, STATE & PRIVATE GRANTS	\$14,305,078	\$14,966,398	\$16,285,505	16,774,000	16,775,000
		RESTRICTED FUNDS	\$338,692	\$387,473	\$284,792	264,940	265,000
		TOTAL	\$17,344,168	\$18,065,006	\$19,175,362	\$19,758,940	\$19,760,000
		% DISCOUNT OF TUITION & FEES	9.4%	9.3%	9.3%	8.9%	8.9%
		% UNRESTRICTED DISCOUNT	2.9%	3.1%	3.1%	1.9%	1.9%
		PLEASE INDICATE YOUR INSTITUTION'S ENDOWMENT SPENDING POLICY:					

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

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STANDARD 8: EDUCATIONAL EFFECTIVENESS

DESCRIPTION

Massasoit supports assessment practices statewide through its representatives to the regional and state AMCOA (Advancing a Massachusetts Culture of Assessment) meetings and workshops. Massasoit also has hosted AMCOA-led activities, such as the SMART Region Four Workshop for both spring 2015 and spring 2016. At the college level, assessment is notably being supported through the recasting of the former Director of Strategic Planning position as the Dean for Planning and Institutional Effectiveness, which will report to the Vice President of Academic Affairs. The Institutional Research Office will now report to the new dean (an organizational shift, moving it out from under the Division of Student Services and Enrollment Management), who has been hired and begins work on October 3, 2016. Furthermore, the College continues to support reassigned time for a Faculty Assessment Coordinator.

The College measures student success through both the standard IPEDS measures and measures identified in the Massachusetts Board of Higher Education's Vision Project. Results are disseminated by the Massachusetts Board of Higher Education through the Massachusetts Community College Key Performance Indicators - Linear Trends report. Student engagement is assessed through administration of both the Community College Survey of Student Engagement (CCSSE) and the Survey of Entering Student Engagement (SENSE).

Additionally, within the last two years, the College has established more comprehensive measures to track all of our students' successes to use in institutional benchmarking and planning. Such internal measures include tracking rates of course completion, fall-to-fall retention, and graduation and/or transfer of all students regardless of whether they begin at Massasoit as a part-time, full-time, transfer, or non-degree student. The Office of Institutional Research (IR) measures and publishes institutional retention, graduation, and transfer rates as required by the federal government and the Board of Higher Education on the College website. IR tracks the achievement gap in graduation rates for race, ethnicity, and gender, based on three-year and four year-rates, and provides information for health programs, developmental education, Latch, and TRIO. Senior administration reviews and uses the results to allocate resources and make programmatic decisions, and the information is made available to a broader group of staff for additional planning, funding allocations, and improvement purposes. More research is planned for tracking low-income students who receive Pell grants. The Gateway, Choices, and Latch programs currently track their own students.

Retention and graduation data informs recruitment, admissions criteria, prerequisites, and academic support models. Programs and services are revised, scaled, introduced, or discontinued based on academic program reviews, student satisfaction surveys, interest, enrollment, retention, and graduation rates. The College offers various support programs and services in an effort to engage and retain students early in their academic experiences and to provide opportunities for each student to craft an individualized success strategy. The College utilizes multiple modes of communication with students to share information on academic support programs (Latch, TRIO, Choices, and Gateway to College) and services (Academic Resource Center [ARC], Advisement and Counseling Center [ACC], Disabilities Services, and Veterans' Center). The modes of communication include orientations for new students; open houses; Info Expo events; class visits; the MCC website; the College Catalog; and program brochures.

Examples of Educational Effectiveness

As detailed previously, the College has a systematic review process for academic programs and has recently begun developing a pilot assessment plan for the Student Services and Enrollment Management Division. The program review process is discussed in Standard Four, and the pilot assessments are discussed in Standard Five. Standard Four includes a summary of the variety of assessments used in academic programs drawn from the E Series forms. In the appraisal section of this standard, we discuss several extended examples of continual improvement in writing, mathematics, science, radiologic technology, respiratory care, and nurse education.

Core Competencies

As discussed in Standards One, Two, and Four, the College's newly revised Mission and Statement of Values and

the Core Competencies create the foundation for assessment at the College. While all the competencies align with our mission of student success, they also reflect the values of global learning, civic engagement, and diversity. In 2014, Massasoit adopted the revised Core Competencies, which fall into eight categories: Written Communication; Quantitative Literacy; Oral Communication; Critical and Creative Thinking; Civic Engagement; Information Literacy; Global Learning and Integrative Learning. As was true with the revision of our mission, the competencies were revised through an inclusive, College-wide process providing many opportunities for input and reflection. The revised competencies are closely aligned with the LEAP VALUE rubrics developed by the American Association of Colleges and Universities (AAC&U), and these rubrics will be used as the basis for an institutional assessment to determine where we provide students the opportunity to begin, practice, and ultimately master each competency. The new Core Competencies will serve as the foundation for a gradual re-alignment of Massasoit's academic programs as we map them alongside individual course and program outcomes. Our goal is to ensure that while students are developing mastery of the content, theories, and methods of a particular area of study, they are also demonstrating proficiency in the core academic abilities that Massasoit has identified and that are increasingly understood beyond the College to be critical to success in both work and life.

As designed and presented, the Core Competencies have several parts, the first of which is a written statement of what graduates will accomplish at Massasoit.

Graduates of Massasoit Community College will be able to:

- Communicate effectively using writing, reading, listening and speaking skills.
- Think critically, creatively, and logically about ideas, texts and real-world problems.
- Understand the role of an active citizen and participate in their communities in constructive ways that demonstrate respect for differing cultures and values.
- Effectively locate, analyze, and ethically apply information using technology and other resources.
- Use quantitative concepts to evaluate, interpret, and problem-solve across disciplines.
- Build connections among ideas and experiences across and beyond the curriculum. (Core Competencies)

The second part is a list of the eight categories of the Core Competencies derived from the AAC&U LEAP VALUE rubrics. The third and fourth sections are also from the rubrics; the third is a grid of the eight categories used for assessment. The fourth is the VALUE rubric that corresponds with the eight dimensions. The Core Competencies provide a common ground in terms of definitions and rubrics that faculty and administrators can use to assess MCC graduates and create internal assessments as students complete their program requirements.

APPRAISAL

Improving Enrollment Projections and Retention

In fall 2015, after final enrollment numbers were calculated, the Vice President of Student Services and Enrollment Management and the Vice President for Administration/CFO invited selected staff to join a Think Tank to discuss ways to create an enrollment projection model. The purpose was two-fold: to help focus our retention efforts and to more accurately forecast the budget impacts of fluctuating enrollments. In addition to the two vice presidents, members included the Staff Associate to the Vice President of Student Services and Enrollment Management; Director of Advisement and Counseling; Comptroller; Director of Student Financial Services; Director of Budget and Financial Reporting; Director of Admissions; Registrar; Senior Special Programs Coordinator in Admissions; and Assistant to the President. Faculty also joined the group after Work-to-Rule ended. The following mission statement was developed by the cross-divisional and cross-functional team:

A team dedicated to developing data-driven decisions and strategies, assessing and streamlining services, and providing enrollment projections, all which support the Massasoit Community College mission.

The group identified the various cohorts that comprise the Massasoit student body and, from those inputs and outputs, developed a cohort ratio model (Figure 8.1). As the model was being developed, its projected use was mapped against the budget development cycle to demonstrate the impact it would have to the College's ability to plan using more robust enrollment assumptions (Figure 8.1).

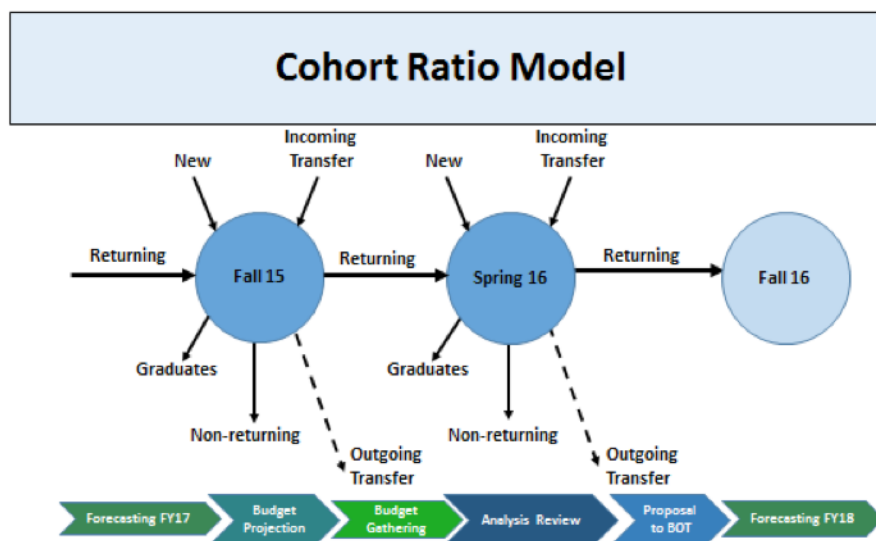


Figure 8.1 Identification of MCC Student Population Cohorts

The group then analyzed data on new and returning students, accounting for graduates in the non-returning cohort (Figure 8.2). Regression analysis was then used to determine which groups within the non-returning students, based on the trend data, were more likely to not return at higher than average rates.

Enrollment Project Modeling											
	Fall 2015	Spring 2015	Fall 2014	Spring 2014	Fall 2013	Spring 2013	Fall 2012	Spring 2012	Fall 2011	Spring 2011	
New Student	1338	59%	37%	69%	42%	68%	41%	73%	42%	71%	44%
Returning	927	41%	63%	31%	58%	32%	59%	27%	58%	29%	56%
New Student Non-Returning	2265	2265	1152	2379	1107	2455	1151	2311	1053	2377	1030
Percentage of TOTAL	29%	15%	30%	14%	29%	14%	28%	13%	29%	13%	
Incoming Transfer	318	63%	58%	72%	60%	70%	68%	74%	52%	76%	61%
Returning	185	37%	42%	28%	40%	30%	32%	26%	48%	24%	39%
Incoming Transfer Total	503	503	240	438	271	496	404	492	267	473	260
Percentage of TOTAL	7%	3%	5%	3%	6%	5%	6%	3%	6%	3%	
Continuing	3091	65%	62%	71%	62%	72%	62%	74%	61%	71%	62%
Returning	1647	35%	38%	29%	38%	28%	38%	26%	39%	29%	38%
Continuing Non-Returning	4738	4738	5437	4972	5724	5205	6164	5280	5988	5329	5929
Percentage of TOTAL	61%	72%	62%	72%	62%	74%	64%	75%	64%	75%	
Graduates	18	9%	8%	8%	8%	10%	5%	14%	7%	10%	9%
Returning	190	91%	92%	92%	92%	90%	95%	86%	93%	90%	91%
Graduates Non-Returning	208	208	692	228	813	251	607	207	652	156	640
Percentage of TOTAL	3%	9%	3%	10%	3%	7%	2%	8%	2%	8%	
TOTAL Students	4765	62%	53%	68%	54%	69%	55%	72%	54%	70%	55%
Returning	2949	38%	47%	32%	46%	31%	45%	28%	46%	30%	45%
TOTAL	7714	7714	7521	8017	7915	8407	8326	8290	7960	8335	7859
Institutional Research Report	7637	7436	7905	7815	8272						

Figure 8.2 Cohort Enrollment Spring 2011 through Fall 2015

That analysis showed that three distinct groups within the non-returning cohort were disproportionately more likely to not return than others: non-degree students; men of color aged 18-24; and students with GPAs of 1.0 to 2.9. While still focused on creating a robust enrollment projection model and associated long-term goals, the Think Tank group

realized it could make an impact to enrollment, and thus persistence, in the short-term by crafting strategies to target these three sub-cohorts. Subcommittees were immediately formed to focus on each of these three groups; each set a target goal for its cohort of students and began identifying activities, procedures, and processes that could be launched, enhanced, or improved to achieve the target and improve retention among these three sub-cohorts. These efforts launched in spring 2016 and were fully implemented in fall; their impacts will be assessed after the fall 2016 enrollment freeze date.

Tracking Student Success

For Massasoit, as for many community colleges, the traditional graduation rate metric has not adequately captured what we consider to be student success. Even among a limited cohort of entering students, the number transferring out prior to graduation greatly exceeds those completing, with just as many still enrolled by the third year. For this reason, we talk about success in terms of a combined graduation, transfer, and retained cohort.

Like most institutions, Massasoit reports student success data both through federal Integrated Postsecondary Educational Data System (IPEDS) surveys and to our state system (MA BHE/Higher Education Information Resources System [HEIRS]). Since the focus of this external reporting has traditionally been on the first-time, full-time, degree-seeking student, it accounts for only about two-fifths of our new students each fall.

Beginning in 2013, and in anticipation of the new IPEDS Outcomes Measures (OM) Survey, Massasoit began tracking an expanded cohort of students (all new students, including part-time and transfer-ins) for a given fall semester over a longer period of time (reporting at years four, six, and eight). Unlike IPEDS, we also included new non-degree students in our cohort for internal use. We quickly found that after five or six years, the first-time, part-time cohort performed even better in terms of graduation and retention than those who started as full-time, and the transfer-ins had very high success rates. Analysis of the various groups in our expanded cohort showed that the part-time students were more likely to be female; more likely to identify as minority; more likely to be ESL; and generally much older than their full-time peers. In fact, the data show that the part-time student profile is representative of our student population as a whole.

We have been using these data internally to identify achievement gaps that may exist and to explore pathways that may work to decrease them for various groups of students. As a next step with this retention and success model, some academic and student support programs have been given data that compare their students to the Massasoit student population as a whole. These data compare demographics; retention from semester-to-semester for the first two years; and graduation, transfer, and retention to six years from start.

Core Competencies and Assessment

As stated in Standard Four and repeated here, the College's revised Core Competencies are now more reflective of 21st century job skills and more closely align with competencies articulated by leading coalitions such as the Partnership for 21st Century Learning. The Core Competencies are also aligned with the LEAP VALUE rubrics. They provide a strong potential foundation for assessing the learning and career readiness of our graduates. One of the Standard Four Projections is for Massasoit to fully implement the Core Competencies and to develop a systematic way to use the rubrics for assessment. We noted that the academic program review process will need to be revised to include integration of the new competencies, and that the Curriculum Committee has required all new course and program proposals to include the new Core Competencies since fall 2015.

In AY2014-15, as an initial step to assess and integrate the new Core Competencies, MCC participated in the Multi-State Collaborative (MSC) to begin scoring student work using the VALUE rubrics. MCC participated in a consortium with Bristol and Cape Cod Community Colleges to collect student artifacts for the larger state and national project. For this demonstration phase of the MSC, Massasoit collected student samples and artifacts in Quantitative Reasoning, Critical Thinking, and Written Communication from students across disciplines with 45 credits or more. Though the sampling size for MCC was small, our participation in the MSC provided the first steps in creating a process for collecting and scoring samples. In addition, four faculty participants became national scorers for the project. The project helped further familiarize the College with the new Core Competencies, highlight the need for a collection and scoring process, and reiterate the importance of assignment design. In addition, some individual faculty have been

trained in the use of the LEAP rubrics through College-wide workshops on assessment and through training offered by AMCOA.

The College should plan to provide more professional development across Massasoit in the LEAP VALUE Rubrics, scoring, and methodologies. They are meant to be tailored to individual institutions. As part of the planning process, MCC should include time for cross-curricular and co-curricular discussions of the rubrics themselves. In particular, as Massasoit's competencies now combine critical and creative thinking, a new rubric will need to be developed to assess this competency.

Building on the Success of Academic Support Programs

As discussed in earlier chapters, Massasoit has a long tradition of providing student support that is responsive to changing and challenging student needs. From the 41-year-old Marilyn Maxwell Latch program to the inaugural year of the Ubuntu Scholars program, Massasoit has worked to design programs and services for a community college population whose academic success is often dependent upon non-academic matters. Research shows us time and again that affective factors and policy issues play a large role in student success.

As discussed in Standard Five, each academic support program is designed to meet the needs of specific student profiles. Yet, in the last few years, the programs' staffs have realized they can better serve students and make wiser use of resources by increasing their collaborative efforts. While each of these programs has much to celebrate, a continual process of review and improvement shows that two items remain clear: they are always striving to expand and improve their services, and they have committed to working together to leverage resources to achieve greater impact. They have created several collaborative efforts:

- They intentionally share professional expertise among staff.
- All programs provide cross-referrals and share recruitment strategies.
- Latch, TRIO, Ubuntu, and Gateway jointly planned and provided training to 19 Student Peer Mentors.
- Workshops sponsored by each program are open to all other program populations.
- They collaborated on the roll-out of GradesFirst and the applicability to support programs.
- They have collaborated with other areas of the College (Athletics and Disability Services) to coordinate Early Alert information from faculty.
- They have shared off-campus resources, especially social service providers.

Continual Improvement of Academic Programs

Writing Curriculum: The redesign of the writing curriculum is discussed in Standard Four. In a move toward acceleration and integration, two new curricular models were developed: an integrated Developmental Reading Writing Seminar and an accelerated model that combines developmental and college-level writing instruction. During the second semester of this curricular reform, few of the courses filled. As a result, the divisional dean met with the faculty, staff, and advisors who helped students register. It quickly became apparent that more than information was needed to ensure advisors knew, understood, and felt comfortable recommending these courses. Since that time, the College has hired an Enrollment Coordinator (part-time, seasonal position) to work with advisors, advise students, and collect data to ensure that students are being placed into the correct courses. The Enrollment Coordinator also reviews testing results and contacts students who may have missed the opportunity to consider these options. Enrollment has correspondingly grown in these sections. Originally only offered on the Brockton Campus during the day, the accelerated model has been expanded to the Canton Campus and Middleborough Center and the integrated course is being offered evenings in Brockton.

Self-Paced Mathematics: The software system used by the Math Department to deliver self-paced developmental instruction provides a rich source of information on student learning. Student time on task, time on problem, and progression through topics is tracked individually and per class. Faculty look at these data and use them to inform their teaching. For example, analysis of time on task in relation to pass rate revealed a significant increase in the

passing rate when student time on task increased beyond 30 hours. Faculty have been able to use this information to focus on students who are not meeting this minimum. Information such as this has demonstrated the need to make greater use of the data available to inform and improve instruction. Plans are being developed to formally assess the impact of self-paced math instruction on future math performance, since anecdotal evidence is suggesting that students have a stronger understanding of concepts and may perform better in college-level math courses. (Self-Paced Math Summary Report)

Stem Starter Academy: One of the key pieces of feedback Massasoit has received from STEM industry groups and partners is the importance of hiring employees who have both soft skills and technical knowledge. (Massbioed 2016 Jobs Trends Forecast). The need for students to couple academic success with skills such as collaboration, responsibility, and organization is one of the goals of Massasoit's STEM Starter Research Internship Program. Funded through the STEM Starter Academy grant provided by the state, the Research Internship Program is a co-curricular activity that provides students with the opportunity to engage in research while at Massasoit. The research experience is structured as a team-based collaborative approach, where students have to work together to develop and refine the research question, develop expertise in the technique(s) being employed, and plan the work to be accomplished in a coordinated and timely fashion. Faculty mentors provide guidance so that students identify questions, problems, and solutions. Students participating in the program are required to participate in a non-credit internship class in which they learn about and reflect on leadership and responsibility. Each intern receives a performance review from the faculty, where strengths and weaknesses are discussed and goals for improvement are set. Students who demonstrate exemplary growth can apply to become senior interns and play a role in mentoring new student interns.

Radiologic Technology and Respiratory Care Programs: The radiologic technology and respiratory care programs use digital reporting systems (Trajecsys and DataArc respectfully) for tracking and assessing information on student progress, clinical instructor effectiveness, and the quality and range of learning experiences provided by individual clinical sites.

Students log daily lab or clinical activities and clinical instructors approve a student's skill proficiencies, create or edit student performance evaluations, or create forms or assessments for students to complete. Clinical instructors or the clinical coordinators can assign clinical sites, rotations, and competencies to be completed. The Clinical Coordinator can export the data to Excel to view results from time sheets, log sheets, check-offs, evaluations, or other completed forms. Aggregate information about student performance, both successful and not, allows instructors to alter program curriculum or clinical instruction to improve learning.

Respiratory Care and Nurse Education: Both the respiratory care and nurse education programs ensure they are preparing their graduates for required credentialing exams by not only benchmarking curricular outcomes, but also preparing students for the experience of taking the exams themselves. Respiratory care uses the comprehensive Self-Assessment Exams (SAE). These are secure exams that are only available to program directors of accredited respiratory care education programs. The SAE practice test parallels the format, content, and difficulty of the certification exam. It is an excellent indicator of how students will perform on their actual board examinations. The SAE is based on the same content outline as the corresponding certification exam. While this simulation serves individual students, the program also receives detailed aggregate student information. Program officials review and analyze the data and report at each Advisory Board Meeting. Curriculum changes are made by trends that have been documented by these exams.

Similarly, in nurse education, the program uses the ATI unit and comprehensive exams, which are secured practice tests that parallel the format, content, and difficulty of the NCLEX. Individual student and class performance data is available from the ATI website. Students are able to review content in areas of weak performance, and faculty review results individually with students. The class data is utilized to identify both strengths and areas needing improvement within each group tested.

The Dean of Nursing and Allied Health hired a consultant to work with faculty on effective item writing for exams in light of recent changes in the format of NCLEX exam questions. The presentation covered the development of NCLEX items; offered a NCLEX detailed test plan; provided National Council of Nursing practice analysis; and gave

alternate format test items. Particular attention was given to questions that ask students to “select all that apply” and to moving students from remembering to understanding. Delegation and prioritization question review included practice activities of various levels of nursing personnel. The development of higher level test items and use of item analysis information were also reviewed. The consultant will return in fall 2016 to work further on items the faculty has developed since the workshop. All of the faculty found the workshop to be extremely helpful in developing quality testing items.

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Strengths

- The self-study has revealed an increased desire in all departments to use data more fully and expand existing practices into a broader culture of assessment.
- The key components for successful academic assessment (course outcomes, Core Competencies, and program reviews) are in place.
- Recasting of the Director of Strategic Planning into the Dean of Planning and Institutional Effectiveness and moving Institutional Research to report to this position will help foster assessment practices.
- MCC has many outstanding examples of programs engaging in multiple assessments and continual improvement.

Challenges

- While there are many examples of continual improvement through data collection, assessment, and changed practices, the College needs to integrate department-level successes into a College-wide approach.
- Providing sufficient and accessible professional development relevant to institutional effectiveness to meet the variety of faculty and staff needs.
- Full implementation of the revised Core Competencies will require a multi-year plan and sustained engagement by a large number of faculty and staff already juggling many projects.

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Projections

Actions

- Develop a 2017-2019 plan for full implementation of revised Core Competencies by December 2017.
- Develop an integrated College-wide data dashboard based on input from all departments and divisions to be piloted fall 2017 and to be reviewed and finalized by fall 2018.
- Develop a comprehensive, multi-year professional development plan to meet faculty and staff needs in terms of assessment, program review, and continual improvement.

Person Responsible

- VPAA, Academic Deans, Faculty Assessment Coordinator
- President’s Leadership Team, Dean of Planning and Institutional Effectiveness
- VPAA, Dean of Planning and Institutional Effectiveness, Director of Professional Development Center

STANDARD 9: INTEGRITY, TRANSPARENCY, & PUBLIC DISCLOSURE

DESCRIPTION

Integrity

Massasoit Community College is committed to integrity in all aspects of the institution and provides the community with relevant and meaningful educational opportunities through a variety of instructional delivery systems. The Massachusetts Board of Higher Education grants the College the authority to award degrees. The quality of dialogue at Board of Trustees (BOT) meetings and the open-door policies of the President and all senior staff exemplify MCC's commitment to both conducting itself with integrity and creating an environment of open discussion. The College complies with all local, state, and federal regulations, mandates, and statutes that impact higher education, such as Titles IV and IX, FERPA, ADA, and Equal Opportunity. Massasoit fulfills standards of integrity established by the New England Association of Schools and Colleges (NEASC) and the Commonwealth of Massachusetts.

Massasoit maintains integrity regarding conflict of interest and privacy. Employees of the College receive a copy of the Massachusetts Law Chapter 268A upon hire. In addition, all employees complete the State Ethics Training every two years, which ensures that employees understand and can apply state ethics and conflict of interest law to their work. Faculty have access to FERPA guidelines, which are posted online through the Registrar's website. The Student Handbook includes information about the Confidentiality of Student Records Policy, Family Educational Rights and Privacy Act (FERPA, p. 16-17), and The Disclosure of Student Disciplinary Records Policy (p. 17-18).

Massasoit is committed to equitable policies and practices for its employees. These policies are reflected in the collective bargaining contracts (MCCC and AFSCME) and the Non-Unit Professional (NUP) Handbook discussed in Standard Three. The MCCC Contract includes a Statement of Academic Freedom (p. 18). Additional faculty policies are found in the Faculty Handbook, which is available both in print and on the MyMassasoit portal. The College's Corrective Action Procedures demonstrate a commitment to discipline guided by federal and state statutes, generation of data in the personnel file, and open and fair communication with employees.

Students are treated equitably through policies that guide student conduct and rights. Massasoit's Student Code of Conduct (p. 62) and the Statement of Student Responsibility are found in the Student Handbook. The handbook, published by The Student Life Office, provides information about student life, regulations, student grievances, and policies at Massasoit Community College. The handbook includes Sexual Violence Policy and Procedures (p. 28), which further Massasoit's commitment to fostering a community that promotes prompt reporting of sexual misconduct and fair resolution of complaints. Both the faculty and student handbooks are updated annually.

As discussed in Standards Four and Six, MCC ensures the integrity of student work with its online student identification process and by making the following software platforms available to faculty: Respondus, Canvas, and Turnitin. MCC is responsible for all the credit education it offers at all sites and online. MCC faculty teach all dual enrollment courses, whether they are delivered at one of our locations or off-site.

The College maintains policies of integrity, such as the Copyright and Intellectual Property Policy, the Code of Ethics of the American Library Association, and the Application for Online Learning, which includes a statement on intellectual property rights. Students preserve honesty and academic freedom as stated in the Student Handbook, which includes the IT Acceptable Use Policy (p. 20-24), Pluralism Policy (p. 24), and Academic Honesty Policy (p. 10). The IT Acceptable Use Policy also includes the Library Internet Policy based on the American Library Association Standards and Codes (p. 24). The Student Handbook is available in print and through the Massasoit website.

The Office of Institutional Research (IR) collects and disseminates data that serve to inform and drive decision-making at all levels of Massasoit's operations. IR conducts the national Noel-Levitz and CCSSE surveys and internal student surveys for program reviews and of graduating students. In addition, IR reports information for NEASC, BHE

Vision Project Data Dashboard, institutional grants, and course research. It publishes historical program enrollments, graduation and enrollment rates, and employment data. Information is available on the IR website and by contacting the IR Office.

Massasoit Community College is committed to taking proactive affirmative action measures to ensure fair employee recruitment, selection, and hiring practices. Guided by employee contracts, the College abides by the Hiring Policy and Procedures, revised in May 2012, which provide guidelines for posting positions, engaging search committees, and orienting new employees.

The Policy on Affirmative Action, Equal Opportunity and Diversity of December 2014 is an agreement among the fifteen public community colleges within Massachusetts that embodies leadership, vision, and commitment. The purpose of this policy is to establish programmatic objectives that increase access to and advancement of qualified minorities, women, and persons with disabilities in both employment and education. The policy provides guidelines for resolving complaints of alleged violations, including reporting and investigating sexual violence.

Massasoit also fosters an atmosphere of inclusiveness with its multicultural student body and surrounding community through its Office of Diversity and Inclusion workshops; the One Book, One College program; and Center for Lifelong Learning and Women's Center activities, which range from discussions on race, gender, and domestic violence to the annual Martin Luther King, Jr. Celebration. The Office also sponsored two members of the faculty to attend the Gay, Lesbian, and Straight Education Network (GLSEN) of Massachusetts 2015 Spring Conference.

The One Book, One College program has focused on engaging students and faculty with issues of diversity and inclusion. For the past ten years, the One Book, One College Committee of administrators, faculty members, librarians, and counselors has selected a book for College-wide reading and has encouraged reading and academic discourse of the following: *The Curious Incident of the Dog in the Night* by Mark Haddon, *Mayflower* by Erik Larson (local), *Mountains Beyond Mountains* by Tracy Kidder (local), *The Other Wes Moore* by Wes Moore, *Under a Papery Roof* by Panteha Sanati (local, faculty member). Important elements of the program include dialogue among students and faculty and the inclusion of the local community in academic events.

Transparency

Since our last self-study, Massasoit Community College has increased its methods of communication to disclose information to the public, including the use of live streaming, internet radio, social media, and College publications. In 2015, MCC launched the redesigned Massasoit website, which is designed for external stakeholders and includes a My Success Starts Here link that takes visitors to the admissions page and a Prospective Students link that goes to the Prospective Students and Parents page. This page contains links to enrollment, financial aid, new programs, Student Life, and the How Do I section. Students not quite sure about which program to choose can use the program Focus 2 Career Assessment. Current and prospective students can also view course offerings and upcoming events directly from the homepage. For current students, the page contains a MyMassasoit portal link for secure access to Canvas, personal financial aid information, and payment options. In addition to the portal, MCC has increased communication and disclosure to internal stakeholders through use of digital message boards in College buildings and improved telecommunication connections between the Brockton and Canton Campuses and the Middleborough Center.

Stakeholders play a key role in providing accurate and current content in MCC publications. Every six months the Office of College Communications leads a cross-functional team to conduct a review of publications to ensure that they are current and accurate. The team consists of representatives from communications, IR, and admissions. In addition, once a year students are invited to participate in a meeting with this team to provide feedback on publications and marketing materials.

The website has a Contact Us link available on every page and the recurring information available at the bottom of each webpage includes MCC's address, phone numbers, copyright information, and link to the affirmative action plan. Audited financial statements are available through contacting the Vice President for Administration/CFO or the

Comptroller. Financial documents are also published in the BOT packages, which are available through a number of administrative offices.

Public Disclosure

The official College Catalog is produced annually and is available in print with a downloadable version accessible from every page of the College website. The College Catalog serves as the historical record of College policies and houses vital course information. The catalog and the official MCC website are the primary sources for disclosing requirements, procedures, and policies related to admissions, attendance, tuition and fees, financial aid, and transfer services.

The catalog includes MCC's NEASC accreditation status, which is also available on the President's page, along with how to contact NEASC about MCC's standing (p. 11). The NEASC logo link is available on each page of the Massasoit website. A list of academic program accreditations is also available, and the website includes a designated page about the institution's accreditations. Program-specific accreditations are included on program materials.

Massasoit complies with federal and state laws regarding public access to information that include the Family Educational Rights and Privacy Act (FERPA), the Freedom of Information Act (FOIA) pertaining to public records, and the Higher Education Act (HEA).

When soliciting on behalf of the College, individuals must adhere to the Solicitation Policy:

Commercial ventures are not permitted to operate or solicit on College property. The posting of advertisements on College property is subject to the College's Bulletin Board Policy. College offices and committees appointed by the President of the College may conduct fundraising activities which are directly related to their functional purposes. Materials produced for the promotion of the event must bear the name of the sponsoring office or committee.

Students must follow the same policy outlined in the Student Club Handbook and in the Student Handbook (p. 31).

APPRAISAL

Integrity

Improvement to Student Grade Appeal Process

As noted in the Massasoit Community College Student Handbook, a student who alleges an error or an injustice in the grading process may file a grade appeal under the Student Grievance Procedure. In response to feedback from staff and students that students found the appeal process difficult to navigate, the VPAA assigned the role of Grade Appeal Officer to the Associate Dean of Academic Affairs in 2015. The Associate Dean developed a visual depiction of the process and designed a user-friendly Grade Appeal Form with a checklist. The Grade Appeal Officer coordinates all aspects of the appeal, ensuring that the process is fair and transparent and that all parties (student, faculty, dean) receive appropriate documents and follow determined timelines.

Diversity and Inclusion

The spring 2016 Faculty-Staff (FSS) and Student Surveys (SS) included questions about diversity and inclusion. The FSS yielded the following results:

- 75.5% of 368 faculty and staff strongly agree or agree that the College is committed to increasing the diversity of our faculty, staff, and student populations.
- 75.3% of 365 strongly agree or agree that Massasoit continues to foster an atmosphere that respects and supports the success of culturally diverse faculty, staff, administrators, and students.
- The comments stated that diversity is one of MCC's assets and that continued diversity training and faculty hiring are needed.

Results from the Student Survey (SS) revealed the following:

- 78% of 583 students strongly agree or agree that Massasoit is committed to increasing the diversity of our faculty, staff, and student population.
- 81.3% of 582 students responded positively (45.7% strongly agree and 35.6% agree) that the College is committed to increasing the diversity of our faculty, staff, and student populations.
- The comments did report that some students have either overheard or been the victims of homophobic, transphobic, or racist remarks.

These results echo findings from the College Diversity Survey, conducted in spring 2014, that assessed 197 employees' attitudes, behaviors, and experiences regarding diversity and inclusion (19.2% response rate). 84% of respondents indicated they strongly agree or agree that diversity is important to them (College Diversity Survey 2014). The survey results also included reports from 31 respondents of negative experiences based on age, disability, economic status, gender, race or ethnicity, religious beliefs, sexual orientation, or veteran status in the prior year.

Since 2014, The Office of Diversity and Inclusion and the Office of Human Resources have conducted a range of trainings, workshops, and activities. (Office of Institutional Diversity Annual Report 2014, Office of Institutional Diversity Annual Report 2015, Office of Institutional Diversity Annual Report 2016) Given that the vast majority of faculty, staff, and students at MCC embrace and value diversity, the reports of negative experiences suggest that we should add training on becoming a diversity ally as a way to equip faculty, staff, and students with proactive strategies for incidents such as those described. The Executive Director will work with the Director of the Professional Development Center to provide this training as part of the Center's new regular offerings.

Intellectual Property

As more Massasoit faculty members are attaining doctoral degrees and/or involving themselves in ongoing research and publication, it is time for Massasoit to clarify and more broadly communicate its policy on intellectual property. A committee of faculty determined several years ago that an Institutional Research Board (IRB) was not needed. In the rare case of a request, the CAO and Grants Office have reviewed it. In the past two years, however, requests for conducting research that might fall under such a review have increased from 0-1 in a given year to six within the past 18 months. Thus, as discussed in Standard Six, the VPAA has tasked the Associate Dean of Institutional Research and the Director of Grants with drafting an IRB plan for academic governance review in fall 2016.

Transparency

Communication between the Brockton and Canton Campuses and the Middleborough Center has greatly improved with the use of technology. Technology in the form of teleconferencing and live streaming is used with success to ensure that all faculty and staff can participate in governance and other meetings easily. The live streaming also allows those who need to cover front-line desks to participate in and/or view events such as all-College meetings and guest speakers. The teleconferencing connection between the Brockton and Canton Campuses received a major upgrade during spring 2016.

Though information on ways to contact MCC is readily available in multiple formats, general requests and/or public information requests are more difficult to find. Though it is generally understood to contact the Executive Director of College Communications with these requests, Massasoit should publish this policy more directly on the MCC website and in the College catalog. Currently Communication Office contacts are available on the College Communications homepage.

Public Disclosure

Massasoit Community College provides current, accessible, and comprehensive print and electronic publications for prospective and current students, faculty, and staff. The primary sources of information are the College website (extranet) and the MyMassasoit portal (intranet). This extranet-intranet format allows Massasoit to effectively disseminate vital information to the appropriate audience.

In spring 2015, the College website was redesigned to function more effectively as a marketing and enrollment tool, targeting the informational needs of prospective students. Content such as course descriptions, schedules, financial resources, applications, and registration instructions are provided. Also, social media tools, such as Twitter, YouTube, and Massasoit News, are featured prominently on the homepage to target potential students and influencers.

The website was also upgraded to a content management system (CMS) to allow content updates to be done more efficiently. The new massasoit.edu has enabled a large volume of up-to-date information to be published in a timely manner. In the spring 2016 Faculty-Staff and Student Surveys, students rated the new website higher than faculty and staff, who have found it hard to navigate. According to the Student Survey results, 81.6% of 574 students either strongly agree or agree that “information related to student support is readily available.” When asked the same question, 65.9% of 366 faculty and staff strongly agree or agree. The first year of a new website is transitional and feedback has been sought and adjustments made throughout the year. A cross-divisional committee was formed to vet complaints and collaboratively plan improvements to the site.

The function of the MyMassasoit portal is to provide a secure, efficient, and manageable platform for enrolled students, faculty, and staff to obtain forms, share documents, and locate information about internal policies, procedures, and relevant calendars, and to secure personal data. The MyMassasoit portal also provides access to secure Massasoit email. Results from the Faculty-Staff and Student Surveys show that there is general satisfaction with the new portal, but that areas of improvement are needed. An area of improvement requested in the survey is for the faculty and staff online directory to be updated in real time to ensure accuracy and accessibility. The online directories should be updated regularly and kept consistent between webpages.

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Strengths

- Massasoit updated its website, which makes its policies more accessible and available.
- Massasoit’s teleconferencing, live streaming, and portal allow for greater internal communication between departments and locations.
- Faculty, students, staff, and administrators agree that MCC fosters an atmosphere of respect and support for the success of culturally diverse faculty, staff, administrators and students.
- MCC continues to address diversity and inclusion issues and conducts trainings to bring awareness specifically to issues of race, LGBTQ rights, and sexual violence.

Challenges

- Recruiting and retaining culturally diverse faculty to reflect our diverse student body.
- Updating academic program information consistently across all media.
- Providing the information a changing student body will find helpful to academic and career planning.

Projections

Actions

- Massasoit will continue to increase diversity training related to issues of LGBTQ social issues (e.g., creating transgender inclusiveness), sexual violence, discrimination, and civility, and MCC will add new trainings on becoming a diversity ally during AY2016-17.
- An IRB will be established and a review of Massasoit's intellectual property policy completed by June 2017.
- The College will work to create a system for staff and faculty contact information and department affiliations to be published with greater real time accuracy by June 2017.
- The College will expand and improve the information available to students through DegreeWorks and the website, determining specific goals as part of Strategic Planning.
- The academic department webpages will be updated annually and academic program maps will be completed by fall 2017.

Person Responsible

- Executive Director of Diversity and Inclusion, Executive Director of Human Resources, Director of the Professional Development Center
- VPAA, Director of Institutional Research, President of Faculty Senate
- Human Resources, Office of Information Technology, Office of College Communications
- Vice President of Academic Affairs, Departmental Deans, Vice President of Student Services and Enrollment Management, Director of Advisement and Counseling, Office of College Communications
- Departmental Deans, Director of Advisement and Counseling

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Standard 10: Public Disclosure

Information	Web Addresses	Print Publications
How can inquiries be made about the institution? Where can questions be addressed?	http://www.massasoit.edu/about-massasoit/contact/index ; http://www.massasoit.edu/about-massasoit/index ; http://www.massasoit.edu/students-and-parents/	2015-2016 Fact Sheet, Semester Brochures, Viewbook, program brochures, MCC at a Glance, financial aid brochure, Student Handbook, Faculty Handbook. Inquiries are directed to phone number on all publications.
Notice of availability of publications and of audited financial statement or fair summary	http://www.massasoit.edu/site-admin-links/disclosure/index	Student Handbook
Institutional catalog	http://www.massasoit.edu/academics/college-catalog/index	pdf on web, printed on demand.
Obligations and responsibilities of students and the institution	http://www.massasoit.edu/academics/student-handbook/index	Student Handbook, advisement & orientation packet
Information on admission and attendance	http://www.massasoit.edu/students-and-parents/admissions/open-enrollment-policy/index ; http://www.massasoit.edu/students-and-parents/admissions/selective-admissions/index	Application for admission, program brochures, MCC at Glance, Viewbook, Semester Brochures, Student Handbook
Institutional mission and objectives	http://www.massasoit.edu/about-massasoit/college-mission/index	Viewbook, Semester Brochures, Student Handbook
Expected educational outcomes	http://www.massasoit.edu/academics/academic-departments/index	Student Handbook
Status as public or independent institution; status as not-for-profit or for-profit; religious affiliation	http://www.massasoit.edu/about-massasoit/president-office/index	Student Handbook
Requirements, procedures and policies re: admissions	http://www.massasoit.edu/students-and-parents/admissions/open-enrollment-policy/index ; http://www.massasoit.edu/students-and-parents/admissions/selective-admissions/index	Student Handbook, Viewbook, application for admissions, Semester Brochures
Requirements, procedures and policies re: transfer credit	http://www.massasoit.edu/students-and-parents/registrar/transfer-credit/index	Viewbook, Student Handbook
A list of institutions with which the institution has an articulation agreement	http://www.massasoit.edu/students-and-parents/student-services/transfer-services/course-equiv/index http://www.massasoit.edu/students-and-parents/student-services/transfer-services/masstransfer/index http://www.massasoit.edu/students-and-parents/student-services/transfer-services/transfer-agreements/index	Student Handbook
Student fees, charges and refund policies	http://www.massasoit.edu/students-and-parents/paying-for-college/index ; http://www.massasoit.edu/students-and-parents/registrar/deadline-refund/index	Tuition and Fees Schedule, 2015-2016 Fact Sheet, Semester Brochures (fall, spring, summer)
Rules and regulations for student conduct	http://www.massasoit.edu/academics/student-handbook/index	Student Handbook
Procedures for student appeals and complaints	http://www.massasoit.edu/academics/student-handbook/index ; http://www.massasoit.edu/students-and-parents/paying-for-college/satisfactory-academic-progress/index ; http://www.massasoit.edu/title-ix/index	Student Handbook

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MASSASOIT COMMUNITY COLLEGE

Massasoit Community College

Standard 11: Integrity

Policies	Last Updated	URL Where Policy is Posted	Responsible Office or Committee
Academic honesty		http://www.massasoit.edu/academics/policies/academic-honesty/index	Dean of Students
Intellectual property rights		http://www.massasoit.edu/Assets/documents/library/Copyright-Intellectual-Property-Policy.pdf	CAO/VP for Academic Affairs
Conflict of interest		http://www.massasoit.edu/about-massasoit/president-office/college-administration/human-resources/human-resources-policies/index	HR monitors employee training on this.
Privacy rights		http://www.massasoit.edu/academics/policies/student-records-FERPA/index	Registrar, Dean of Enrollment Management
Fairness for students		http://www.massasoit.edu/academics/student-handbook/index	Dean of Students
Fairness for faculty		http://www.massasoit.edu/about-massasoit/president-office/college-administration/human-resources/human-resources-policies/index	CAO/VP Academic Affairs
Fairness for staff		http://www.massasoit.edu/about-massasoit/president-office/college-administration/human-resources/human-resources-policies/index	Human Resources
Academic freedom		http://www.massasoit.edu/academics/policies/pluralism/index	CAO/VP Academic Affairs
Other _____			
Other _____			

Non-discrimination policies

Recruitment and admissions		http://www.massasoit.edu/students-and-parents/admissions/open-enrollment-policy/index ; http://www.massasoit.edu/students-and-parents/admissions/open-enrollment-policy/index	Admissions/VP Student Svc. & Enrollment
		http://www.massasoit.edu/students-and-parents/student-life/about-student-life/index	Student Services
Employment		http://www.massasoit.edu/about-massasoit/president-office/college-administration/human-resources/human-resources-policies/index	Human Resources
Evaluation		http://www.massasoit.edu/about-massasoit/president-office/college-administration/human-resources/human-resources-policies/index	Human Resources
Disciplinary action		http://www.massasoit.edu/academics/student-handbook/index	Dean of Students
		http://www.massasoit.edu/about-massasoit/president-office/college-administration/human-resources/human-resources-policies/index	Human Resources
Advancement		http://www.massasoit.edu/about-massasoit/president-office/college-administration/human-resources/human-resources-policies/index	Human Resources
Other _____			

Resolution of grievances

Students		http://www.massasoit.edu/academics/student-handbook/index	Dean of Students/VP Student Svc.
Faculty		http://www.massasoit.edu/about-massasoit/president-office/college-administration/human-resources/human-resources-policies/index	Human Resources

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MASSASOIT COMMUNITY COLLEGE
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APPENDIX

APPENDIX A - AFFIRMATION OF COMPLIANCE



COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES

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

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

AFFIRMATION OF COMPLIANCE WITH FEDERAL REGULATIONS RELATING TO TITLE IV

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

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

URL	http://www.massasoit.edu/academics/academic-information/index
Print Publications	Student Handbook
Self-study/Interim Report Page Reference	39

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

URL	http://www.massasoit.edu/students-and-parents/registrar/transfer-credit/index
Print Publications	Student Handbook
Self-study/Interim Report Page Reference	37, 39, 40

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

URL	http://www.massasoit.edu/affirmativeaction http://www.massasoit.edu/academics/student-handbook/index http://www.massasoit.edu/academics/policies/academic-honesty/index
Print Publications	Student Handbook
Self-study/Interim Report Page Reference	40, 57, 103, 104, 105

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

Method(s) used for verification	Unique user name and password assigned at registration
Self-study/Interim Report Page Reference	40, 103

5. FOR COMPREHENSIVE EVALUATIONS ONLY: Public Notification of an Evaluation Visit and

Opportunity for Public Comment: The institution has made an appropriate and timely effort to notify the public of an upcoming comprehensive evaluation and to solicit comments. (CIHE Policy 77.)

URL	https://massasoitnews.wordpress.com/2016/09/20/neasc-team-to-visit-massasoit-community-college/ http://www.massasoit.edu/about-massasoit/president-office/neasc/index.html
Print Publications	Local newspaper print ads: <i>Patriot Ledger</i> , <i>Brockton Enterprise</i> , <i>Canton Journal</i> , <i>Middleboro Gazette</i>
Self-study Page Reference	N/A

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

Chief Executive Officer: 

Date: September 26, 2016

March, 2016

APPENDIX B - STUDENT SUCCESS FORM (E SERIES)

OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
At the institutional level:						
Massasoit Community College	The college revised the institutional Core Competencies in 2014. Most courses contain learning outcomes. The college also has Core Curriculum for the AAS, AS, and AA degrees.	Learning outcomes are published on departmental webpages Core Competencies: http://www.massasoit.edu/academics/core-competencies/index.html Core Curriculum: http://www.massasoit.edu/academics/core-curriculum/index	MCC uses course and program completions. In addition, several programs include licensure exams, capstones, or portfolios. To coincide with the revision of the core competencies, an institutional plan for assessment will need to be created.	Currently, the Curriculum Committee reviews changes in courses and programs. The General and Developmental Education Committee examines the Core Curriculum and Core Competencies. Individual departments examine their academic program reviews and meet with an external evaluator.	After reviewing internal planning procedures and data collection and distribution, “Institutional Effectiveness and Continual Improvement” was added to the 2015-2017 Strategic Plan.	Dates of the most recent program reviews for academic departments and programs are listed below.
For general education if an undergraduate institution:						
Biology	Yes, for all courses	Course outcomes are available on the departmental webpage: http://www.massasoit.edu/academics/academic-departments/science-mathematics/biology/biology-outcomes-syllabi/index	Performance on the instructor’s assessments is intended to reflect student achievement of the outcomes. The department strongly encourages the use of cumulative final exams to provide a comprehensive assessment of student learning and the ability to integrate concepts from across the	Usually, outcomes are assessed by individual instructors in their courses. Some instructors may make use of outcome tracking	Instructors modify activities and assessments based on the previous semester’s performance. The instructor makes	Included in the 2006 LAS and LAT Program Review

English	Yes	Course outcomes appear on all syllabi and are also available on the departmental webpages: http://www.massasoit.edu/academics/academic-departments/humanities-fine-arts/english/english-outcomes-syllabi/index	The English Department uses portfolio reviews, course grades, or paper assignments in both ENGL 101 and ENGL 102. The Qualifying Essay is used in ENGL 101 by some faculty.	<p>course.</p> <p>capabilities in online assessment platforms.</p> <p>On rare occasions, the department has contacted Institutional Research to obtain quantitative data (e.g., to determine whether lower-level courses are preparing students well for upper-level courses or grading differences between full-time and adjunct instructors).</p>	<p>adjustments during the course but especially for the next semester.</p> <p>Outcomes are used to make decisions regarding purchasing of lab equipment, supplies, and technology upgrades.</p> <p>Outcomes are periodically reorganized, amended and updated to address consistency issues between sections in large-enrollment courses and to reflect current developments in the field of biology.</p>	Included in the 2006 LAS and LAT Program Review
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					professional development workshops; English Department Chair and Developmental Coordinators' individual meetings with full and part-time faculty.	Reviewers share their recommendations with the classroom teacher. A new pilot in the spring will add new insights on the portfolio review.	June 2014 The Coordinator of ESL completed a program review as part of the Community College Leadership Academy. Recommendations were made based on the review, but no changes have been implemented since 2006.	
English as a Second Language (ESL)	Yes, and course outcomes will be reviewed to ensure alignment with Core Competencies	The course outcomes are listed on the ESL department webpage: http://www.massasoit.edu/academics/academic-departments/humanities-fine-arts/esl/esl-outcomes/index	Students undergo a portfolio review in both College ESL I and College ESL II courses. These portfolios include an initial and a revised draft of two papers. One paper is written in class, another written at home. In the Fall of 2017, a new portfolio review will be piloted with ESL II courses where the ESL department will participate with the English department portfolio review. Moving forward, the coordinator will update the assessment criteria based on the core competencies.	Two faculty members review the portfolios for all College ESL courses				
History/Government	Yes. Outcomes for ten History and Government classes, including the seven most popular classes, have been approved and are available on-line.	The learning outcomes are available on the departmental webpage: http://www.massasoit.edu/academics/academic-departments/public-service-social-science/history-government/index	The department uses course grades, research projects, and individual instructor assessment.	Full and part-time faculty		The department added new class offerings and updated outcomes to reflect current curricular elements (last done spring 2016).	Included in the 2006 LAS and LAT Program Review	
Mathematics	Yes	Course outcomes are available on the departmental webpage: http://www.massasoit.edu/acad	The Department has approved recommended final exams for many of its courses, which are used at the discretion of the instructor.	Each semester an item analysis is performed on recommended		Changes have been made to course outcomes, final exam	Included in 2006 LAS and LAT Program Review	

		emics/academic-departments/science-mathematics/mathematics-outcomes-syllabi/index	Individual instructors assess student success through homework assignments, quizzes, tests, and projects.	departmental final exams. Members of the department review data and make recommendations regarding outcomes, test questions, and teaching methods.	questions/format, and teaching strategies.	
Modern Languages	Yes	Course outcomes for slightly more than half of all courses (Beginning American Sign Language I and II, Beginning Cape Verdean Creole I and II, Beginning French I and II, Beginning Spanish I and II, and Intermediate Spanish I and II) have been completed and have been placed on the department website. Beginning Arabic I and II as well as Beginning Portuguese I and II are complete, but not posted on the website. http://www.massasoit.edu/academic-departments/humanities-fine-arts/modern-languages/index	Currently, the department uses individual instructor's assessment though the department may decide on exit criteria for first- and second-semester language courses.	Individual faculty	Most modern language faculty include on their syllabi the outcomes and objectives that the department has agreed upon. Department members have revised instructional strategies based on assessment of the degree students are meeting learning outcomes.	Included in the 2006 LAS and LAT Program Review
Physical Science	Yes for all courses in Physical Science, Chemistry, Physics, and Earth Science	Course outcomes are available on the departmental webpage: http://www.massasoit.edu/academic-departments/science-mathematics/physical-science/physical-science-outcomes-syllabi/index	Since the preferred evaluation tool for departmental courses is open response questions on section exams, each faculty member compares student's question responses to the associated outcomes to judge student success and possible teaching method adjustment.	Since most departmental courses are of a single section, the evaluation is done by the faculty of the course.	The results of evaluating open response questions are immediately determined during the grading process, thus allowing rapid instructional adjustment.	Included in the 2006 LAT and LAS Program Review
Social Science	Yes	Course outcomes are available on the departmental webpage:	The department uses course grades, cumulative final exams, and course	Full and part-time faculty	In 2013, all department	The course outcomes were

		http://www.massasoit.edu/academics/academic-departments/public-service-social-science/social-science-course-outcomes/index	projects.			courses (19) were reviewed and all course descriptions were rewritten to align with the learning outcomes.	updated during the Summer of 2013. Social Science was included in the LAT and LAS 2006 Program Review
List each degree program:							
Architectural Technology	All but two of the courses have documented learning outcomes.	Course and program outcomes are available on the program webpage: http://www.massasoit.edu/academics/academic-departments/emergent-technologies/architectural-technology/index	Professional architects and engineers from outside the school are asked to critique the capstone course projects. This is done three times, and each time the project increases in difficulty. The capstone course is the Architectural Design Studio course taken second semester of the second year.	Professional architects and engineers from outside the school as well as the two full time and one adjunct faculty member meet after the capstone project presentations and evaluate the projects. In addition, the department has an active Advisory Board made up of alumni and local design professionals. The Board meets once each semester to discuss the goals of the program.	The program improved emphasis on graphic presentation of work, the student's ability to make verbal presentation of their work, emphasis on the exploration of design, and encouraged outside internships. This semester two students found internships, emphasizing the importance of student portfolio work.	The program improved emphasis on graphic presentation of work, the student's ability to make verbal presentation of their work, emphasis on the exploration of design, and encouraged outside internships. This semester two students found internships, emphasizing the importance of student portfolio work.	Not on record
Business Administration <i>With options in Accounting, General Business, Hospitality, Marketing, Supervisory Management, and Transfer</i>	Yes	Program and course outcomes are available in print format and are available on the departmental webpage: http://massasoit.edu/academics/academic-departments/business-technology/business-administration/business-	At the present time, GPA is the primary source of determining outcomes. The Department is discussing options relative to how to best determine if stated outcomes have been met (ex. Exit Exams, Capstone Course, etc.).	This will be determined as the process continues.	The Business Department developed an Entrepreneurship course and reorganized the Small Business Management course as a result of student input	The Business Department developed an Entrepreneurship course and reorganized the Small Business Management course as a result of student input	May 2016

Child Care Education and Administration-- Career	Yes	http://www.massasoit.edu/academics/academic-departments/public-service-social-science/child-care/child-care-programs/index	Program and course outcomes are available on the Childcare Education webpage:	Students demonstrate outcomes in practicum experiences, data is collected and evaluated for key assessments and portfolio reviews	Evidence is interpreted by community and college supervisors through observation and formal assessment. Data collected on key assessments are interpreted by Institutional Research based on Professional Standards	Changes have been made to courses offered in the program, advising, key assessments, managing and collecting data, and consistency across course sections	July 2015 NAEYC Reaccreditation
Computer Information Systems— Programming	Yes	http://www.massasoit.edu/academics/academic-departments/business-technology/computer-technology/index	Program and course outcomes are available on the CTIM webpage:	Individual instructor's assessments are used to determine if potential graduates have achieved the stated outcomes of a particular course as they work toward the AAS degree.	Individual instructors evaluate the evidence; it is often discussed at CTIM department meetings when changes in courses are considered.	Courses are continually adjusted in terms of outcomes, assessment methodology, and related components.	April 2016
Computer Information Systems—User Support (CTIM Department)	Yes	http://www.massasoit.edu/academics/academic-departments/public-service-social-science/criminal-justice/index	Program and course outcomes are available on the departmental webpage:	Individual instructor's assessments and a capstone project are used for the transfer degree. The capstone project is a one-credit class (CJUS403), primarily requiring an independent research paper. The course is taught online with a cap of 10 students in each section.	The evidence is interpreted at the instructor level.	Instructors make adjustments during their courses as well as for the next semester.	The yearly program review is sent to the Board of Higher Education.
Criminal Justice— Career	Yes	http://www.massasoit.edu/academics/academic-departments/business-technology/culinary-arts/index	Program and course outcomes are available on the departmental webpage:	Culinary arts uses ServSafe, Purchasing & Inventory, Controlling Food Service Costs, Customer Service, and Nutrition for new certificates.	NRAEF and ManageFirst	Industry requirements	2016
Criminal Justice-- Transfer							
Culinary Arts	Yes	http://www.massasoit.edu/academics/academic-departments/business-technology/culinary-arts/index	Program and course outcomes are available on the departmental webpage:				

Diesel Technology	Yes, but not for all courses. There are outcomes for DIES 108, 122, 123, and 124	Program and course outcomes for Diesel Technology appear on the departmental webpage: http://www.massasoit.edu/academics/academic-departments/emergent-technologies/diesel-technology/index	DIES 134 Multi Cylinder Overhaul serves as a capstone course.	Faculty	DIES 223 CNG (Compressed Natural Gas) Engines was added to the curriculum as a program requirement in 2014.	2003
Electronic Technology	Yes	Program and course outcomes are available on the departmental webpage: http://www.massasoit.edu/academics/academic-departments/emergent-technologies/electronic-technology/index	Nothing at this time	Primary evaluation is done by the course instructor. Student grades are monitored by the department chair.	Not applicable	2007; currently undergoing review preparation
Engineering	Yes	Program and course outcomes are available on the departmental webpage: http://www.massasoit.edu/academics/academic-departments/emergent-technologies/engineering-transfer-program/index	Nothing at this time	Primary evaluation is done by the course instructor. Student grades are reviewed by the department chair during the course advisement period to ensure course transferability.	Not applicable	New program authorized in 2013.
Fire Science Technology	Yes, as part of the National Fire Academy, Fire Science Technology follows the FESHE outcomes for courses.	FESHE outcomes are available on the U.S. Fire Administration website: https://www.usfa.fema.gov/training/prodev/ Additional outcomes for Fire Science Technology are available on the departmental webpage: http://www.massasoit.edu/academics/academic-departments/emergent-technologies/fire-science-technology/index	Individual instructor's assessments	Individual instructors evaluate the evidence.	Instructor makes adjustments during the course but especially for the next semester.	2010 Massasoit Program Review; 2013 National Fire And Emergency Services Higher Education Program (FESHE); addendum is in progress

Heating, Ventilating and Air Conditioning Technology	Yes	http://www.massasoit.edu/academics/academic-departments/fire-science-technology/fire-science-outcomes/index Information and course outcomes available online:	The department uses success in field placement and an evaluation of final projects.	Primary evaluation is done by full time and adjunct faculty. The Dean of Emergent Technologies frequently meets with students and informally discusses their work. The Dean also sits in on formal presentations.	The changes included a new program option, two new courses, and a new certificate program	Review in progress
Human Services—Career Human Services--Transfer	Yes	Program and course outcomes are listed on the departmental website. www.massasoit.edu/academics/academic-departments/public-service-social-science/human-services/index	Individual instructors conduct the assessments. Knowledge, skills, and attitudinal assessment is embedded into the field experience course.	The evidence for achievement of course outcomes is interpreted mainly by individual instructors with support (usually of a formative nature) from the department chair or other departmental faculty teaching the same course. In Field Experience and Seminar courses, evidence of achievement is interpreted by self-evaluation by students, evaluation by the Seminar Instructor/Massasoit Coordinator of Field Experience, and by supervisors at the varied agencies where students are placed. Said	Changes were made at the instructor level.	The program review is in-progress and is expected to be presented in fall 2016.

Liberal Arts Studies Liberal Arts Transfer	No. LAS and LAT currently do not have program outcomes. The program outcomes will be created during the 2017 program review.	Course outcomes can be found on departmental websites depending on the department. LAS and LAT program requirements and options are available on the MCC website: http://www.massasoit.edu/academic-departments/public-service-social-science/liberal-arts/index	The program uses individual instructor and departmental assessments.	supervisors use criteria and assessment instruments developed and provided by Department Chair/Field Experience Coordinator. Additionally, periodic review of some assessment tools and the assessment process is provided by the Program Advisory Board, department chair, division chair, and through program review.	The changes vary by department.	Included in the 2006 LAS and LAT Program Review
Liberal Arts Studies— Media Communications	Yes	Program requirements are available on the MCC website: http://www.massasoit.edu/academic-departments/public-service-social-science/liberal-arts/liberal-arts-studies/index Course outcomes and additional information for the program are also available at:	LAS Media Communications includes an optional capstone course, MDIA401 Practicum in Television/Radio Production	Full-time and part-time faculty interpret the evidence.	In the last five years, course descriptions and titles have been updated to better reflect course outcomes. New courses have been created to reflect changes and advancements in the profession.	2016

Liberal Arts Studies - Theatre	Yes	http://www.massasoit.edu/academics/academic-departments/humanities-fine-arts/communicative-arts/index Program requirements are available on the MCC website: http://www.massasoit.edu/academics/academic-departments/public-service-social-science/liberal-arts/liberal-arts-studies/index Course outcomes and additional information for the program are also available at: http://www.massasoit.edu/academics/academic-departments/humanities-fine-arts/communicative-arts/outcomes/index	THE402 - Performance and Production includes practicum experience with professional theatre artists.	Full-time and part-time faculty interpret the evidence.	In the last five years, course descriptions and titles have been updated to better reflect course and program outcomes. New courses have been created to reflect changes and advancements in the profession.	Included in the 2006 LAS and LAT Program Review
Liberal Arts Transfers-Elementary Education	Yes	Outcomes are reviewed each fall. Course and program outcomes are available on the Elementary Education webpage: http://www.massasoit.edu/academics/academic-departments/public-service-social-science/elementary-education/index	The department uses a portfolio review process.	Department faculty review pre-service teaching portfolios in either EDUC111 or EDUC104, whichever is the student's final-semester course	Faculty update processes yearly as success in creating transferable skills in pre-service documentation is assessed.	First to be completed June 2016
Liberal Arts Transfer-Science	No program outcomes have been established.	LAT-Science program	Currently, the program uses individual instructor and department assessments; however, LAT-Science will have its first individual review in 2018-2019 and will establish	Instructors or departments interpret the evidence. The methods vary by	The changes vary by department.	Included in the 2006 LAS and LAT Program Review

	will conduct its first program review in the fall of 2018. Previously, the program was reviewed with LAT and LAS.	requirements are available on the MCC website with the other transfer options: http://www.massasoit.edu/academics/academic-departments/public-service-social-science/liberal-arts/liberal-arts-transfer/index	additional ways to collect evidence.	department.		Completed new program initial review for fall 2015 start date
Liberal Arts Transfer-Social Science	Outcomes established	LAT-Social Science program and course outcomes are available on the program webpage: http://www.massasoit.edu/academics/academic-departments/public-service-social-science/social-sciences/index	The program uses individual instructors.	Instructors or departments interpret the evidence. The methods vary by department.	Since this is a new program, changes have not been made yet.	
Nursing Education—Day Nurse Education—Evenings/Weekends Nurse Education—LPN to RN Evenings/Weekends	Yes	Nursing program outcomes are published in the Nursing Student Handbook, course syllabi, clinical evaluations, and program website: http://www.massasoit.edu/academics/academic-departments/nursing-allied-health/nurse-education/nursing-outcomes/index	Accreditation commission for Education in Nursing (ACEN) NCLEX examination Massachusetts Board of Registration in Nursing (MassBORN)	The evidence from NCLEX is interpreted by the faculty quarterly as the results are reported to us at faculty meetings. The end of year results are noted in the annual report and published by the BORN.	Increased tutoring is available through the ARC, and the division hires tutors. An intense tutoring program has been developed. Curriculum has been completely reviewed course by course and changes made to facilitate student learning.	2012 by ACEN Next review 2020
Radiology Technology	Yes	Learning outcomes as well as clinical competencies and procedures are published in the Radiography handbook and are a component of each course syllabus. Pass rate, attrition, retention rate and job placement rates are published on the college's website under the radiography technology	Multiple measuring tools are used for the 50 overall 1 st and 2 nd year student outcomes. The goals (Measurement Tool Benchmark Timeframe Responsible Party Results Analysis/Action Plan) are published and also found in the program directors master plan of educations folder.	The data is collected and interpreted by the radiography programs officials, including clinical instruction meetings that meet once a month, and an advisory board that meets once a year.	Benchmarks have been increased where results have been achieved for a number of years. Passing grades for courses have increased to 78%. Course	Annual report evaluated every July; next reaccreditation visit will be Dec. 2016

		<p>program.</p> <p>http://www.massasoit.edu/academics/academic-departments/nursing-allied-health/radiologic-technology/index</p>			<p>In addition, the annual graduate surveys send out data compiled and interpreted by the college's Institutional Research Department. Data is published under student assessment goals and also is shared with the faculty, Radiography clinical instructors and advisory board.</p>	<p>discreptions have been updated and changed which were approved by the curriculum committee. Tutorials have been developed by the faculty. Surveys have been updated to better assess students in the clinical setting. National radiography review is offered and national test taking to better prepare the students for their national exam. Peer tutoring is offered through the college's academic resource center. These are the few major changes that have been made because the technology of medical imaging keeps evolving.</p>	<p>The program is continuously evaluating data and making curriculum changes. We currently added a simulation/laboratory instructor for four full days of simulation for the</p>	<p>Annual report due every July; next self-study and accreditation visit will be 2026.</p>
Respiratory Care	Yes	<p>Program outcomes available on the Respiratory Care webpage: http://www.massasoit.edu/academics/academic-departments/nursing-allied-health/respiratory-care/index</p> <p>Learning outcomes, objectives, and clinical competencies and</p>	<p>The CoARC Outcome Assessment Thresholds for the respiratory care program can be found in our student handbook, advisory handbook, program policy book and website. The thresholds for CRT Credentialing Success must be greater than 80%. RRT Credentialing Success must be greater than 50%. The Retention/Attrition must be less than</p>	<p>The data from all the thresholds is reviewed by the program officials and reported to the advisory committee. The program officials look for trends and weaknesses to make curriculum or</p>	<p>The program is continuously evaluating data and making curriculum changes. We currently added a simulation/laboratory instructor for four full days of simulation for the</p>	<p>discreptions have been updated and changed which were approved by the curriculum committee. Tutorials have been developed by the faculty. Surveys have been updated to better assess students in the clinical setting. National radiography review is offered and national test taking to better prepare the students for their national exam. Peer tutoring is offered through the college's academic resource center. These are the few major changes that have been made because the technology of medical imaging keeps evolving.</p>	<p>The program is continuously evaluating data and making curriculum changes. We currently added a simulation/laboratory instructor for four full days of simulation for the</p>	<p>Annual report due every July; next self-study and accreditation visit will be 2026.</p>

		procedures are found on the syllabus for each course, in our student handbook, advisory handbook, and program policy book along with the respiratory care website. The respiratory care pass rate and job placement can be found on the website as part of the CoARC requirements.	30%. Job Placement must be greater than 70%. Graduate and Employer surveys must be greater than 50%. The program must report every year in July on these thresholds. Massasoit has been above all thresholds in all categories.	clinical changes. All of the surveys are sent to the Institutional Research Department for data entry and evaluation. A published report is given to the department and dean to monitor for weaknesses for assessment in our action plan.	students. The program offers more tutoring as indicated by surveys. The program is currently working on its Technical Standards to meet the new national regulation. The program has developed an intense tutoring program.	
Telecommunications Technology	Yes	Program and course outcomes are available on the departmental webpage: http://www.massasoit.edu/academics/academic-departments/emergent-technologies/telecommunications-technology/index	Nothing at this time	Student grades are monitored by the department chair.	Not applicable	New program authorized in 2014
Visual Arts—Art and Graphic Design Visual Arts—Fine Arts	Yes, course outcomes for almost all courses have been created. Program outcomes are in the program description and in the recent program review.	Program and course outcomes are on the departmental website: http://www.massasoit.edu/academics/academic-departments/emergent-technologies/visual-arts/index	Portfolio reviews are conducted in all studio courses. Graduates of the program apply to four year baccalaureate granting schools that require formal portfolio submissions. Admission to these schools is primarily based on the quality of the portfolio.	Faculty members, peer critics, faculty critics from different courses, and the Survey Advisory Board help interpret the data. The primary evaluation is done by full time and adjunct faculty. There is professional judging of selected student work as part of the Annual Massasoit Arts Festival.	Survey data directs connections and clarifications in areas.	2010
Veterinary Technology	Yes	Students currently receive learning outcomes included in	The Veterinary Technician National Exam (VTNE) is an exam students in	The American Association of	The Veterinary Technology	The American Veterinary

		<p>their course syllabi. Being a new program, learning outcomes will be made available online in the near future. The Vet Tech webpage highlights the program and its curriculum, the Veterinary Technology Program Student Guide, and program goals.</p> <p>http://www.massasoit.edu/academics/academic-departments/science-mathematics/veterinary-technology/index</p>	<p>MA are required to take and pass for certification as a Veterinary Technician. Students must have graduated with a Veterinary Technology Program degree to be eligible to sit for the exam.</p>	<p>Veterinary State Boards (AAVSB) owns and administers the VTNE. Individuals are required to take this exam only once as long as they are meeting the continuing education requirements for annual recertification through the Massachusetts Veterinary Technician Association (MVTa).</p>	<p>Program currently has its first class of students completing the program. This first class is expected to complete the program in May 2017.</p>	<p>Medical Association (AVMA) is the accrediting body for Veterinary Technology Programs. New vet tech programs become eligible for accreditation after its first class of students have completed 2/3 of the program. The AVMA has recently accepted our application for accreditation and an Accreditation Site Visit has been scheduled for February 2017.</p>
One-Year Certificates						
Dental Assistant Cert.	Yes	<p>BORID and ADA</p> <p>Dental Assistant information is available on the departmental webpage:</p> <p>http://www.massasoit.edu/academics/certificate-programs/dental-assistant/index</p>	<p>Course Competencies and CDA Exam</p>	<p>Course instructor, Department Chair, and DANB evaluate the evidence.</p>	<p>Faculty Reassignments and course content</p>	<p>CODA 2012-2013 and Yearly by Director</p>
Medical Assistant Cert.	Yes	<p>Outcomes are available in the department chair's office.</p> <p>Medical Assistant Certificate information is available on the departmental webpage:</p> <p>http://www.massasoit.edu/academics/certificate-programs/medical-assistant/index</p>	<p>National Exams (AAMA) Competencies</p>	<p>Faculty and national exams results</p>	<p>Medical Assisting complies with the standards of the CAAHEP accrediting board</p>	<p>May 2015</p>

Office Technologies	Yes	Departmental webpages for each course	Problem-based assessments	Individual instructors through their own rubrics	Courses are continually updated to encompass current technology	April 2016
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Institutions selecting E1a should also include E1b.

OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *	(6) Date and nature of next scheduled review.
Child Care Education and Administration--Career Child Care Education and Administration--Transfer	Reaccreditation July 2015	The NAEYC Accreditation is based on seven standards. The requirements for maintaining accreditation is to continue to measure students learning by collecting data on key assessments embedded in the Standards and to utilize that data to inform teaching. The process requires a collaborative effort of faculty, students, and community stakeholders to assist in the evaluation of the department's mission statement, conceptual framework, and assessment tools to ensure student success in meeting the standards.	The five key assessments are Child Observation, Portfolio, Activities Catalog, Lesson Plan, and Student Teacher Final Competency Evaluation. These key assessments have been accepted by NAEYC for accreditation; they are required in multiple courses, and data has been collected since 2010. They were revised in 2013. The data has been shared with all faculty and used to inform teaching.	July 2022
Dental Assistant	CODA Accreditation with no reporting 2014	ADA/CODA Accreditation without reporting	CDA registered by state agency employment survey	2020 with annual survey
Medical Assistant	CAAHEP May 7, 2015	To have a community interest person permanently on the advisory board (confirmed)	National Examination AAMA	2024
Nursing	2012 ACEN Reaccreditation. Next site visit 2020. BORN March 2016 letter documenting full board approval status.	The ACEN report is based on six standards and criteria. The six standards include data relating to Mission and Administration capacity, Faculty and staff, Students, Curriculum, resources, and outcomes. The assessment plan is reviewed periodically and solicits input from outside sources (e.g., students, clinical instructors) to make program improvements, such as accurately published program offerings, supportive administrative staff, a well-organized master plan of education, substantial learning resources for student success, energetic faculty who are qualified, dedicated, and committed to the success of the program and student achievement, and adequate financial	Outcomes included performance on licensure exam, program completion, program satisfaction, and job placement.	The next scheduled ACEN report and site visit is due spring of 2020.

Radiologic Technology	December 2008	resources. After the previous accreditation that took place on 12/4- 12/5/2008 the report was based upon nine JRCERT standards. The current accreditation site visit will be based on six accreditation with thirteen objectives per standard. The JRCERT site visit will take place in December of 2016.	American registry of radiologic technology (ARRT) pass rate, employment rate and attrition rate, employer and student satisfaction rate averaged for 5 years should be greater than 75%. All the above are outcomes of the program effectiveness plan, which is published on the college's website under the radiography technology program. http://www.massasoit.edu/academics/academic-departments/nursing-allied-health/radiologic-technology/index	The interim report was sent on 7/2012. The next scheduled review of the self-study will be on 8/2016 and the site visit in 12/2016.
Respiratory Care The Respiratory Care Program is issued a Certificate of Accreditation from The Commission on Accreditation for Respiratory Care (CoARC)	March 2015	The program is given accreditation in accordance with the Accreditation Standards for the Profession of Respiratory Care. The Standards are divided into five sections: (I) Program Administration and Sponsorship; (II) Institutional and Personnel Resources; (III) Program Goals, Outcomes, and Assessment; (IV) Curriculum; and (V) Fair Practices and Recordkeeping. Within each section, specific Standards elucidate the CoARC's requirements for accreditation. Following each Standard, there are items of evidence the program must supply to demonstrate compliance with the Standard. The evidence list is included to facilitate response to progress reports and accreditation actions by the CoARC, to help programs develop self-study reports, prepare for on-site visits, and support review of the program by the on-site team and the Commission. These items are the minimum information necessary to determine compliance and each item must be addressed. Additional information that the program believes supports compliance may also be provided. The CoARC also requires the program to submit an annual report due in July.	CRT Credentialing Success: 80% of total number of graduates obtaining NBRC CRT credential (3-year average) Retention/Attrition: 40% attrition of the total number of students in the enrollment cohort (3-year average) Positive (Job) Placement: 70% positive placement (3-year average) Graduate Survey – Overall Satisfaction: At least 80% of returned graduate surveys rating overall satisfaction 3 or higher on a 5-point Likert scale. Graduate Survey – Participation: 50% of the graduates have returned surveys (3-year average) Employer Survey – Overall Satisfaction: At least 80% of returned employer surveys rating overall satisfaction 3 or higher on a 5-point Likert scale. Employer Survey – Participation: 50% of the employers have returned surveys (3-year average) On-Time Graduation Rate: 70%	2025; the program received a 10 year accreditation

This is effective with the submission of the 2015 Annual

				Report of Current Status	
Veterinary Technology	Candidate for AVMA accreditation. Site visit scheduled for February 8-10, 2017.	N/A	N/A	N/A	N/A
Paramedic Certificate	Candidate for CoAEMSP accreditation. Site visit planned for April/May 2017. CoAEMSP has yet to set specific dates.	N/A	N/A	N/A	N/A

*Record results of key performance indicators in form S3.

Institutions selecting E1b should also include E1a.

APPENDIX C - STUDENT SUCCESS FORM (S SERIES)

Form S1. RETENTION AND GRADUATION RATES						
Student Success Measures/ Prior Performance and Goals		3 Years Prior	2 Years Prior	1 Year Prior	Most Recent Year (2016)	Goal 2 Years Forward
		2013	2014	2015	2016	2016-2017
IPEDS Retention Data (Fall-to-Fall Retention)						
Associate degree students Full Time/Part Time rates		57%; 45% 2011 cohort	61%; 48% 2012 cohort	58%; 46% 2013 cohort	57%; 48% 2014 cohort	59% 48% 2015
Bachelor's degree students						
IPEDS Graduation Data (150%)						
Associate degree students		14% 2009 cohort	15% 2010 cohort	15% 2011 cohort	16% 2012 cohort	15% 2013 cohort
Bachelor's degree students						
Other Undergraduate Retention Rates (1)						
a	Fall-to-Fall Retention (DHE, First-time Full-Time, Degree-Seeking): Retained anywhere	69%	63%	62%	NA	63%
b	Annual course completion rate (all credit courses)	77%	76%	76%	76%	77%
Other Undergraduate Graduation Rates (2)						
a	IPEDS (200%) Graduation rate (4 yrs)	18% 2008 cohort	20% 2009 cohort	20% 2010 cohort	21% 2011 cohort	22% 2012
b	IPEDS Outcomes Measures (OM): First-time, full-time, after 6 years; 8 years	2004 cohort	2005 cohort	2006 cohort	21%; 25% 2007 cohort	21% 25% 2008 cohort
c	IPEDS Outcomes Measures (OM): First-time, part-time, after 6 years; 8 years				22%; 26% 2007 cohort	22% 26% 2008
d	IPEDS Outcomes Measures (OM): Transfer-ins, full-time, after 6 years; 8 years				31%; 35% 2007 cohort	31% 35% 2008
e	IPEDS Outcomes Measures (OM): Transfer-ins, part-time, after 6 years; 8 years				48%; 2007 cohort	48% 2008
Graduate programs *						
Retention rates first-to-second year (3)						
Graduation rates @ 150% time (4)						
Distance Education						
Course completion rates (5)		72.5%	70.4%	69.4%	68.2%	70%
Retention rates (6)		NA	NA	NA	NA	NA
Graduation rates (7)		NA	NA	NA	NA	NA
Branch Campus and Instructional Locations						
Canton Campus Course completion rate (8)		79.5%	78.1%	78.2%	79.0%	78.5%
Retention rates (9)		NA	NA	NA	NA	NA
Graduation rates (10)		NA	NA	NA	NA	NA
Middleborough Center Course completion rate (8)		79.5%	81.6%	82.9%	82.9%	83%
Retention rates (9)		NA	NA	NA	NA	NA
Graduation rates (10)		NA	NA	NA	NA	NA
Definition and Methodology Explanations						
1	Calculated and tracked by the Mass. State DHE based on unit record data that college submits through their HEIRS data system.					
2	IPEDS 200% graduation rate (within four years for an associate degree), gives original cohort (first-time, full-time, degree-seeking) additional time. IPEDS Outcomes Measures (OM) : tracks an expanded cohort of new students (includes transfers and part-time students) over a longer time period (after 6 and 8 years). First required report 2016.					
3						
4						
5	Number of earned credits/number of attempted credits in distance education courses.					
6	Students can and do choose distance education courses, traditional face-to-face, or a combination. We do not calculate retention					
7	and graduation rates separately for distance education.					
8	Number of earned credits/number of attempted credits in courses at this location.					
9	Students can and do choose courses at any location and/or online. We do not calculate retention and graduation rates separately by					
10	campus/location.					

Form S2. OTHER MEASURES OF STUDENT ACHIEVEMENT AND SUCCESS						
Measures of Student Achievement and Success/ Institutional Performance and Goals		3 Years Prior	2 Years Prior	1 Year Prior	Most Recent Year (2016)	Goal for 2016-2017
		2013	2014	2015	2016	2016-2017
Success of Students Pursuing Higher Degree						
1	IPEDS Transfer out rate (150% time): First-time, full-time, degree-seeking; does not include those who graduate prior to transfer.	21% 2009 cohort	22% 2010 cohort	22% 2011 cohort	22% 2012 cohort	22% 2013
2	IPEDS OM Transfer without award: First-time, full-time , within 8 years				32% 2007 cohort	32% 2008
3	IPEDS OM Transfer without award: First-time, part-time , within years				24% 2007 cohort	24% 2008
4	IPEDS OM Transfer without award: Transfer-ins, full-time, within 8 years				38% 2007 cohort	38% 2008
5	IPEDS OM Transfer without award: Transfer-ins, part-time, within 8 years				22% 2007 cohort	22% 2008
6	Transfer <u>After</u> graduation (within one year, per follow up surveys and National Student Clearinghouse)	2012 44%	2013 45%	2014 42%	2015 43%	2016 44%
Definition and Methodology Explanations						
Rates at Which Graduates Pursue Mission-Related Paths (e.g., Peace Corps, Public Service Law)						
1						
2						
3						
4						
Definition and Methodology Explanations						
Rates at Which Students Are Successful in Fields for Which They Were Not Explicitly Prepared						
1						
2						
3						
4						
Definition and Methodology Explanations						
Documented Success of Graduates Achieving Other Mission-Explicit Achievement (e.g., Leadership, Spiritual Formation)						
1						
2						
3						
Definition and Methodology Explanations						
Other (Specify Below)						
1						
2						
Definition and Methodology Explanations						

Form S3. LICENSURE PASSAGE AND JOB PLACEMENT RATES						
		3 Years Prior	2 Years Prior	1 Year Prior	Goal Most Recent Year	Goal for 2016-2017
		2013	2014	2015	2016	2016-2017
State Licensure Passage Rates *						
1	Nursing Exam (NCLEX) Pass Rate (RN only)	88%	75%	80%	80%	82%
National Licensure Passage Rates *						
1						
2						
Job Placement Rates **		2012 grads	2013 grads	2014 grads	2015 grads	
1	Architectural Technology	50%	100%	NA	**+	**+
2	Business Administration	75%	97%	94%		
3	Child Care Ed. & Admin.	100%	100%	100%		
4	Computer Information Systems	100%	67%	100%		
5	Criminal Justice	69%	100%	83%		
6	Culinary Arts	NA	100%	NA		
7	Diesel Technology	100%	NA	NA		
8	Electronic Technology	NA	100%	NA		
9	Fire Science Technology	100%	NA	100%		
10	Heating, Ventilation & Air Conditioning Tech.	100%	100%	NA		
11	Human Services	100%	NA	100%		
12	Liberal Arts	89%	93%	95%		
13	Liberal Arts—Media Studies	100%	100%	100%		
14	Liberal Arts Transfer	80%	100%	100%		
15	Nurse Education	100%	100%	96%		
16	Radiologic Technology	75%	100%	100%		
17	Respiratory Care	100%	100%	83%		
18	Telecommunications	100%	100%	100%		
19	Visual Arts	NA	100%	NA		
<p>* For each licensure exam, give the name of the exam above along with the number of students for whom scores are available and the total number of students eligible to take the examination (e.g. National Podiatric Examination, 12/14). In following columns, report the passage rates for students for whom scores are available, along with the institution's goals for succeeding years.</p> <p>** For each major for which the institution tracks job placement rates, list the degree and major, and the time period following graduation for which the institution is reporting placement success (e.g., Mechanical Engineer, B.S., six months). In the following columns, report the percent of graduates who have jobs in their fields within the specified time.</p>						
Institutional Notes of Explanation						
a	** %Employed is based on number reported as working divided by number completed the one-year follow up survey conducted as part of requirements for Perkins/Career & Tech Ed. (Students surveyed in 3-4 rounds of mailings, from 9 to 18 months after graduation.) NA=no response to survey.					
b	**+Goal is to maintain/increase placement rates, especially focusing on programs with lower rates, through contact and follow up with graduates.					

Form S4. COMPLETION AND PLACEMENT RATES FOR SHORT-TERM VOCATIONAL TRAINING PROGRAMS FOR WHICH STUDENTS ARE ELIGIBLE FOR FEDERAL FINANCIAL AID						
	3 Years Prior	2 Years Prior	1 Year Prior	Goal Most Recent Year	Goal for 2016-2017	
	2013	2014	2015	2016	2016-2017	
Completion Rates *						
1	Dental Assistant Cert.	94%	67%	71%	***+	**+
2	Medical Assistant Cert.	89%	69%	100%		
3	Office Technologies Cert.	15%	NA	NA		
4	Biotechnology Certificate	NA	55%	23%		
5	Child Care Certificate	29%	78%	21%		
6	Computerized Accounting Cert	50%	100%	40%		
7	Direct Support Cert in Human Services (DDS)	75%	50%	100%		
8	Insurance Billing Specialist Cert.	82%	100%	89%		
9	Law Enforcement Cert.	100%	100%	100%		
10	Microsoft Office Specialist Cert.	86%	100%	83%		
Placement Rates **						
		2012 grads	2013 grads	2014 grads	2015 grads	
1	Dental Assistant Cert.	100%	100%	100%	***+	***+
2	Medical Assistant Cert.	100%	100%	NA	***+	
3	Office Technologies Cert.	100%	NA	NA	NA	
4	Biotechnology Certificate	NA	100%	50%	NA	
5	Child Care Certificate	NA	100%	100%	NA	
6	Computerized Accounting Cert	NA	67%	100%	NA	
7	Direct Support Cert in Human Services (DDS)	100%	NA	NA	NA	
8	Insurance Billing Specialist Cert.	100%	100%	100%	***+	
9	Law Enforcement Cert.	NA	NA	NA	***+	
10	Microsoft Office Specialist Cert.	NA	100%	100%	***+	
11	Pastry Cert.	NA	NA	100%	NA	
12	Phlebotomy Cert.	100%	NA	100%	NA	
13	MRI Cert.	100%	NA	100%	NA	
<p>* List each short-term vocational training program separately. In the following columns indicate the annual weighted average completion rate for the most recent and two prior years. In the final two columns, list institutional goals for the next two years.</p>						
Institutional Notes of Explanation						
<p>*Students may complete coursework at own pace, going part time if they want. % Completion is number graduating in spring divided by number enrolled in Fall. Rate not reported for programs <5 enrolled.</p>						
<p>***%Employed is based on number reported as working divided by number completing the one-year follow up survey conducted as part of requirements for Perkins/Career & Tech Ed. (Students surveyed in 3-4 rounds of mailings, from 9 to 18 months after graduation.) An NA indicates that no graduates responded to the survey in a particular year for that program or that there were <5 graduates that year.</p>						
<p>***+Goal is to maintain/increase placement rates, especially focusing on programs with lower rates, through contact and follow up with graduates.</p>						

APPENDIX D - MOST RECENT AUDITED FINANCIAL STATEMENTS

MASSASOIT COMMUNITY COLLEGE

(an agency of the Commonwealth of Massachusetts)

FINANCIAL STATEMENTS

JUNE 30, 2015

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

Financial Statements

June 30, 2015

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INDEPENDENT AUDITORS' REPORT

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

Report on the Financial Statements

We have audited the accompanying financial statements of Massasoit Community College (an agency of the Commonwealth of Massachusetts) (the "College"), which comprise the statement of net position as of June 30, 2015, the related statements of revenues and expenses, changes in net position and cash flows for the year then ended, and the related notes to the financial statements. We also audited the financial statements of Massasoit Community College Foundation, Inc. (the "Foundation") as of June 30, 2015.

Management's Responsibility for the Financial Statements

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

Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the net position of Massasoit Community College as of June 30, 2015, and the changes in net position and cash flows for the year then ended, in conformity with accounting principles generally accepted in the United States of America.

Emphasis of Matter

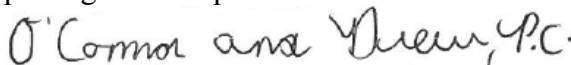
As discussed in Note 2 to the financial statements, GASB Statement No. 68, *Accounting and Financial Reporting for Pensions – an amendment of GASB Statement No. 27*, is effective for fiscal 2015 and required the College to restate beginning net position to recognize its proportionate share of the net pension obligation determined for the Massachusetts State Employees' Retirement System. Our opinion is not modified with respect to this matter.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that management's discussion and analysis on pages 3-13, the schedule of proportionate share of net pension liability on page 41, the schedule of contributions on page 42 and the notes to the required supplementary information on page 43 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated October 21, 2015, 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 to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the College's internal control over financial reporting and compliance.


Certified Public Accountants
Braintree, Massachusetts

October 21, 2015

MASSASOIT COMMUNITY COLLEGE

(an agency of the Commonwealth of Massachusetts)

Management's Discussion and Analysis (Unaudited)

June 30, 2015

The following discussion and analysis offers readers of Massasoit Community College's (the "College") financial statements a narrative overview of the financial position and activities of Massasoit Community College for the fiscal year ended June 30, 2015. This discussion was prepared by management and should be read in conjunction with the financial statements and the notes thereto, that is separately provided.

Massasoit Community College is a comprehensive public two-year institution of higher learning with approximately 7,900 students, 126 full-time and 623 part-time faculty members on campuses in Brockton and Canton, and the Middleborough Center, 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

The College's financial position is positive at June 30, 2015, with assets and deferred outflows of resources totaling \$57.8 million, liabilities and deferred inflows of resources totaling \$28.5 million, and a net position of \$29.3 million. 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 2015 is 7.40%. This ratio was impacted by the adoption of GASB 68 and the net pension liability. The Return on Net Position Ratio determines whether an institution is financially better off than in previous year by measuring total economic return. This ratio for fiscal year 2015 is .03%. The Net Operating Revenue Ratio indicates whether total operating activities result in a surplus or deficit for the fiscal year this ratio is a small deficit of (.25)% in fiscal year 2015. The Viability Ratio measures the availability of expendable net position to cover debt. This ratio for fiscal year 2015 is 63.04%. Overall, the College's revenues (Operating and Non-Operating) grew by \$2.45 million or 3.6%. This growth can be attributed to an increase in state appropriations to cover collective bargaining costs and additional funds from the funding allocation. In addition, revenues from student fees grew by \$465,000 or 1.6%. The college also realized an increase in Grants and Contracts revenues of \$1,911,000 or 15.5% largely due to the Department of Labor TAACCCT grant. Lastly, the college investment portfolio had a gain of approximately \$348,000.

Operating Expenditures increased by 7.7%. These increases are directly attributed to collective bargaining costs, increase to fringe benefits, grants and contract expenditures, and depreciation expense related to the addition of capital assets.

MASSASOIT COMMUNITY COLLEGE

(an agency of the Commonwealth of Massachusetts)

Management's Discussion and Analysis (Unaudited) - Continued

June 30, 2015

OVERVIEW OF THE FINANCIAL STATEMENTS

This discussion and analysis is intended to serve as an introduction to Massasoit Community College's basic financial statements. Massasoit Community College's basic financial statements comprise two 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 in a manner similar to a private sector college. The College's financial report includes four financial statements: the Statement of Net Position, the Statement of Revenues and Expenses, the Statement of Changes in Net Position and the Statement of Cash Flows.

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. This year the adoption of GASB 68, *Accounting and Financial Reporting for Pensions – an amendment of GASB Statement no. 27*, is reflected in the financial statements for the College. Please see notes to the financial statements for further information. A description of the financial statements follows.

The *Statement of Net Position* presents information on all of Massasoit Community College's assets, deferred outflows, liabilities, and deferred inflows with the difference being reported as *net position*. Over time, increases or decreases in net position may serve as a useful indicator of whether the financial position of Massasoit Community College is improving or deteriorating. GASB 39, adopted as of July 1, 2003 requires the Foundation's net assets be included in the College's Statement of Net Position.

The *Statement 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 accrual for compensated absences). GASB 39 requires the Foundation's revenues and expenditures are included in the College's Statement of Revenues, Expenses and Changes in Net Position.

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

Management's Discussion and Analysis (Unaudited) - Continued

June 30, 2015

The *Statement 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 Government 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 statement of cash flow.

The financial statements can be found on pages 14-17 of this report.

Massasoit Community College reports its activity as a business - type activity using the full accrual measurement focus and basis of accounting. The College is a component unit 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 in its government - wide financial statements.

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 to the financial statements can be found on pages 18-40 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. Massasoit Community College realized a slight net loss for the year ended June 30, 2015 which resulted in a Return on Operating Revenue for the year ended June 30, 2015 of (.25)%. This ratio indicates whether total operating activities resulted in a surplus or deficit. Two other key indicators of how the College is functioning are the Viability Ratio and the Return on Net Position. For the year ended June 30, 2015 Massasoit Community College's Viability Ratio was 63.047%, and Return on Net Position ratio was .03%. This ratio measures total economic return.

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, 2015

Massasoit Community College's Condensed Statement of Net Position

	2015	(Restated) 2014
Current assets	<u>\$ 23,029,434</u>	<u>\$ 23,012,305</u>
Capital assets	<u>33,312,362</u>	<u>32,446,399</u>
Total Assets	56,341,796	55,458,704
 Deferred Outflows of Resources	 <u>1,461,994</u>	 <u>452,410</u>
 Total Assets and Deferred Outflows of Resources	 <u>\$ 57,803,790</u>	 <u>\$ 55,911,114</u>
 Current Liabilities	 12,226,471	 10,936,325
Non Current Liabilities	<u>15,124,064</u>	<u>15,665,936</u>
Total Liabilities	27,350,535	26,602,261
 Deferred Inflows of Resources	 <u>1,173,941</u>	 <u>-</u>
 Total Liabilities and Deferred Inflows of Resources	 \$ 28,524,476	 \$ 26,602,261
 Investment in capital assets	 24,909,706	 23,697,020
Restricted-expendable	1,354,030	2,275,394
Unrestricted	<u>3,015,578</u>	<u>3,336,439</u>
Total Net Position	29,279,314	29,308,853
 Total Liabilities, Deferred Inflows and Net Position	 <u>\$ 57,803,790</u>	 <u>\$ 55,911,114</u>

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

Management's Discussion and Analysis (Unaudited) - Continued

June 30, 2015

Massasoit Community College's Condensed Statement of Revenue and Expenses

	2015	(Restated) 2014
Operating Revenues:		
Tuition and fees	\$ 29,640,378	\$ 29,174,934
Less: Scholarships and fellowships	(2,605,065)	(2,711,135)
Operating grants and contributions	16,570,297	15,353,871
Other operating revenue	658,226	558,101
Sales and services of auxiliary enterprises and other sources	<u>884,632</u>	<u>857,632</u>
Total operating revenues	<u>45,148,468</u>	<u>43,233,403</u>
Operating Expenses:		
Instruction	18,942,643	17,987,571
Public service	238,849	213,020
Academic support	12,914,706	11,406,839
Student services	7,033,955	5,675,677
Institutional support	11,919,153	11,919,307
Operation and maintenance of plant	5,607,814	5,242,236
Auxiliaries	1,180,300	1,136,791
Scholarships and fellowship	11,885,958	11,018,776
Depreciation	<u>1,637,301</u>	<u>1,665,780</u>
Total operating expenses	<u>71,360,679</u>	<u>66,265,997</u>
Net Operating Loss	<u>(26,212,211)</u>	<u>(23,032,594)</u>
Non-Operating Revenues (Expenses):		
State appropriation, including fringe benefits provided to employees by the Commonwealth, net of tuition remitted to the Commonwealth	26,025,242	24,546,186
Investment income	347,975	1,301,948
Interest expense	<u>(376,305)</u>	<u>(390,440)</u>
Total Non-Operating Revenues (Expenses)	<u>25,996,912</u>	<u>25,457,694</u>

MASSASOIT COMMUNITY COLLEGE

(an agency of the Commonwealth of Massachusetts)

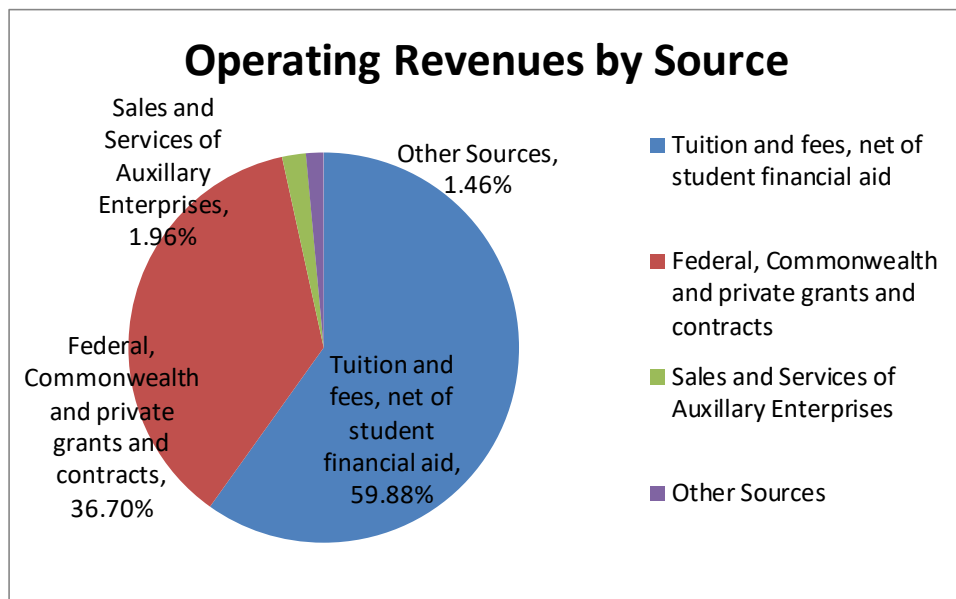
Management's Discussion and Analysis (Unaudited) - Continued

June 30, 2015

Massasoit Community College's Condensed Statement of Revenue and Expenses - Continued

	<u>2015</u>	(Restated) <u>2014</u>
Income (Loss) before capital appropriations	(215,299)	2,425,100
Capital appropriations	<u>185,760</u>	<u>1,808,756</u>
Increase (Loss) in net position	<u>\$ (29,539)</u>	<u>\$ 4,233,856</u>

Massasoit Community College – Operating Revenues by Source



MASSASOIT COMMUNITY COLLEGE

(an agency of the Commonwealth of Massachusetts)

Management's Discussion and Analysis (Unaudited) - Continued

June 30, 2015

Highlights of operating revenue activity for the year include:

- Tuition and fees increased by \$465,444 in total compared to the previous year. There was a \$10 increase in the College Fee for this fiscal year. Total credit hours were down for this fiscal year but due to the College Fee increase tuition and fees have increased for the fiscal year.
- An increase of \$1,911,324 or 16% in Federal, Commonwealth, local, private grants and contracts was mainly due to an increase in Federal and private grants. The Federal Department of Labor TAACCCT Grant award was accounted for most of the increase in the Federal Grants line.
- An increase of \$27,000 or 3% in sales and services of auxiliary enterprises was due to changes made by management; adding more meal options, setting up a digital menu board above the serving line in the cafeteria, posting a weekly menu on the College's webpage, and not increasing meal prices.
- An unrealized gain of \$347,975 in investment income for the year ended June 30, 2015 was due to the favorable market conditions in 2015 bringing the market value of the portfolio to \$10 million at fiscal year-end.
- Tuition and fees received by Massasoit Community College included the following for the year ended June 30, 2015:

	<u>2015</u>	<u>2014</u>	<u>Change</u>
Tuition	\$ 5,519,633	\$ 5,579,020	\$ (59,387)
General College fees	22,046,589	21,341,065	705,524
Technology fees	1,203,956	1,247,397	(43,441)
Course fees	465,803	515,737	(49,934)
Other tuition and fees	<u>404,397</u>	<u>491,715</u>	<u>(87,318)</u>
Total tuition and fees	<u>\$ 29,640,378</u>	<u>\$ 29,174,934</u>	<u>\$ 465,444</u>

MASSASOIT COMMUNITY COLLEGE

(an agency of the Commonwealth of Massachusetts)

Management's Discussion and Analysis (Unaudited) - Continued

June 30, 2015

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

- Two Federal Adult Basic Education grants received \$269,227 in total. The previous fiscal year's amount was \$250,743. This represents an increase of \$18,484.
- A Federal Perkins Vocational and Technical Education received \$134,261. The previous fiscal year's Perkins grant amount was \$184,970. This represents a decrease in funding of \$50,709.
- A Federal TRIO grant received \$328,829 from the U.S. Department of Education. The previous fiscal year's amount was \$245,234. This represents an increase of \$83,595 in federal funding.
- A Gateway to College Program brought in \$697,251 compared to \$675,108 last year. This is an increase of \$22,143. The Gateway to College Grant has become a self-sustaining program with increased revenue each year.
- Massasoit received a Department of Labor Transformation Agenda Grant for a four-year period from FY 2012 through FY 2015. This fiscal year the grant had expenditures of \$128,137.
- Massasoit received a Department of Labor Trade Adjustment assistance Community College and Career Training which Massasoit is the lead institution. The grant had reimbursable expenses of \$1,105,135.
- The College received funding of \$141,361 for the Performance Incentive Grant or Vision Project II.
- The National Science Foundation Grant, a reimbursement grant had expenditures and receipts totaling \$28,357 for this year. Last year, the grant had receipts and expenditures of \$50,358.
- The College received a Title III Grant – Project STARS authorized for \$2 million; the funding this year was \$461,241.
- The College received \$313,283 for the STEM Starter Academy Grant for the fiscal year.
- Other grants that received funding during this fiscal year included Workforce Training Grant for \$49,803 Dual Enrollment Grant for \$28,100, MCAS grant for \$49,830, Department of Developmental Services for \$36,035.

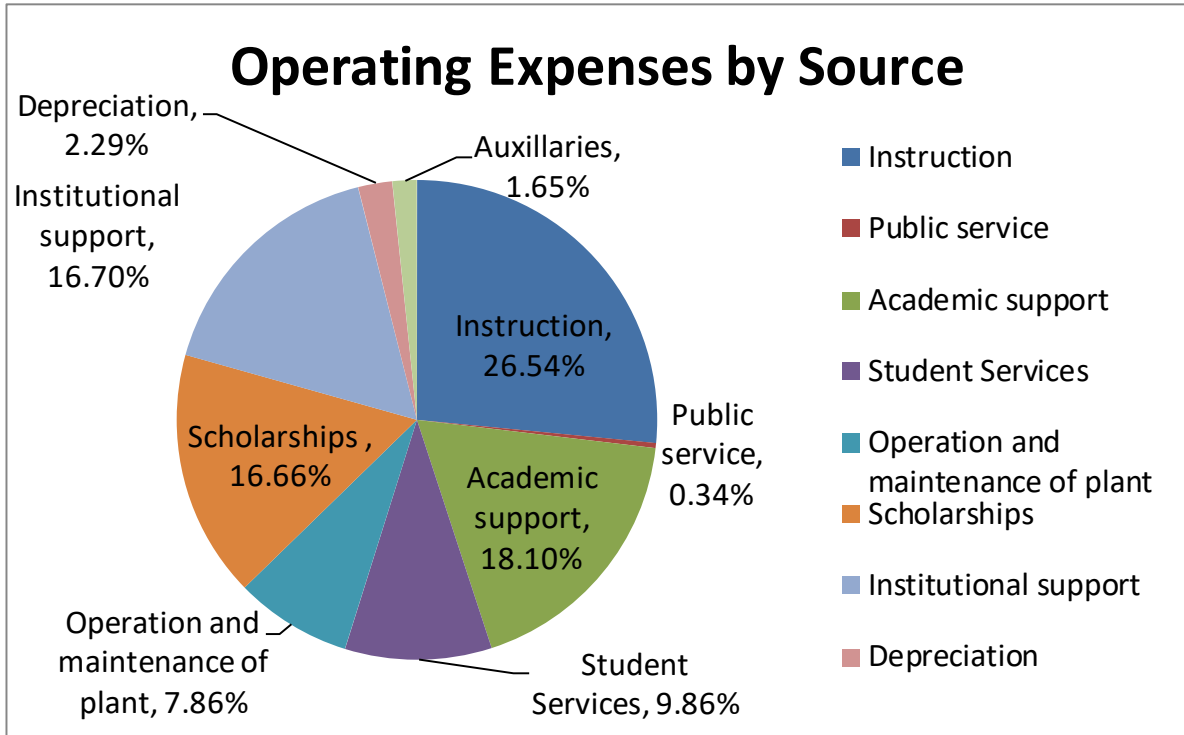
MASSASOIT COMMUNITY COLLEGE

(an agency of the Commonwealth of Massachusetts)

Management's Discussion and Analysis (Unaudited) - Continued

June 30, 2015

Massasoit Community College - Operating Expenses by Source



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

Management's Discussion and Analysis (Unaudited) - Continued

June 30, 2015

Highlights of operating expense activity include:

- The overall operating expenditures increased by 7.7%. These increases are directly attributed to collective bargaining costs, increase to fringe benefits, and grant and contract expenditures.
- The increase eligibility for Federal Pell Grant as enrolled students have more financial aid needs and the economy remains the same as in recent years. Scholarship expenditures increased 8% over the previous year.
- The amount of State appropriation covers approximately 75% of payroll and fringe chargebacks. As the payroll expenditures increase, the College must use local operating funds to cover the balance of the 25% for payroll. Additionally related fringes at the rate of 27.27% charged for the locally funded payroll were also expended out of local operating funds. The fringe rate also increased 1% from 26.26% to 27.27%.in fiscal year 2015.
- Accruals for compensated absences have also increased expenses for operational departments this fiscal year.
- Capital projects includes Phase II, Phase III renovations of the Student Center, Fire Alarm upgrades in Canton and other capital projects.
- TAACCCT grant expenses are included in the Academic Support category. Massasoit is the lead institution with the other state community colleges reporting as sub-recipients to this Department of Labor grant.
- An increase of bad debt expense occurred in this fiscal year.
- Operation and maintenance of plant had an increase in utility costs for the fiscal year.

For non-operating revenues and expenses, the Commonwealth's unrestricted appropriation, including fringe benefits, net of tuition remissions, and special appropriation increased by \$1.5 million. This is a result of the increase amount of state appropriation to cover collective bargaining costs and an additional \$629,000 for Formula Funding adjustment. An offset of \$296,000 in a 9C reduction was also recorded this fiscal year. Unrealized appreciation from investment in the Commonfund totaled \$348,000. 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.

MASSASOIT COMMUNITY COLLEGE

(an agency of the Commonwealth of Massachusetts)

Management's Discussion and Analysis (Unaudited) - Continued

June 30, 2015

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 - Massasoit Community College's investment in capital assets as of June 30, 2015 amounts to \$33,312,362 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. Capital assets increased during the year by \$ 865,963 net. This increase was mainly due to additional capital projects resulting in an increase in depreciation of capital assets added.

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 page 28 of this report.

Long-Term Debt. Massasoit Community College long-term debt consists of the accruals for compensated absences, workmen's compensation, 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.

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)

Statement of Net Position

June 30, 2015

Assets and Deferred Outflows of Resources

	<u>Primary Government</u>	<u>Component Unit</u>
	<u>College</u>	<u>Foundation</u>
Current Assets:		
Cash and equivalents	\$ 4,555,390	\$ 383,804
Deposits held by state treasurer	3,706,297	-
Cash held by state treasurer	915,320	-
Investments	10,045,388	551,744
Accounts receivable, net	3,722,865	-
Other current assets	<u>84,174</u>	<u>-</u>
Total Current Assets	<u>23,029,434</u>	<u>935,548</u>
Non-Current Asset:		
Capital assets, net	<u>33,312,362</u>	<u>673,891</u>
Total Assets	<u>56,341,796</u>	<u>1,609,439</u>
Deferred Outflows of Resources:		
Change in plan actuarial assumptions	64,186	-
Change in proportion due to internal allocation	739,751	-
Contributions made after the measurement date	<u>658,057</u>	<u>-</u>
Total Deferred Outflows of Resources	<u>1,461,994</u>	<u>-</u>
Total Assets and Deferred Outflows of Resources	<u>\$ 57,803,790</u>	<u>\$ 1,609,439</u>

Liabilities, Deferred Inflows of Resources and Net Position

Current Liabilities:		
Accounts payable	\$ 1,607,475	\$ 7,750
Accrued payroll	3,725,965	-
Accrued compensated absences	2,799,249	-
Accrued workers' compensation benefits	116,806	-
Current portion of notes payable	359,136	-
Student deposits and unearned revenues	<u>3,617,840</u>	<u>-</u>
Total Current Liabilities	<u>12,226,471</u>	<u>7,750</u>
Non-Current Liabilities:		
Accrued compensated absences	951,575	-
Accrued workers' compensation	419,003	-
Notes payable, net of current portion	8,043,520	-
Net pension liability	<u>5,709,966</u>	<u>-</u>
Total Non-Current Liabilities	<u>15,124,064</u>	<u>-</u>
Total Liabilities	<u>27,350,535</u>	<u>7,750</u>
Deferred Inflows of Resources:		
Differences between projected and actual earnings on plan investments	1,171,964	-
Changes in proportion from Commonwealth	<u>1,977</u>	<u>-</u>
Total Deferred Inflows of Resources	<u>1,173,941</u>	<u>-</u>
Net Position:		
Net investment in capital assets	24,909,706	673,891
Restricted-expendable	1,354,030	688,354
Unrestricted	<u>3,015,578</u>	<u>239,444</u>
Total Net Position	<u>29,279,314</u>	<u>1,601,689</u>
Total Liabilities, Deferred Inflows and Net Position	<u>\$ 57,803,790</u>	<u>\$ 1,609,439</u>

MASSASOIT COMMUNITY COLLEGE**(an agency of the Commonwealth of Massachusetts)****Statement of Revenues and Expenses****For the Year Ended June 30, 2015**

	Primary <u>Government</u>	Component <u>Unit</u>
	<u>College</u>	<u>Foundation</u>
Operating Revenues:		
Tuition and fees	\$ 29,640,378	\$ -
Less: scholarships and fellowships	<u>2,605,065</u>	<u>-</u>
Net tuition and fees	27,035,313	-
Federal grants and contracts	14,220,933	-
State grants and contracts	2,064,572	-
Private grants and contracts	284,792	-
Gifts and contributions	-	170,365
Auxiliary enterprises	884,632	-
Other operating revenues	<u>658,226</u>	<u>108,919</u>
Total Operating Revenues	<u>45,148,468</u>	<u>279,284</u>
Operating Expenses:		
Instruction	18,942,643	-
Scholarships and fellowships	11,885,958	140,086
Academic support	12,914,706	-
Student services	7,033,955	-
Institutional support	11,919,153	109,429
Public service	238,849	-
Operation and maintenance of plant	5,607,814	-
Depreciation	1,637,301	-
Auxiliary enterprises	<u>1,180,300</u>	<u>-</u>
Total Operating Expenses	<u>71,360,679</u>	<u>249,515</u>
Net Operating Income (Loss)	<u>(26,212,211)</u>	<u>29,769</u>
Non-Operating Revenues (Expenses):		
State appropriations, net	26,025,242	-
Investment income, net	347,975	7,564
Interest expense	<u>(376,305)</u>	<u>-</u>
Net Non-Operating Revenues	<u>25,996,912</u>	<u>7,564</u>
Increase (Decrease) in Net Position Before Capital Appropriations	(215,299)	37,333
Capital Appropriations	<u>185,760</u>	<u>-</u>
Increase (Decrease) in Net Position	<u>\$ (29,539)</u>	<u>\$ 37,333</u>

See accompanying notes to the financial statements.

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

Statement of Changes in Net Position

For the Year Ended June 30, 2015

	<u>College</u>			
	<u>Net investment in capital assets</u>	<u>Restricted Expendable</u>	<u>Unrestricted Net Position</u>	<u>Total</u>
Balance at June 30, 2014, as previously reported	\$ 23,697,020	\$ 2,275,394	\$ 8,829,739	\$ 34,802,153
Prior period adjustment - Implementation of newly effective accounting standard	-	-	(5,493,300)	(5,493,300)
Balance at June 30, 2014, as restated	23,697,020	2,275,394	3,336,439	29,308,853
Changes in net position	1,212,686	(921,364)	(320,861)	(29,539)
Balance at June 30, 2015	<u>\$ 24,909,706</u>	<u>\$ 1,354,030</u>	<u>\$ 3,015,578</u>	<u>\$ 29,279,314</u>

	<u>Component Unit</u>			
	<u>Net investment in capital assets</u>	<u>Restricted Expendable</u>	<u>Unrestricted Net Position</u>	<u>Total</u>
Balance at June 30, 2014	\$ 673,891	\$ 684,317	\$ 206,148	\$ 1,564,356
Changes in net position	-	4,037	33,296	37,333
Balance at June 30, 2015	<u>\$ 673,891</u>	<u>\$ 688,354</u>	<u>\$ 239,444</u>	<u>\$ 1,601,689</u>

See accompanying notes to the financial statements.

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

Statement of Cash Flows

For the Year Ended June 30, 2015

	<u>College</u>
Cash Flows from Operating Activities:	
Tuition and fees	\$ 27,083,030
Grants and contracts	16,312,925
Payments to employees	(37,902,438)
Payments to suppliers and vendors	(12,403,678)
Payments to students	(11,885,958)
Auxiliary enterprises disbursements	(1,180,300)
Auxiliary enterprises receipts	884,632
Other operating receipts	<u>658,226</u>
Net Cash Applied to Operating Activities	<u>(18,433,561)</u>
Cash Flows from Non-Capital Financing Activities:	
State appropriations	21,628,811
Tuition remitted to state	(693,381)
9C reduction payment	<u>(296,400)</u>
Net Cash Provided by Non-Capital Financing Activities	<u>20,639,030</u>
Cash Flows from Capital Financing Activities:	
Purchases of capital assets	(2,317,504)
Principal payments on notes payable	(346,723)
Interest paid on notes payable	<u>(376,305)</u>
Net Cash Applied to Capital Financing Activities	<u>(3,040,532)</u>
Cash Flows from Investing Activity:	
Interest on investments	<u>154</u>
Net Decrease in Cash and Equivalents	(834,909)
Cash and Equivalents, Beginning of Year	<u>10,011,916</u>
Cash and Equivalents, End of Year	<u>\$ 9,177,007</u>
Reconciliation of Net Operating Loss to Net Cash Applied to Operating Activities:	
Net operating loss	\$ (26,212,211)
Adjustments to reconcile net operating loss to net cash applied to operating activities:	
Depreciation	1,637,301
Bad debts	944,616
Fringe benefits provided by the state	5,386,212
Change in plan actuarial assumptions	(64,186)
Change in proportion due to internal allocation	(739,751)
Differences between projected and actual earnings on investments	1,171,964
Changes in proportion from Commonwealth	1,977
Changes in assets and liabilities:	
Accounts receivable	(1,504,808)
Other current assets	55,975
Contributions made after the measurement date	(205,647)
Accounts payable	316,408
Accrued payroll	464,885
Accrued compensated absences and workers' compensation	198,910
Student deposits and unearned revenues	350,538
Net pension activity	<u>(235,744)</u>
Net Cash Applied to Operating Activities	<u>\$ (18,433,561)</u>
Reconciliation of Cash and Equivalents Balance to the Statements of Net Position:	
Cash and equivalents	\$ 4,555,390
Cash held by state treasurer	915,320
Deposits held by state treasurer	<u>3,706,297</u>
Cash and equivalents, end of year	<u>\$ 9,177,007</u>
Non-Cash Transactions:	
Capital assets acquired through capital appropriations	<u>\$ 185,760</u>
Fringe benefits provided by the state	<u>\$ 5,386,212</u>
Unrealized gain on investments	<u>\$ 347,821</u>

See accompanying notes to the financial statements.

MASSASOIT COMMUNITY COLLEGE

(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements

June 30, 2015

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 Association of Schools and Colleges. 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 financial statements can be obtained from the Foundation's administrative office in Canton, 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 statement 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.

MASSASOIT COMMUNITY COLLEGE

(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2015

Note 1 - Summary of Significant Accounting Policies - Continued

Basis of Presentation and Accounting - Continued

The College has determined that it functions as a business-type activity as defined by GASB. The effect of inter-fund 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 statement 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 in accordance with GASB Statement No. 35. These non-operating activities include the College's operating and capital appropriations from the Commonwealth of Massachusetts, 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, reduced by the outstanding principal balances of borrowings that are attributable to the acquisition, construction, or improvement of those assets.

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

Notes to the Financial Statements - Continued

June 30, 2015

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

Net Position - Continued

Restricted - nonexpendable: Net position subject to externally imposed conditions that the College must maintain in perpetuity.

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

Unrestricted: All other categories of net position. Unrestricted net position may be designated by actions of the College's Board of Trustees.

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, 2015.

MASSASOIT COMMUNITY COLLEGE

(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2015

Note 1 - Summary of Significant Accounting Policies - Continued

Capital Assets

Real estate assets, including improvements, are generally stated at cost. 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. Interest costs on debt related to capital assets are capitalized during the construction period. Library materials are no longer capitalized and amortized. 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 5 to 40 years. 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.

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.

Fringe Benefits

The College participates in the Commonwealth's Fringe Benefit programs, including health insurance, unemployment, pension, workers' compensation benefits and certain post-retirement 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.

MASSASOIT COMMUNITY COLLEGE

(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2015

Note 1 - Summary of Significant Accounting Policies - Continued

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, 2015. The accrued sick leave balance represents 20% of amounts earned by those employees with ten or more years of State service at June 30, 2015. Upon retirement, these employees are entitled to receive payment for this accrued balance.

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 the related services are provided.

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.

Use of Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

MASSASOIT COMMUNITY COLLEGE

(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2015

Note 1 - Summary of Significant Accounting Policies - Continued

New Governmental Accounting Pronouncements

Fair Value Measurement and Application-GASB Statement 72, is effective for periods beginning after June 15, 2015. This Statement requires a government to use valuation techniques that are appropriate under the circumstances and for which sufficient data are available to measure fair value. The valuation techniques should be consistent with one or more of the following approaches: the market approach, the cost approach or the income approach. Valuation methodologies should maximize the use of relevant observable inputs and minimize the use of unobservable inputs. GASB 72 establishes a hierarchy of inputs to valuation techniques used to measure fair value, which are as follows: Level 1 inputs are unadjusted quoted prices in active markets for identical assets or liabilities. Level 2 inputs are inputs, other than quoted prices, included within Level 1 that are observable, directly or indirectly. Level 3 inputs are unobservable inputs such as management's assumptions about certain factors affecting the value of the asset or liability. Management is in the process of evaluating the implementation of this Statement, but does not expect any material effect to its financial position.

Accounting and Financial Reporting for Pensions and Related Assets that are not within the Scope of GASB Statement 68, and Amendments to Certain Provisions of GASB Statements 67 and 68 – GASB Statement 73. The provisions of this Statement applicable to the College are effective for periods beginning after June 15, 2015. The purpose of these provisions is to clarify and enhance certain reporting requirements of GASB Statements 67 and 68. GASB Statement 68 was implemented during the fiscal year ended June 30, 2015. Management has not yet evaluated the effects of the implementation of GASB Statement 73.

MASSASOIT COMMUNITY COLLEGE

(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2015

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

New Governmental Accounting Pronouncements – Continued

Accounting and Financial Reporting for Postemployment Benefits Other than Pensions – GASB Statement 75, is effective for periods beginning after June 15, 2017. This Statement replaces Statement 45, *Accounting and Financial Reporting by Employers for Postemployment Benefits Other than Pension Plans* and Statement 57, *OPEB Measurements by Agent Employers and Agent Multiple-Employer Plans*. The objective of Statement 75 is to improve accounting and financial reporting by state and local governments for postemployment benefits other than pensions (“OPEB”). It also requires additional information by state and local governmental employers about financial support for OPEB that is provided by other entities. The Statement establishes standards for recognizing and measuring liabilities, deferred outflows and inflows of resources, and expense/expenditures. GASB 75 also identifies the assumptions and methods that are required to be used to project benefit payments, discount projected benefit payments to their actuarial present value and attribute that present value to periods of employee service for defined benefit OPEB. Management has not yet evaluated the effects of the implementation of this Statement.

The Hierarchy of Generally Accepted Accounting Principles for State and Local Governments – GASB Statement 76, supersedes similarly named Statement 55 and is effective for reporting periods beginning after June 15, 2015. The objective of this Statement is to identify, in the context of the current governmental financial reporting environment, the hierarchy of generally accepted accounting principles (“GAAP”). The hierarchy consists of the sources of accounting principles used to prepare financial statements of state and local governmental entities in conformity with GAAP and the framework for selecting those principles. GASB 76 reduces the GAAP hierarchy to two categories of authoritative GAAP and addresses the use of authoritative and non-authoritative literature in the event that the accounting treatment of a transaction or other event is not specified within a source of authoritative GAAP. Management is currently reviewing this pronouncement, implementation of which must be applied retroactively.

MASSASOIT COMMUNITY COLLEGE

(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2015

Note 2 - Implementation of Newly Effective Accounting Standard

As a result of implementing GASB Statement No. 68, *Accounting and Financial Reporting for Pensions - an amendment of GASB Statement No. 27*, the College has restated net position in the statement of net position by \$5,493,300 as of June 30, 2014. The prior period restatement of net position reflects the recognition of a net pension liability as of June 30, 2015, as required by the application of GASB 68.

	As Previously <u>Reported</u>	<u>Restated</u>
As of June 30, 2014:		
Deferred outflow	\$ -	\$ 452,410
Net pension liability	\$ -	\$ 5,945,710
Unrestricted net position	\$ 8,829,739	\$ 3,336,439

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 insured and collateralized by a third party.

Accounts payable and accrued payroll to be funded from state-appropriated funds totaled \$915,320 at June 30, 2015. 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, 2015 through MMARS were recorded in the sum of \$3,706,297.

MASSASOIT COMMUNITY COLLEGE
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Notes to the Financial Statements - Continued

June 30, 2015

Note 4 - Accounts Receivable

The accounts receivable balance is comprised of the following at June 30, 2015:

Student accounts receivable	\$ 5,496,622
Grants receivable	818,575
Other receivables	<u>253,667</u>
	6,568,864
Less: allowance for doubtful accounts	<u>(2,845,999)</u>
	<u><u>\$ 3,722,865</u></u>

Note 5 - Investments

College

At June 30, 2015, 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, 2015:

<u>Investment Maturities (in Years)</u>					
<u>Investment Type</u>	<u>Fair Value</u>	<u>Less Than 1</u>	<u>1-5</u>	<u>6-10</u>	<u>More Than 10</u>
<u>Debt Securities:</u>					
Bond mutual fund	\$ 2,611,614	\$ 43,205	\$ 462,177	\$ 518,173	\$ 1,588,059
U.S. Agencies	230,805	10,233	55,711	38,657	126,204
Certificates of deposit	<u>1,007,684</u>	<u>1,007,684</u>	<u>-</u>	<u>-</u>	<u>-</u>
	3,850,103	<u>\$ 1,061,122</u>	<u>\$ 517,888</u>	<u>\$ 556,830</u>	<u>\$ 1,714,263</u>
<u>Other Investment:</u>					
Equity mutual fund	<u>6,195,285</u>				
Total	<u>\$ 10,045,388</u>				

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

Notes to the Financial Statements - Continued

June 30, 2015

Note 5 - Investments - Continued

College - Continued

The bond mutual funds are unrated as they represent funds placed with one private investment institution, Commonfund. The U.S. Agencies' balance received an AGCY rating from Moody's in terms of credit risk quality ratings. At June 30, 2015, 90% of the College's investment portfolio consisted of funds held and managed by the Commonfund.

The College also has four certificates of deposit ("CD") with different financial institutions. The CD's generate interest at varying rates from 0.40% to 0.55% and all have an original maturity of 12 months from the date of purchase.

Foundation

Investments of the Foundation are stated at fair value and consist of the following at June 30, 2015:

Commonfund equity fund	\$ 191,212
Commonfund bond fund	90,307
Mutual funds	257,514
Equity securities	<u>12,711</u>
	<u><u>\$ 551,744</u></u>

The following schedule summarizes the net investment return and its classification in the statements of revenues and expenses for the year ended June 30, 2015:

Interest and dividend income	\$ 821
Investment expense	(1,928)
Net unrealized and realized gains	<u>8,671</u>
	<u><u>\$ 7,564</u></u>

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

Notes to the Financial Statements - Continued

June 30, 2015

Note 6 - Capital Assets

Capital asset activity for the year ended June 30, 2015 is as follows:

	Estimated lives (in years)	Beginning Balance	Additions	Retirements	Reclassifications	Ending Balance
Capital assets, not depreciated:						
Land	-	\$ 2,851,717	\$ -	\$ -	\$ -	\$ 2,851,717
Capital assets, depreciated:						
Buildings and improvements	10-40	67,155,345	2,431,525	-	-	69,586,870
Furnishings and equipment	5	11,528,486	71,739	35,664	-	11,564,561
Educational resource materials	5	96,295	-	-	-	96,295
Total depreciable assets		78,780,126	2,503,264	35,664	-	81,247,726
Total capital assets		81,631,843	2,503,264	35,664	-	84,099,443
Less: accumulated depreciation:						
Buildings and improvements		37,669,187	1,563,815	-	-	39,233,002
Furnishings and equipment		11,419,962	73,486	35,664	-	11,457,784
Educational resource materials		96,295	-	-	-	96,295
Total accumulated depreciation		49,185,444	1,637,301	35,664	-	50,787,081
Capital assets, net		\$ 32,446,399	\$ 865,963	\$ -	\$ -	\$ 33,312,362

Note 7 - Long-Term Liabilities

Long-term liabilities at June 30, 2015 consist of:

	(Restated) Beginning Balance	Additions	Reductions	Ending Balance	Current Portion
Notes payable	\$ 8,749,379	\$ -	\$ 346,723	\$ 8,402,656	\$ 359,136
Other long-term liabilities:					
Compensated absences	3,449,822	301,002	-	3,750,824	2,799,249
Workers' compensation	637,901	-	102,092	535,809	116,806
Net pension liability	5,945,710	-	235,744	5,709,966	-
Total long-term liabilities	\$ 18,782,812	\$ 301,002	\$ 684,559	\$ 18,399,255	\$ 3,275,191

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

Notes to the Financial Statements - Continued

June 30, 2015

Note 7 - Long-Term Liabilities – Continued

Notes Payable

The following is a summary of the College's notes payable for the year ended June 30, 2015:

Notes payable:

Note payable, Century Bank. Original amount of debt issued - \$1,075,742. Principal of \$63,279 is payable annually and interest is payable semiannually at 3.5%	\$ 759,345
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Note payable, Division of Capital Asset Management (DCAM). Original amount of debt issued - \$1,367,790. Principal and interest of \$105,150 is payable semi-annually with interest charged at 4.5%	1,181,261
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Note payable, Division of Capital Asset Management (DCAM). Original amount of debt issued - \$4,439,479. Principal and interest of \$341,290 is payable semi-annually with interest charged at 4.5%	4,150,084
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Note payable, Division of Capital Asset Management (DCAM). Original amount of debt issued - \$2,480,203. Principal and interest of \$184,117 is payable semi-annually with interest charged at 4.1%	<u>2,311,966</u>
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Notes payable	<u>\$ 8,402,656</u>
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MASSASOIT COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2015

Note 7 - **Long-Term Liabilities – Continued**

Notes Payable - Continued

Maturities of principal and interest subsequent to June 30, 2015 are as follows:

Fiscal Years <u>Ending June 30,</u>	<u>Principal</u>	<u>Interest</u>
2016	\$ 359,136	\$ 361,721
2017	372,092	346,446
2018	385,617	330,675
2019	399,735	314,312
2020	414,472	296,246
2021-2025	2,317,075	1,208,272
2026-2030	2,605,741	680,342
2031-2033	<u>1,548,788</u>	<u>132,582</u>
	<u>\$ 8,402,656</u>	<u>\$ 3,670,596</u>

Leases

The College leases various equipment under operating lease agreements. The following summarizes future minimum payments under non-cancelable leases subsequent to June 30, 2015:

Fiscal Years <u>Ending June 30,</u>	<u>Operating Leases</u>
2016	\$ 323,643
2017	202,066
2018	2,424
2019	<u>2,424</u>
	<u>\$ 530,557</u>

Rent expense for operating leases was \$325,672 for the year ended June 30, 2015.

MASSASOIT COMMUNITY COLLEGE

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Notes to the Financial Statements - Continued

June 30, 2015

Note 8 - Pensions

Defined Benefit Plan Description

The College makes contributions for employees paid by state appropriations through a benefit charge assessed by the Commonwealth. Such pension expense amounted to \$586,670 for the year ended June 30, 2015. Employees, who contribute a percentage of their regular compensation, fund the annuity portion of the retirement System. Annual covered payroll was approximately 70% of total related payroll for fiscal year end 2015.

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 a stand-alone financial statement.

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 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.

MASSASOIT COMMUNITY COLLEGE

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Notes to the Financial Statements - Continued

June 30, 2015

Note 8 - Pensions – Continued

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:

<u>Hire Date</u>	<u>Percent of Compensation</u>
Prior to 1975	5% of regular compensation
1975 - 1983	7% of regular compensation
1984 to 6/30/1996	8% of regular compensation
	9% of regular compensation except
	for State Police which is 12% of
7/1/1996 to present	regular compensation
	An additional 2% of regular
1979 to present	compensation in excess of \$30,000

The College is required to contribute at an actuarially determined rate; the rate was 10.39% of annual covered payroll for the fiscal year ended June 30, 2015. The College contributed \$658,057 for the fiscal year ended June 30, 2015, equal to 100% of the required contributions for each year.

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources

At June 30, 2015, the College reported a liability of \$5,709,966 for its proportionate share of the net pension liability related to its participation in SERS. The net pension liability was measured as of June 30, 2014, 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, 2014 rolled forward to June 30, 2014. The College's proportion of the net pension liability was based on its share of the Commonwealth of Massachusetts', collective pension amounts allocated on the basis of actual fringe benefit charges assessed to the College for the fiscal year 2014. The Commonwealth's proportionate share was based on actual employer contributions to the SERS for fiscal year 2014 relative to total contributions of all participating employers for that fiscal year. At June 30, 2014, the College's proportion was 0.077%.

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

Notes to the Financial Statements - Continued

June 30, 2015

Note 8 - **Pensions – Continued**

*Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and
Deferred Inflows of Resources – Continued*

For the year ended June 30, 2015, the College recognized pension expense of \$586,670. At June 30, 2015, the College reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

Deferred Outflows of Resources

Change in plan investment assumptions	\$ 64,186
Change in proportion due to internal allocation	739,751
Contributions subsequent to the measurement date	<u>658,057</u>
Total	<u>\$ 1,461,994</u>

Deferred Inflows of Resources

Net difference between projected and actual earnings on pension plan investments	\$ 1,171,964
Changes in proportion from Commonwealth	<u>1,977</u>
Total	<u>\$ 1,173,941</u>

MASSASOIT COMMUNITY COLLEGE

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Notes to the Financial Statements - Continued

June 30, 2015

Note 8 - Pensions – Continued

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources – Continued

Contributions of \$658,057 are reported as deferred outflows of resources related to pensions resulting from the College contributions in fiscal year 2015 subsequent to the measurement date will be recognized as a reduction of the net pension liability for the year ended June 30, 2016. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized as increases (decreases) in pension expense as follows:

Years ending <u>June 30,</u>	
2016	\$ (114,777)
2017	(114,777)
2018	(114,777)
2019	(114,777)
2020	<u>89,104</u>
	<u>\$ (370,004)</u>

Actuarial Assumptions

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

Inflation	3.00%
Salary increases	3.50% to 9.00%
Investment rate of return	8.00%

Mortality rates were based on pre-retirement of RP-2000 Employees table projected 20 years with Scale AA (gender distinct) and post-retirement of Healthy Annuitant table projected 15 years with Scale AA (gender distinct).

The actuarial assumptions used in the January 1, 2014 valuation rolled forward to June 30, 2014 and the calculation of the total pension liability at June 30, 2014 were consistent with the results of actuarial experience study performed as of January 1, 2014.

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

Notes to the Financial Statements - Continued

June 30, 2015

Note 8 - **Pensions – Continued**

Actuarial Assumptions - Continued

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, 2014 are summarized in the following table:

Asset Class	Target Allocation	Long-term expected real rate of return
Global Equity	43%	7.20%
Core Fixed Income	13%	2.50%
Hedge Funds	10%	5.50%
Private Equity	10%	8.80%
Real Return	10%	6.30%
Value Added Fixed Income	10%	6.30%
Timber/Natural Resources	4%	5.00%
	<u>100%</u>	

Discount Rate

The discount rate used to measure the total pension liability was 8.0%. 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 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, 2015

Note 8 - Pensions – Continued

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 of 8.0 percent 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.

1.00% Decrease (7.00%)	Current Discount Rate (8.00%)	1.00% Increase (9.00%)
\$ 8,266,413	\$ 5,709,966	\$ 3,515,610

Note 9 - 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.

Note 10 - Related Party Transactions

The Foundation provides parking facilities to the College pursuant to a three-year lease agreement expiring in June 2016. Total rent expense paid to related parties for the year ended June 30, 2015 was \$30,000 and is included in operation and maintenance of plant.

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

Notes to the Financial Statements - Continued

June 30, 2015

Note 11 - Contingencies

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.

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.

Note 12 - Operating Expenses

The College's operating expenses, on a natural classification basis, are comprised of the following at June 30, 2015:

Compensation and benefits	\$ 43,881,058
Supplies and services	13,956,362
Depreciation	1,637,301
Scholarships and fellowships	<u>11,885,958</u>
	<u>\$ 71,360,679</u>

MASSASOIT COMMUNITY COLLEGE

(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2015

Note 13 – **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 and retirees are paid through a fringe benefit rate charged to the College by the Commonwealth and currently the liability is borne by the Commonwealth, as are any effects on net position and the results of current year operations, due to the adoption of GASB Statement No. 45, *Accounting and Financial Reporting by Employers for Post-Employment Benefits Other than Pensions*.

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 fringe benefited 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 is comparable to contributions required from employees. The Commonwealth is reimbursed for the cost of benefits to retirees of the eligible authorities and non-state agencies.

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 amount of municipalities as an agent multiple employer program, accounted for as an agency fund activity of the Commonwealth, not the College.

MASSASOIT COMMUNITY COLLEGE

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Notes to the Financial Statements - Continued

June 30, 2015

Note 13 – Fringe Benefits – Continued

Group Insurance Commission (GIC) - Continued

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 ratios.

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 it is responsible for providing health insurance and other benefits to the Commonwealth's employees and retirees and their survivors and dependents. During the fiscal year ended June 30, 2015, 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).

Note 14 - 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*.

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

Notes to the Financial Statements - Continued

June 30, 2015

Note 14 - **Massachusetts Management Accounting and Reporting System (MMARS) - Continued**

The College's State Appropriations are comprised of the following for the year ended June 30, 2015:

Direct unrestricted appropriations	\$ 21,628,811
Add: Fringe benefits for benefited employees on the state payroll	5,386,212
Less: Day school tuition remitted to the state and included in tuition revenue	(693,381)
Less: 9 (C) Reduction	<u>(296,400)</u>
Total unrestricted appropriations	26,025,242
Capital appropriations	<u>185,760</u>
Total Appropriations	<u><u>\$ 26,211,002</u></u>

A reconciliation of revenue between the College and MMARS as of June 30, 2015 is as follows (unaudited):

Revenue per MMARS	\$ 44,117,164
Revenue per College	<u>44,117,164</u>
Difference	\$ <u> </u> -

Note 15 - **Pass-Through Grants**

The College distributed approximately \$6,411,000 for the year ended June 30, 2015 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.

Note 16 - **Management's Acceptance of Financial Statements**

Management has evaluated subsequent events through October 21, 2015, the date for which the financial statements were available for issuance.

REQUIRED SUPPLEMENTARY INFORMATION

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

Schedule of Proportionate Share of Net Pension Liability (Unaudited)

Valuation was performed as of January 1, 2014 and adjusted through June 30, 2014 (measurement date)

Proportion of the collective net pension liability	0.077%
Proportionate share of the collective net pension liability	\$ 5,709,966
College's covered-employee payroll	\$ 5,705,044
College's proportionate share of the net pension liability as a percentage of its covered-employee payroll	100.09%
Plan fiduciary net position as a percentage of the total pension liability	76.32%

Notes:

The Schedule is intended to show ten years. Information is only available for one year.
The valuation was performed as of January 1, 2014 and adjusted through June 30, 2014.

See accompanying notes to the required supplementary information.

MASSASOIT COMMUNITY COLLEGE
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Schedule of Contributions (Unaudited)

For the Year Ended June 30, 2015

Contractually required contribution	\$ 658,057
Contributions in relation to the contractually required contribution	<u>(658,057)</u>
Contribution excess	<u>\$ -</u>
Covered-employee payroll	\$ 6,333,557
Contribution as a percentage of covered-employee payroll	10.39%

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.

The Schedule is intended to show ten years. Information is only available for one year.

See accompanying notes to the required supplementary information.

MASSASOIT COMMUNITY COLLEGE
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Notes to the Required Supplementary Information (Unaudited)

For the Year Ended June 30, 2015

Note 1 - **Change in Assumptions**

Changes in assumptions about future economic or demographic factors and inputs resulted in additional plan wide pension expense of \$102 million dollars to be charged to income over an amortization period of 5.5 years beginning with the fiscal year ended June 30, 2015. The unamortized portion of the change is reported as a deferred outflow of resources in the statement of net position. The College's proportionate share of the net pension liability and the results of changes in assumptions is 0.077%, as shown on the Schedule of Proportionate Share of Net Pension Liability, and represents the relationship of contributions made by the College to total contributions by all participating State Agencies.

The College's portion of these amounts is as follows:

Changes in assumptions	\$ 78,450
Recognized in current year pension expense	<u>14,264</u>
Deferred outflows of resources	\$ 64,186

**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***

APPENDIX E - AUDITOR'S MANAGEMENT LETTER



**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***

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 Massasoit Community College (the "College"), which comprise the statement of net position as of June 30, 2015, the related statements of revenues and expenses, changes in net position and cash flows for the year then ended, and the related notes to the financial statements, which collectively comprise Massasoit Community College's basic financial statements and have issued our report thereon dated October 21, 2015.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered Massasoit Community College's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing an opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the College's internal control. Accordingly, we do not express an opinion on the effectiveness of the College's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the College'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.

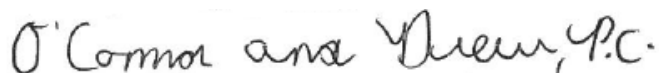
Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Massasoit Community 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 determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the College'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 College's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Handwritten signature in cursive script that reads "O'Connor and Drew, P.C."

**Certified Public Accountants
Braintree, Massachusetts**

October 21, 2015

APPENDIX F - INDEX OF SUPPORTING DOCUMENTS

Self-Study Workroom Documents by Standard

Introduction

- Faculty-Staff Survey
- Student Survey
- 2016 BOT Self-Evaluation Survey
- 2016 BOT Self-Evaluation Results

Standard One: Mission and Purposes

- Proposed Revision to Mission Statement BHE
- Mission Survey Summary 2014-2015
- 2015-2017 Strategic Plan
- Fall 2016 Course Brochure
- Faculty Handbook 2016-2017
- Student Survey
- Faculty-Staff Survey

Standard Two: Planning and Evaluation

- 2015-2017 Strategic Plan
- Time To Lead 2012 VP Report
- Within Our Sights 2013 VP Report
- Degrees of Urgency 2014 VP Report
- Strategic Plan Final Report 2014
- Academic Program Review Calendar
- Facilities and Renewal Adaptation Plan
- MCC Foundation Scholarship List
- Grant Approval Request Form 2015
- Admissions Office Mission Statement and Goals
- Registrar's Office Mission Statement and Goals
- Testing and Assessment Mission Statement and Goals
- Facilities Needs Assessment
- IT Strategic Plan
- BHE Linear Trends 2015
- 2015 Graduate Survey
- 2015 Graduate One-Year Follow-Up Survey
- CCSSE 2013 Weighted Frequencies
- SENSE Survey
- Noel-Levitz Student Satisfaction Inventory Executive Summary
- Business Administration Student Survey 2014
- Five Year Schedule of Academic and Associated Program Reviews Academic Year 2011 through 2015
- Academic Program Review Timeline
- Guidelines for Self-Study for Academic Program Review
- AACRAO Enrollment Management Assessment of Massasoit Community College 2014
- Faculty-Staff Survey
- May 2016 Convocation PowerPoint
- May 2016 Convocation Program
- Strategic Plan Feedback Survey
- 2015 Massasoit Vision Project Dashboard

Standard Three: Organization and Governance

- Massasoit Community College Organizational Chart
- MCC Board of Trustees By-laws
- BOT Agenda 08-10-2016

- BOT Minutes 08-10-2016
- Open Meeting Laws
- 2012 Presidents Trustees Resource Manual
- MA New Trustees Orientation Packets 10-2014
- Trustees Bios 2-2016
- BOT Retreat Agenda 11-2014
- BOT Retreat Agenda 06-2015
- BOT Retreat Agenda 06-2016
- 2016 BOT Self-Evaluation Results
- AFSCME Contract 2014-2017
- BHE's Non-Unit Professionals Personnel Handbook July 2012
- Student Association Constitution
- Student Senator Handbook 2016-2017
- May 2016 Convocation Program
- Faculty-Staff Survey

Standard Four: The Academic Program

- Academic Governance Manual
- Developmental Math Placements Fall 2011
- Accelerated Writing BOT
- Faculty-Staff Survey
- Information Literacy Instruction Mission
- Academic Senate Recommendation Form AA Science
- Online Learning Support 2012-2014
- Online and Hybrid Courses 2000-2014
- Degree and Certificate Programs Online 2013
- 2015-2017 Strategic Plan
- Math Grade Distributions Spring 2012
- Math Grade Distributions Spring 2013
- Academic Program Review Calendar

Standard Five: Students

- Noel-Levitz Student Satisfaction Inventory (SSI)
- AACROA Consulting Report

Standard Six: Teaching, Learning, and Scholarship

- UP Degree Breakdown
- 2015-2018-1 Workload Computation Form
- MCC Hiring Guidelines
- M002 Data Form
- Academic Governance Manual
- Faculty Handbook 2016-2017
- Faculty-Staff Survey
- 2015-2017 Strategic Plan
- Strategic Plan Final Report 2014
- Online and Hybrid Courses 2000-2015
- Open Educational Resources Savings - Spring 2016
- 2013 CCSSE Summary
- Project STARS GY2 Annual Report 2015

Standard Seven: Institutional Resources

- AFSCME Contract 2014-2017
- Faculty Handbook 2016-2017

- BHE's Non-Unit Professionals Handbook July 2012
- Curriculum Committee Guidebook
- Massachusetts Department of Higher Education Performance-Based Funding Model
- Grant Approval Request Form 2015
- MCC Board of Trustees Investment Policy
- MCC Foundation By-Laws
- Your Gift Makes A Difference
- FY15 Budget Development Guidance
- FY15 Budget Development Process Email Instructions
- FY15 Spending Plan
- Capital A&R - Fiscal Measures Data Collection 2014
- Endowment - Fiscal Measures Data Collection 2014
- Tuition Waivers - Fiscal Measures Data Collection 2014
- May 2014 Grants Handbook
- Independent Auditors Report FY 2014 A-133 - Final Report
- MCC Board of Trustees Audit Committee Charter
- Mission Survey Summary 2014-2015
- MCC Energy Project Data
- MCC Solar PV System Data
- MCC YTD Waste Stream Summary 2015
- MCC IT Acceptable Use Policy
- Financial Statements and Management's Discussion and Analysis FY15
- Faculty-Staff Survey
- Sample Budget Report
- Encumbrance Summary Extract Report
- Trust Fund Guidelines 2016
- Facilities Renewal and Adaptation Plan
- Wireless Satisfaction Survey Results
- 2015 Graduate Survey
- Business Administration Student Survey 2014
- Noel-Levitz Student Satisfaction Inventory Executive Summary

Standard Eight: Educational Effectiveness

- BHE Linear Trends 2015
- 2013 CCSSE Summary
- SENSE Survey
- Self-Pace Math Summary Report

Standard Nine: Integrity, Transparency, and Public Disclosure

- BHE's Non-Unit Professionals Personnel Handbook July 2012
- Faculty Handbook 2016-2017
- MCC Copyright and Intellectual Property Policy
- Code of Ethics of the American Library Association
- Student Club Handbook 2016-2017
- Faculty-Staff Survey
- Student Survey
- College Diversity Survey 2014
- Office of Institutional Diversity Annual Report 2014
- Office of Institutional Diversity Annual Report 2015
- Office of Institutional Diversity Annual Report 2016

Alphabetized Self-Study Workroom Documents

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