



Annual Report

2019-2020

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A Message from President Glickman

We have made significant progress over the last year, about which you will read in this annual report. Although I submitted to the Board of Trustees and Commissioner Santiago my intention to retire in January 2021, it is important to maintain forward momentum for the college. What follows is a report of the 2019-2020 academic year and a pathway for the future.

Without question, the 2019-2020 academic year brought unprecedented challenges due to the COVID-19 pandemic. Massasoit, like nearly all institutions of higher education, transitioned the majority of classes from face-to-face to remote modalities on short order. The uncertainty of the virus has led the institution to continue remote learning throughout the fall 2020 semester; it is expected that we will continue our remote instruction for spring 2021.

Progress has been made on each of the Trustees' goals for student success, philanthropy, equity, community engagement, and infrastructure. Though enrollment projections were reforecast to reflect a larger-than-expected downturn in fall enrollments, structures have been put in place to promote student success now and in the future. At the time of publication, fall enrollment was down 16.3% in credit headcount and down 16.2% in total credits. A new 10-week Accelerated Session will begin on October 14; enrollments are promising with 135 students registered for 886 credits as of October 1, 2020.

Relationships continue to be built throughout the community, and philanthropy continues to progress. Several departmental restructures have been instituted to create a more sustainable and traditional organizational structure, and a number of ADA and other infrastructure improvements have been made to our campuses.

At the time of publication of this report, the Commonwealth has not yet released their 2021 budget. As such, the college requested, and the Trustees approved, a provisional FY21 spending plan through October 2020.

I am proud to report on our 2019-2020 successes and activities in the following pages, and thank you for the opportunity to spend the last two years leading this institution.

Respectfully,

A handwritten signature in black ink, reading "Gena Glickman". The signature is fluid and cursive, with a prominent dot above the 'i' in Glickman.

Gena Glickman, Ph.D.
President
Massasoit Community College

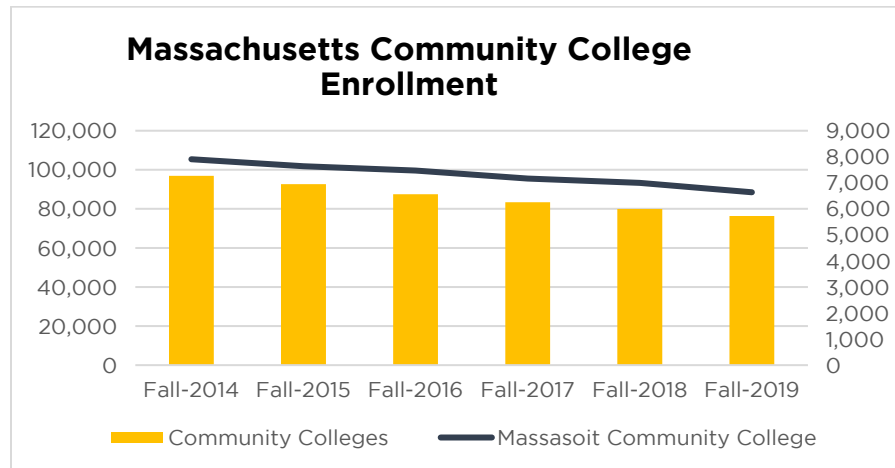
Our Students

Massasoit's Institutional Research (IR) office collects a large amount of data about courses, programs, and students (as well as their progress and success) for federal (Integrated Postsecondary Education Data Systems - IPEDS) reporting and for Massachusetts; however, we knew we could do better in sharing information with all members of the community. In my first year at the college, we published the first college Fact Book, a compilation of student and institutional effectiveness data. In the past year, we have updated our [public facing web page](#) to include many links to our most requested publications, with our Institutional Fact Book, Massasoit At-a-Glance, and our Fact Sheet at the top of the page. We have also posted our Fall and Spring enrollment statistics booklets as well as historical trends and disclosure (retention and graduation/transfer rates) documents. We have also intentionally loaded our internal portal page (available for view by anyone with a Massasoit email address) with further details and disaggregated data, survey results and reports, as well as historical archives. Faculty, staff, and students are able to look there first for ready access and are encouraged to reach out to IR for assistance in understanding the context of the data. The 2019-2020 college fact book is available in Appendix A.

Throughout the past year, and in response to the DHE's Equity Agenda initiative, IR has attempted to dig deeper into enrollments and student success measures, disaggregating the data to explore differences among groups in pathways and progress. For example, as shown below, retention rates over the past five years – based on gender and race/ethnicity – show differences among groups, and may suggest targeted services to help students where/when needed most. Similar disaggregated results were also prepared for part-time students and for Pell vs. non-Pell recipients.

Fall-to-Fall Retention of First-Time, Degree/Certificate Seeking Freshmen											
	Fall 2014 cohort	Fall 2015 cohort	Fall 2016 cohort	Fall 2017 cohort	Fall 2018 cohort		Fall 2014 cohort	Fall 2015 cohort	Fall 2016 cohort	Fall 2017 cohort	Fall 2018 cohort
Full-time Freshmen	1190	1084	1048	927	833	Part-time Freshmen	557	613	580	480	517
Retained at Massasoit	695	656	632	564	475	Retained at Massasoit	275	304	263	223	237
% Retained at Massasoit	58.4%	60.5%	60.3%	60.8%	57.0%	% Retained at Massasoit	49.4%	49.6%	45.3%	46.5%	45.8%
% Transferred out	6.9%	5.8%	6.1%	4.5%	4.2%	% Transferred out	6.6%	5.5%	3.3%	4.2%	3.1%
% Retained Anywhere	65.3%	66.3%	66.4%	65.4%	61.2%	% Retained Anywhere	56.0%	55.1%	48.6%	50.6%	48.9%
Retention at Massasoit: Disaggregated						Retention at Massasoit: Disaggregated					
Male	624	623	591	485	414	Male	271	263	256	231	240
Female	566	461	457	443	419	Female	286	350	324	249	277
Male	54%	57%	58%	59%	54%	Male	46%	44%	39%	42%	38%
Female	61%	77%	64%	63%	60%	Female	49%	53%	50%	51%	53%
Hispanic/Latinx	101	108	99	97	80	Hispanic/Latinx	52	59	49	44	39
Black/African American	304	289	274	257	237	Black/African American	180	194	191	168	214
Other Students of Color	77	66	50	68	70	Other Students of Color	32	32	22	17	26
White Students	671	578	557	461	388	White Students	273	316	287	227	213
Unknown/Unreported	37	43	68	45	58	Unknown/Unreported	20	12	31	24	25
	1190	1084	1048	928	833		557	613	580	480	517
Hispanic/Latinx	47%	56%	59%	49%	54%	Hispanic/Latinx	54%	36%	45%	50%	33%
Black/African American	55%	53%	55%	54%	49%	Black/African American	45%	50%	41%	46%	50%
Other Students of Color	60%	48%	58%	56%	53%	Other Students of Color	50%	56%	32%	24%	19%
White Students	60%	66%	63%	67%	63%	White Students	48%	52%	50%	47%	47%
Unknown/Unreported	51%	56%	62%	69%	59%	Unknown/Unreported	40%	33%	39%	50%	40%
NOTE: Retained = Enrolled for credit in subsequent Fall or completed/graduated prior to the Fall term (unduplicated count).											
Enrollment status (full or part time) based on initial term; subsequent enrollment may be full or part time.											
Retention Rates: % shaded in blue relative to the numbers returning as compared to totals in each group starting in the prior fall semester.											

While colleges across the state have been struggling with declining enrollments – driven by a dwindling high school population – community colleges have been hit harder than other sectors of public higher education (down 21.2% since fall 2014). By comparison, Massasoit is down only 16.0% and, as shown in the chart and table below, in four of the past five years, has done better than the segmental average in recruiting and retaining students.

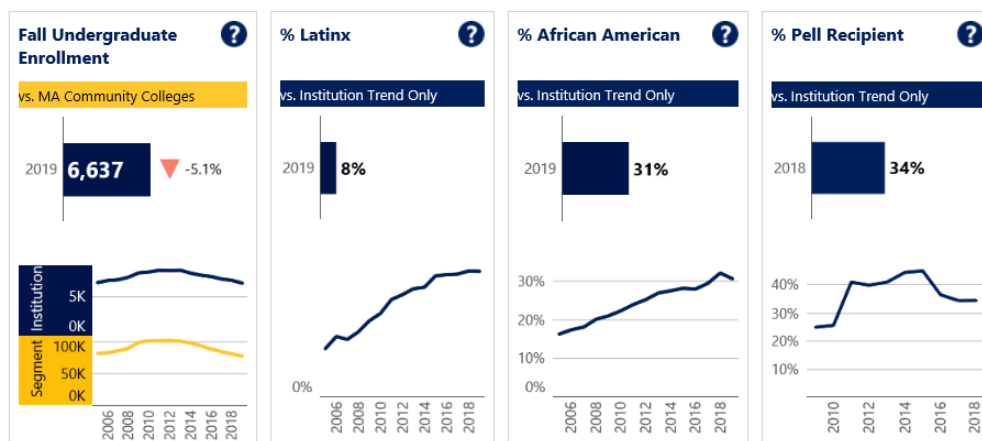


Massasoit has been experiencing a decline in enrollment over the past several years, as have our sister institutions, mirroring a decline in the traditional college-going population. Despite smaller enrollment numbers, we have seen increases in the percentage of Latinx/Hispanic students and Black/Non-Hispanic students (including Cape Verdean and Haitian students). We have seen some variance in the percentage of our students who are Pell recipients over the past five years (ranging from 25% to 45%; 34% for the most current year).

Access & Affordability

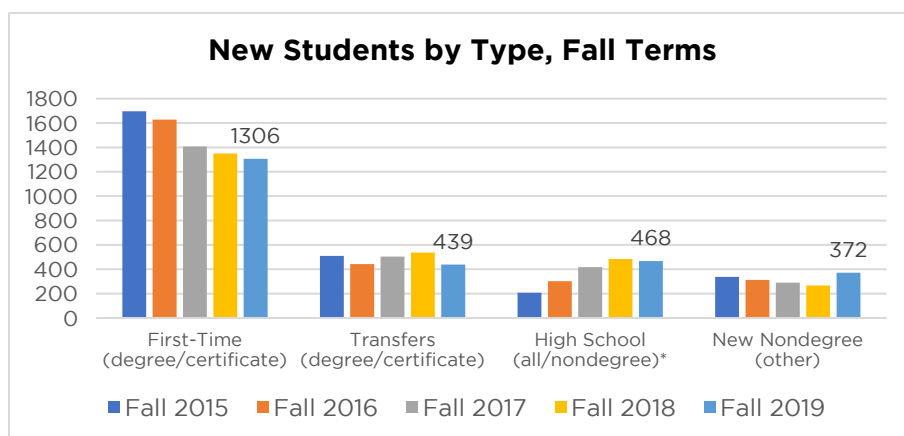
Enrollment & Equitable Access

Is Massasoit Community College enrollment maintaining expected levels, and are traditionally underserved populations well represented?

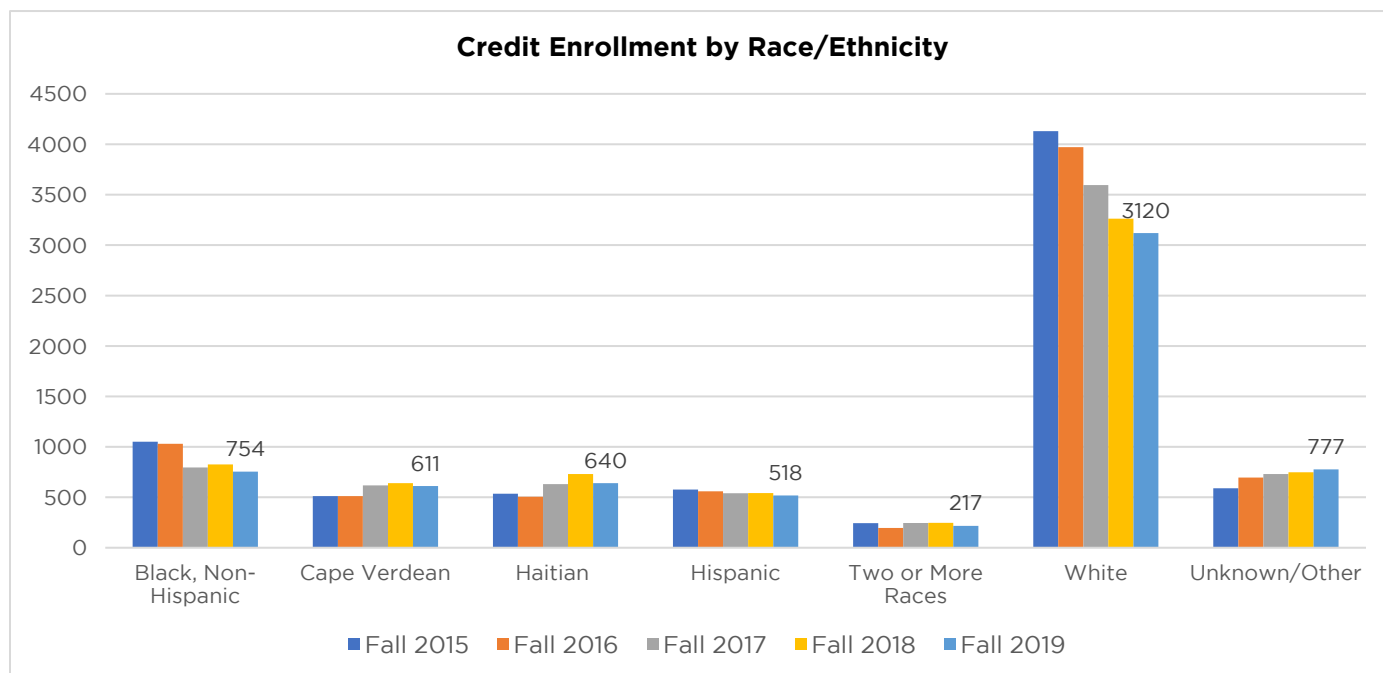


With some fluctuation, the rates of first-time freshmen (between 57-61% of full-time and 45-49% of part-time) returning for the subsequent fall semester have been fairly stable over the past five years. Retention rates for continuing students at one year (from fall to fall) are even higher, between 55-61% when graduation/completion is also considered.

While the traditional first-time freshman population (whether attending straight from high school or after a few years) has declined, Massasoit has seen growth in our transfer-in population (those who started college somewhere else) as well as dually enrolled high school students.



Over the last several years, our population of black, non-Hispanic students has declined (from about 15% of our overall student population in 2015 down to 13%), as has our population of white students (now at about 52%, down from 57% in 2015). Our Cape Verdean (up to 10% from 7%) and Haitian (up to 11% from 7%) student populations have both increased since 2015, while our Hispanic population has remained constant at about 8% of our student population.



Closing the Achievement Gaps: First-Year Progress Metrics

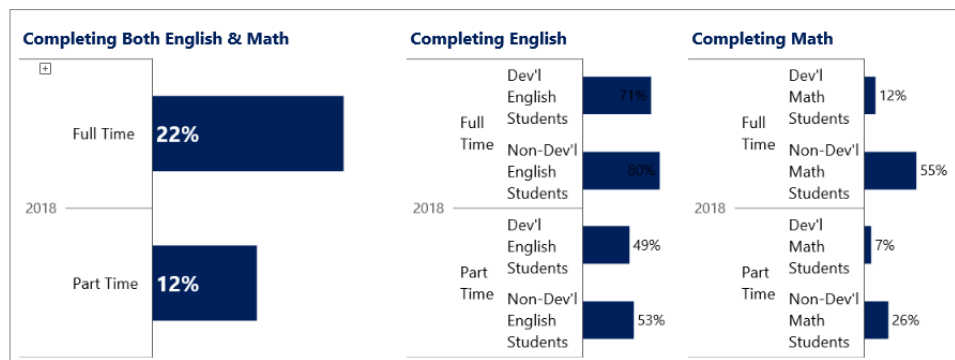
Massasoit is a leader in the timely completion of gateway courses – defined as successful completion of both an English and a math course beyond the developmental level (first college-level course in the subject). Among those entering in fall 2017, 22% of full-time matriculated students completed **both** English and math by the end of the first year and 37% completed by the end of the second year. Part-time students had lower rates – 12% by the end of year one and 21% by the end of year two – they made significant progress when given more time. The majority of entering students completed their first college-level English course (80% of full-time, non-developmental and 71% of full-time, developmental students) by the end first year, with increases and similar progress shown by part-timers by the end of the second year. While progress in math is slower than we would like, we anticipate that changes in the developmental education pathways – including co-requisite and accelerated models, along with the ability to choose statistics/non-calculus pathway if program of study allows – as well as the use of multiple measures in placement, will allow future cohorts of our students to get to college-level courses faster.

Success Detail: Timely Completion of Gateway Courses

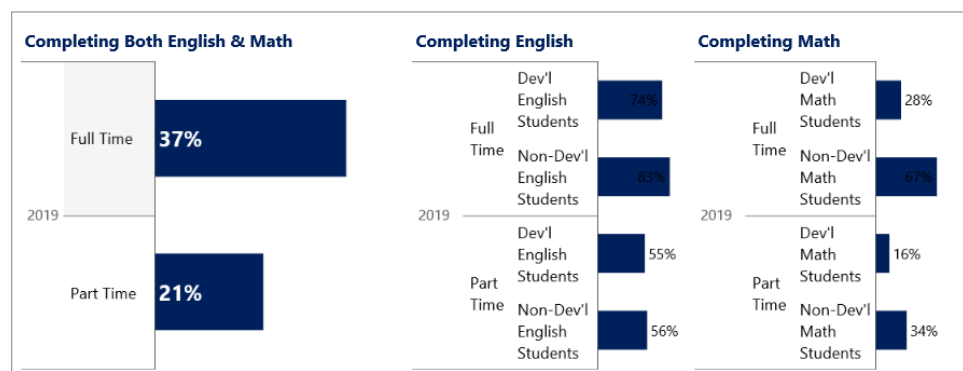
Detail: Timely Completion of Gateway Courses

Research shows that degree-seeking students who complete college-level math and English requirements early in their academic career are more likely to graduate.

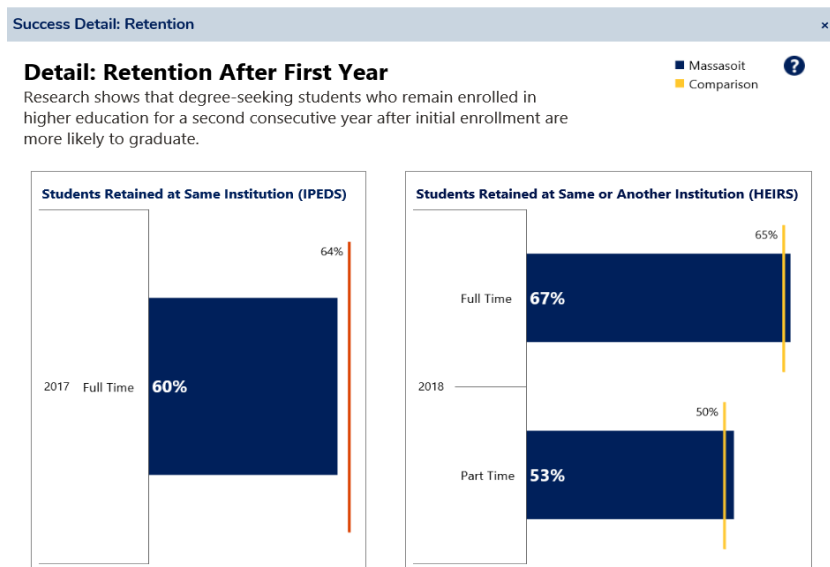
Students Completing Gateway Courses within First Year



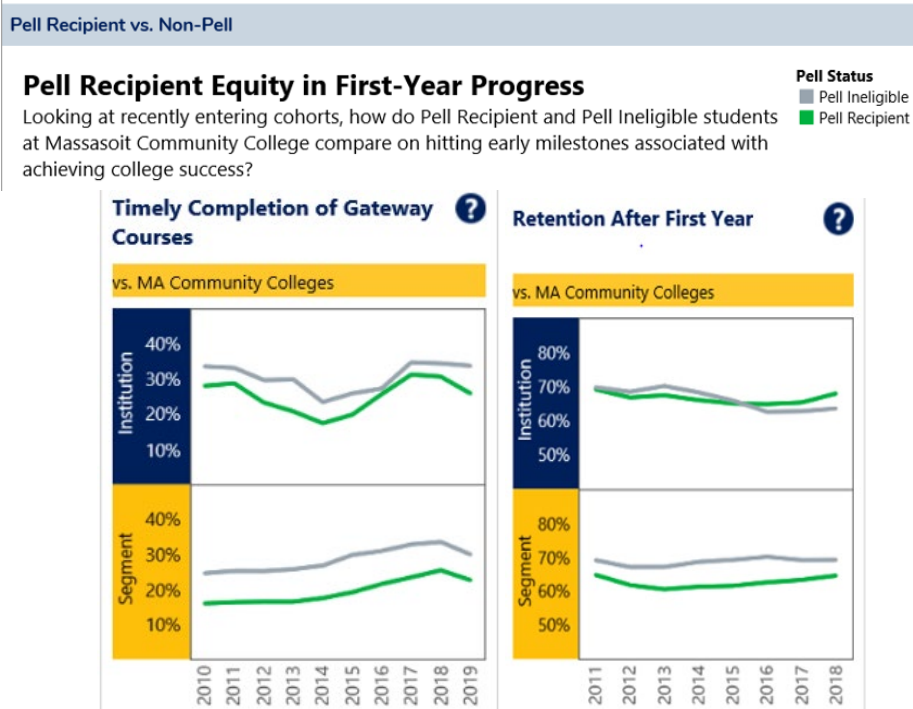
Students Completing Gateway Courses within Two Years



While Massasoit may be behind our peers on retention after the first year, this is not unexpected given the many options in this area for transfer. Under *Retention After First Year*, we see a significant number transferring out after only one year (an additional 7% of full-time students and 8% of part-time students) prior to graduation. Combining these successes – retention and transfer – Massasoit again surpasses the segmental average (as indicated by the yellow lines in the detail below).



Examining trends in early milestones, Pell recipients do nearly as well as Pell ineligible students in completion of gateway (college level) courses within the first year. In recent years, Pell recipients are retained at a higher rate than their non-Pell counterparts.



When we take a longer view and allow for additional time, Massasoit students are as successful in almost every measure as their peers. Moving beyond the limited IPEDS Graduation & Transfer Model that measures progress at three and four years, the VFA (Voluntary Framework of Accountability) tracks an expanded cohort of new students (including part time and transfer-ins) across six years and notes success as graduation, transfer, still enrolled, or left with at least 30 credits. Massasoit's full timers do slightly better than, and our part timers do as well as, the comparative average as shown below.

Success Detail: Six-Year Comprehensive Student Success

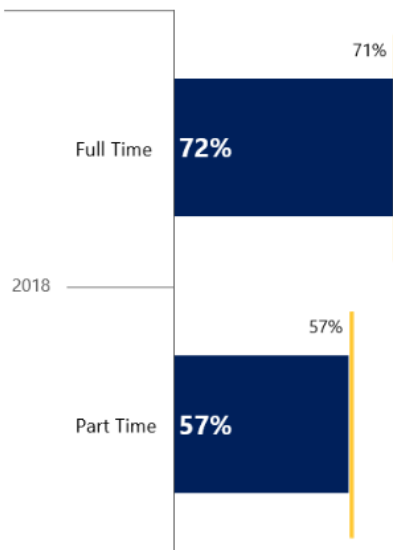
Detail: Six-Year Comprehensive Student Success (VFA Model)

■ Massasoit
■ Comparison

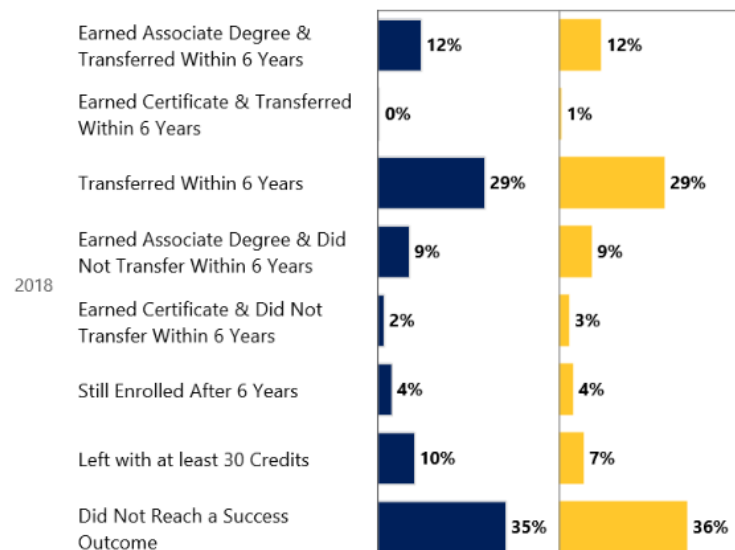


This metric includes both full-time and part-time students and recognizes a variety of success outcomes aligned with the complex mission of community colleges.

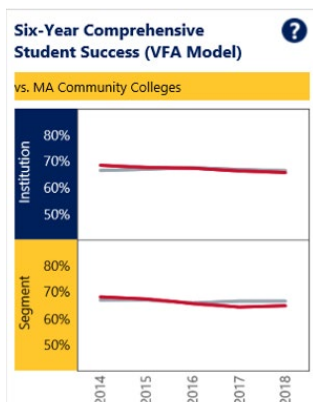
Success Rate by Enrollment Status



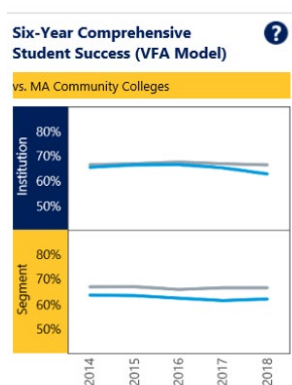
Success Rate for All Students by Type of Outcome



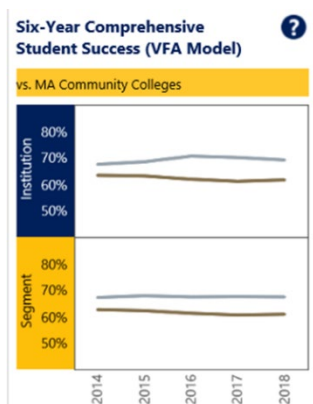
Digging deeper into the data, we can explore the gaps among different groups at Massasoit as compared to the state community college averages.



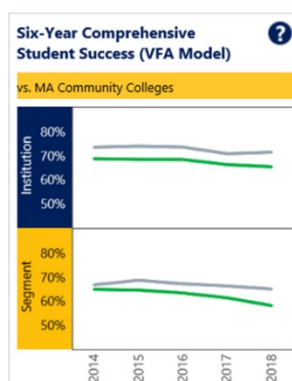
African-American vs. White Students



Latinx vs. White Students



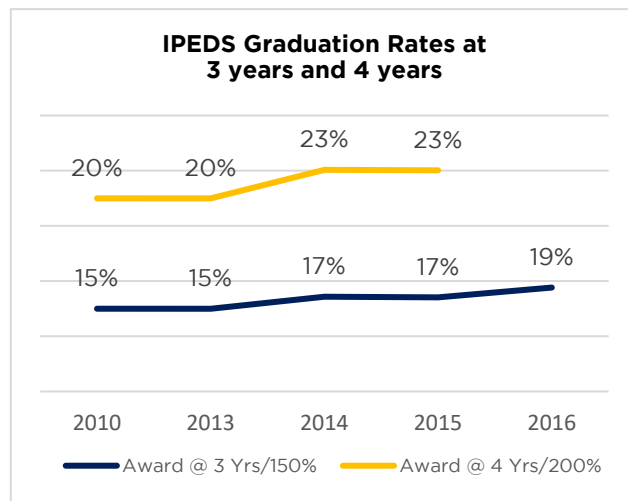
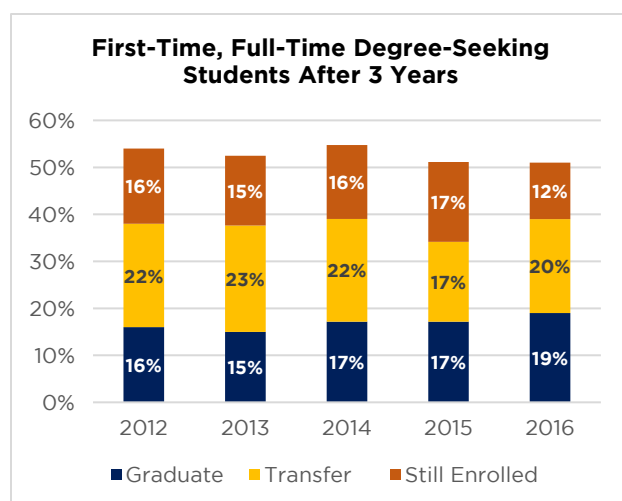
Male vs. Female Recipients



Pell vs. Non-Pell Recipients

Graduation & Transfer Rates

Massasoit's Graduation and Transfer rates have been inching upwards. Tracking the traditional IPEDS cohort of first-time, full-time, matriculated students over three years (150% time for

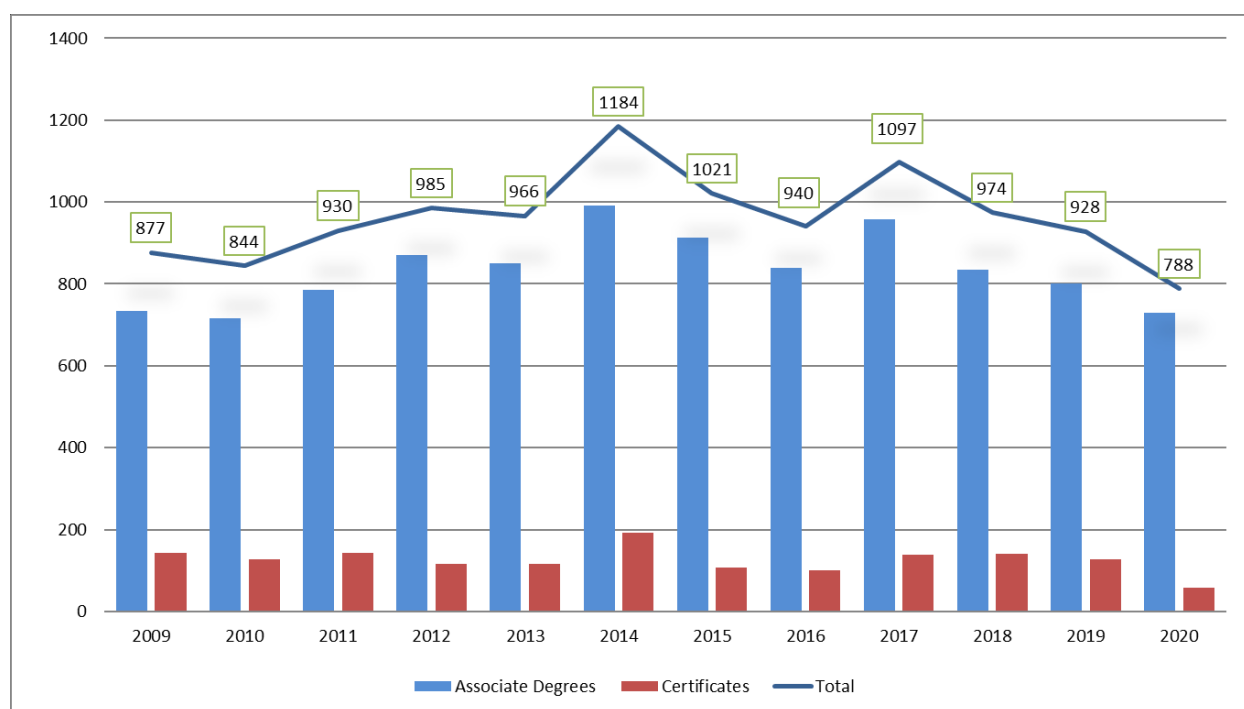


“normal” completion for an associate degree), our most recent graduation rate jumped to 19% (after many years at 15% or lower), while maintaining a 20% transfer-out rate and about 14% still enrolled after three years. Simply giving the cohort group an additional year (four years for an associate degree; two years for a certificate program), our graduation rate jumps from 17% to 23%. This population represents about a third of our incoming Fall class; the others are enrolled part-time, are transfer-ins, and/or are not in degree or certificate programs.

College Completion

We have seen a dip in the numbers of degrees and certificates for the 2019-2020 academic year ending June 30, 2020. Given the onset of the COVID-19 pandemic during the spring semester, many students who had expected to graduate in June now need additional time to complete their programs of study.

Degrees & Certificates Awarded 2009-2020



Strategic Plan 2020 – 2025

At the beginning of the 2019-2020 academic year, the college was just over a year into the Strategic Planning process, guided by Patrick Sanaghan's book *Collaborative Strategic Planning in Higher Education*. Concept papers were drafted in the summer of 2019; the paper themes were:

- Building community and improving business and community relations through a consistent, outward presence.
- Improve student support to foster students' educational aspirations.
- Cultivating a culture of communication.
- Aligning academic programs to better meet workforce demands, student needs for transfer, and to promote inquiry and scholarship at all levels.
- Creating a culture of evaluation and data-driven improvement for all areas of the college.

Each concept paper provided a historical overview of the issue, including previous practices that attempted to address the issue. This was followed by a review of local and national trends regarding the issue. Finally, each paper ended with a set of potential options for addressing the issue, including a list of potential resources needed where possible.

In September 2019, the concept papers were sent to the college community for review and comment. In October 2019, the president, along with the strategic planning task force, met with Carlos Santiago, Commissioner of Higher Education, to review Touchpoints I and II of the Department of Higher Education strategic planning process (Appendix B). Having met the parameters of the first two touchpoints, the college was allowed to proceed with the planning process.

In February 2020, a Vision Conference was held with a cross-section of the college community to create a vision of their "preferred future" using the concept papers as a guide. Participants included faculty, student support staff, enrollment services staff, administrative staff, student leaders, and external community members.

Phase five of the process began in March 2020. The chairs of the strategic planning task force gathered and synthesized feedback from the Vision Conference to begin identifying proposed goals for the college and began drafting the strategic plan in collaboration with the senior leadership team.

Due to the pandemic, the college held a virtual Convocation in May 2020 to share information on the status of the plan and the outcomes of the Vision Conference. Between May and July 2020, the senior leadership team collaborated on objectives, strategies, and metrics for accountability. In August 2020, the goals and strategies were presented to the Massasoit Board of Trustees who approved the plan to move forward to the Department of Higher Education for discussion and approval, which is Touchpoint III. The full proposed strategic plan is found in Appendix C.

College Updates

In addition to the strategic planning process, the college engaged in a number of projects and initiatives designed to improve student success and outcomes, create sustainable frameworks for employees, and encourage future institutional successes.

Accreditation

NECHE

In January of 2020, the college submitted its reaccreditation progress report to its accrediting body, the New England Commission for Higher Education (NECHE). On March 20, 2020, the college received word that NECHE had accepted the report; the college will provide a five-year interim report to NECHE in the fall of 2021. The progress report is available in Appendix D; the letter of acceptance is available in Appendix E.

ACEN

Also in January, our Nursing Education Program submitted their self-study for the purposes of reaccreditation with the Accreditation Commission for Education in Nursing (ACEN). In late February, the college received word that the program was recommended for full re-accreditation. Since that time, the college has hired a new Interim Dean of Nursing and Allied Health and established an Associate Dean of Nursing to provide dedicated leadership to that program.

Infrastructure & Technology

The College's website needed a significant overhaul. Over time, the site had become bogged down with outdated information, and was not mobile-friendly. Launched in late March, the new website features a fully responsive mobile experience for our users on handheld devices; more up-to-date and easier-to-access communication channels; a fresh and clean design; and a more flexible, user-friendly foundation on which to introduce new technology in the future.

The website is available at www.massasoit.edu.

Philanthropy

The college's philanthropic partnerships continue to climb. Currently, two new annual scholarship programs are under development with area bank partners: Bristol County Savings Bank at \$20,000 for graduates of Bridgewater-Raynham High, and a \$25,000 scholarship program funded by HarborOne Bank.

For the academic year ending June 30, 2020, \$64,618 in aid was distributed through the United Student Fund (USF) to 75 recipients, helping them with book costs, health insurance, and other financial emergencies. Most of this (\$39,655) was distributed in April-May as the effects of the COVID crisis began to be felt. This compares to \$23,719 distributed to 36 recipients in the preceding year. Since its inception in 2005-2006, the USF has provided just shy of \$400,000 in assistance to more than 600 Massasoit recipients.

Continuing a positive trend of funds raised by the Massasoit Community College Foundation, a total of \$423,114 was raised in the Academic Year ending June 30, 2020, exceeding an initial budget of \$329,600 by 28.4% (\$93,514). This also represents a 76.9% increase over the previous year's total of \$183,945. This academic year also saw the largest personal donation in history at \$203,000 for

the Brockton High School Scholarship. Additionally, we saw the establishment of seven new scholarship funds, including the Educational Enrichment Fund for study trips, field trips, internships, conferences, and symposia

Finally, the college secured a \$30,000 pledge over three years to support student basic needs, including the Food Pantry and a Professional Clothes Closet and \$10,000 in grocery gift cards per year from Stop & Shop to supplement the existing Food Pantry.

Community Partnerships

Continuing our work to be better community partners, significant work was done pre-quarantine to build relationships with local chambers of commerce and business leaders. One of the largest partnerships undertaken was our involvement with the Brockton Partnership, a group dedicated to advancing economic development in the city.

While seeking to grow and diversify the City of Brockton in a variety of ways, the Partnership is placing a particular emphasis on attracting small businesses to aid the revitalization of the downtown area. The Partnership seeks to provide resources, support and custom training for small businesses and entrepreneurs to bring about economic vitality and diversity in the city.

This year the college signed on as the fiscal agent for the Partnership. As part of the college's commitment to the new downtown space at 226 Main Street, we also agreed to manage two Partnership employees whose offices will be housed in that space.

Educational Partnerships

Work on the [University Collaborative](#) continued this year. The University Collaborative is designed to give students access to a baccalaureate degree through a combination of innovative and well-established agreements between Massasoit and our four-year university partners. Students can participate in specialized transfer programs like MCC2BSU and MassTransfer, or in some cases even stay at Massasoit to complete their bachelor's degree like the RN to BS program launched in August of last year with Curry College. This fall we have 30 students enrolled in the program with Curry. A second agreement with Curry's business program is expected to launch this spring.

Building on the strength of our Gateway to College program, we have expanded our partnerships with the K-12 community, increased services and grant programs, and expanded contract courses and its partnership with New Heights Charter School (NHCS) in Brockton. Beginning in fall 2019, the Humanities and Communication Arts division began offering composition, literature, and theatre courses both at NHCS as well as at Massasoit's Brockton campus. The Public Service and Social Science division is offering history courses to NHCS students on the Brockton campus. The Massasoit and NHCS partnership is the only brick-and-mortar Early College High School in Massachusetts, and has received Early College designation from the Commonwealth.

Organizational Changes

In July 2020, I announced the second set of organizational changes necessary to provide the infrastructure to meet the Board's final strategic goals and to provide growth and equity for our staff.

- We brought on a new Interim Dean of Nursing & Allied Health and the previous Interim was made the Associate Dean of Nursing. This streamlined oversight of our Nursing program

which had previously been managed with separate coordinators for the full- and part-time programs.

- Management of the Enrollment Management and Institutional Research functions were moved under the oversight of the President's Chief of Staff whose title changed to Chief of Staff/Associate Vice President of Strategy, Planning, and Innovation.
- The Chief Diversity Officer is temporarily reporting to the Vice Provost for Academic Affairs in order for the CDO to be positioned to build diversity and inclusion goals into the curriculum by working more closely with faculty and deans. The reassignment will remain in effect through the fall semester. The Chief Diversity Officer will continue to oversee Title IX and Affirmative Action investigations.
- Our Dean of Students was promoted to Vice Provost for Student Affairs/Dean of Students and now oversees all Student Success Programs (TRIO, Choices, Latch & the Veterans' Center) and the Academic Resource Center, both of which move from Academic Affairs.
- The Director of Communications was promoted to Executive Director of Communications, Public Relations & Marketing, responsible for the college's strategic messaging, marketing, creative strategy and branding, and government relations.

Responding to Crisis

COVID-19 Response

The College's first COVID-19 update was distributed to faculty, staff, and students on February 3, indicating a low risk nationally and encouraging thorough hand washing. By March 12, activity was suspended at the college's three locations and, like most organizations across the country, we have not yet resumed normal operations.

In the wake of the college's shutdown, our faculty and staff moved mountains to ensure our students were supported. Every component of the college – from the food pantry to academic instruction to enrollment supports – was moved to a remote environment. Remote activity will continue through the fall semester and is expected to extend to spring as well.

Communication

Beginning in mid-March, the President instituted daily emails to the college community, ensuring consistency and, to the degree possible in a 100% remote environment, a sense of personal connection; daily emails were in place through the month of June. Additionally, we limited access to the all college email distribution list, ensuring that all information was coming from a singular location – the President's office – and minimized email fatigue. Further, the President's office hosted a series of all college town hall meetings to ensure that the community had an opportunity to ask questions and hear from the senior leadership team.

Massasoit Cares Fund

In April, the college established the Massasoit Cares Fund to provide emergency assistance to Massasoit employees. A total of \$9,100 was raised for the fund thanks to generous donations from the campus community and the Foundation board. One-time grants capped at \$500 per household are available to help Massasoit employee families who needed assistance paying rent, utility bills, medical costs and co-pays, or similar fundamental living costs. A total of \$4,500 has been disbursed to date.

Federal CARES Funding

In May of 2020, the college received \$1.7 million in federal CARES funding. The student accounts office automatically distributed funds to students enrolled for the spring semester in six or more credit hours and met the expected family contribution (EFC). Funds were disbursed to students to help cover costs related to the cost of attendance typically including food, housing, childcare, transportation, course materials, technology, and health expenses.

George Floyd & Beyond

On May 25, George Floyd was killed by police in Minneapolis, Minnesota. We knew that our community was in shock and pain from this event, and were beginning to see the first evidence of what has now become a nationwide movement for social justice and in support for the Black Lives Matter movement. In reaching out to the Massasoit community, I wrote that "to acknowledge and recognize the pain, fear, and grief our community is feeling right now feels inadequate, but acknowledgement and admission is the first and most important step." I committed to building "a community that does not accept incidents of racism, that commits to open dialogue and opens the

floor for difficult conversations, and that has equity and justice as the backbone of everything we do.” To view the full message to the community, see Appendix F.

One of the first action items that came from this commitment was a free interdisciplinary course aimed at unpacking race relations in American society titled “Racism & Resistance.” Open to the public, the course focused on the evolution of racism, its influence in policing and its broader current impacts, responses to racism through art and activism, and the concept of implicit bias.

Rebounding from Crisis

In the summer of 2020, the college assembled a series of committees to plan for a safe, but limited, reopening of our three locations. The Academic Continuity Committee and the Reopening Committee met extensively to discuss the college’s individual needs, assess CDC and board of health best practices, and craft a plan for the college’s reopening.

The full plan is available in Appendix G. The only in-person activity planned underway for fall is hybrid in-person lab work and limited placement testing. Visitors to campus are asked to take a [Wellness Pledge](#) and complete a [daily self-assessment](#) before reporting to campus. Our faculty and staff have built an impressive framework of remote learning, using creative and flexible solutions. For example, many of our science labs have been moved to a virtual environment; lab equipment, such as bones and skeletons, are being loaned out to students for the duration of the semester, thereby allowing them to study remotely while also minimizing their risk.

Knowing that our students are managing unprecedented outside demands as we enter into the fall semester, Academic Affairs and Enrollment Management are collaborating to offer an Accelerated Session, featuring largely general education courses which can be completed in 10 weeks versus the 15 for the standard fall semester. New students who have not yet registered by September 23 are eligible to register for the Accelerated Session, which runs from October 14 – December 21.

Further, we are acutely aware that our students rely on the college’s computer labs, and many do not have individual devices at home – and even those who do have a device may be sharing their technology with other members of the family. For the fall semester, the college’s ITS department has instituted a [virtual computer lab](#), making more than 20 software options available in a virtual environment. Additionally, a remainder of the college’s federal CARES dollars, supplemented by additional funding from the Massasoit Foundation, went towards technology grants for the semester, ensuring any student without the technology necessary to participate in the fall semester, whether it be a laptop or high-speed Internet, could access the necessary tools. As of September 15, 2020, a total of 494 CARES grant awards have been distributed to students for technology with an average award of \$900. Additional tech grants were awarded from the United Student Fund for students ineligible for CARES funding for a total of 40 students and \$36,000 disbursed.

A Change in Leadership

On July 1, President Glickman announced her retirement from the position effective in January 2021. The message was shared with the college community, students, the media, and our community partners. A copy of the message is available in Appendix H.

Preparation for a Strong Future

Shared Governance

This September, the college will institute a shared governance model, a first of its kind at Massasoit. The to-be-implemented plan is designed to facilitate input, decentralize decision-making, and support college-wide communication. The model is designed to feature four governing bodies, each with the responsibility to advise on policies in the areas described in this document. These advisory bodies shall include the existing Academic Senate and Student Government Association, and adds the College Senate, Executive Forum, Jurisdiction Committee, and Assessment Committee, as well as committees that fall under these advisory bodies. These bodies are subject to Massasoit Community College's operating authority processes and bargaining unit contracts as well as applicable state and federal regulations.

The Statement of Shared Governance is available in Appendix I.

The Year of Social Justice

The college has begun to plan for the Year of Social Justice. The summer "Racism and Resistance" course mentioned earlier served as the first initiative in this endeavor.

The plan for the academic year includes ongoing seminars using the same course modules to educate community members and corporate partners. We also expect to launch a 30-day Anti-Racism Challenge this year under the direction of the Unity Center. Our academic divisions are in the process of examining the curriculum to ensure that students graduate with cultural competencies as included in our college learning goals, and that the curriculum reflects currency in transferability. Finally, we are in the early stages of creating an Institute for Social Justice as the umbrella to coordinate these initiatives, to provide professional development opportunities to faculty and staff, and that we stay aware of and responsive to local and national events.

Policies & Procedures

Following a comprehensive review of the college's existing policies and identifying the areas without policy in place, the college expects to publish an institution-wide Policy & Procedure manual before the start of October. This represents a move towards consistency and transparency for the institution and will support all stakeholders in meeting the mission and goals of the college.

ACE Learner Success Lab

Massasoit has been chosen to be part of the American Council on Education's (ACE) pilot cohort of the Learner Success Laboratory (LSL) – a structured strategic planning process to advance critical institutional priorities. The college is one of only 10 institutions selected from across the country to work over a 12 – 18 months period to integrate evidence-based practices as part of the LSL.

LSL institutions will focus on student persistence and completion, life design and career exploration, and workforce skills development, ultimately producing a comprehensive strategy for learner success.

Appendix A

Massasoit Community College

FY 2019-2020 Institutional Fact Book



The Office of Institutional Research
Massasoit Community College
August 2020



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Information about Massasoit is highlighted in our *Fact Sheet* on the next two pages. This document is meant to provide an overview of the college for the public and has been used in mailings to constituent groups.

From the Office of Institutional Research

Welcome to Massasoit Community College's *Annual Fact Book*. The data and information that is included here is the most currently available and the most often requested by members of our community. You will find student enrollment, demographics, and completions data as well as information on academic programs/departments and on measures of student success (retention, graduation, and transfer to further education). Where possible, we have shown trends to better inform and provide context. We hope you will find this document easy to use and understand, and that the facts you need have been included.

As always, please reach out to our office (IR@massasoit.mass.edu) should you have any questions or if you need additional information. We welcome your feedback, including any suggestions for future publications.

Sincerely,

Mary Goodhue Lynch
Associate Dean, Institutional Research

Founded in 1966, **Massasoit Community College** offers associate degree programs in arts, sciences, and applied sciences, as well as one-year and short-term certificates for a range of occupations and interests. Corporate and job skills training courses, personal enrichment classes, theater and concert performances, and programs for high school students, younger children, and seniors are among the other offerings available to the residents of Southeastern Massachusetts.

The College has three locations with modern classroom facilities, laboratories, and computer centers:

The **Brockton campus** is a 100-acre facility, with a number of modern academic buildings, a student center, library, children's day care, two theaters, radio and TV studios, and a field house, which houses a swimming pool, basketball court, racquetball courts and weight room.

The **Canton campus** is a multi-level facility on 18 acres in the Blue Hills area south of Boston. Specialized labs, art studios, and CAD and Macintosh computer labs support the technical and visual arts programs on campus. The campus is home to the **Veterinary Technology Suite** and the **Akillian Gallery**.

Middleborough Center, fully renovated with smart classrooms and a brand new biology lab, opened in 2010. Several degree programs may be completed on site and a variety of courses are offered. The Center is home to the **Emergency Medical Services Educational Suite**, a space devoted to our EMT and Paramedic programs.

The Student Body

Massasoit is one of the largest of the 15 community colleges within the Massachusetts Public Higher Education system. In Fall 2019, there were **6,637 students** (3,946 FTEs) enrolled for credit.

- 59% are female.
- 48% are students of color.
- 49% of students are 21 years or younger; 23% are 30 years of age or older.
- 62% are enrolled part-time.
- 47% of credit students are enrolled in career programs; 34% are enrolled in liberal arts and sciences programs; 19% are non-degree students.

The FY2019 annual unduplicated headcount for credit students was 10,162 (4,407 FTEs).

Over 3,000 students annually enroll in non-credit community education or workforce development courses.

Programs of Study

- **Associate degree programs** are offered in more than 40 majors including occupation-specific programs, transfer programs, and liberal arts.
- **Certificate programs** include Dental Assistant, Medical Assistant, and Office Technologies (certified by the Department of Higher Education) and more than one dozen short-term certificates, including Early Childhood Education, Microsoft Office Specialist, Networking, Paramedic, Phlebotomy, and several in computer programming.

Associate Degree Program Areas

Architectural Technology
Biology Transfer
Business Administration
Chemistry Transfer
Computer Information Systems
Computer Science Transfer
Criminal Justice
Culinary Arts
Diesel Technology
Early Childhood Education
Engineering Transfer
Fire Science Technology
Heating/Ventilation & Air Conditioning
Human Services
Liberal Arts
Math Transfer
Media Arts
Nurse Education
Psychology
Radiologic Technology
Respiratory Care
Social Science
Theatre Arts
Veterinary Technology
Visual Arts

2019-2020 Fact Sheet

- Students have the option to select programs that facilitate transfer to a four-year college. Several programs also offer concentrations within the major.
- All occupation-specific programs have employer advisory committees to keep the programs relevant and up to industry standards.
- Courses are offered during the day, evening, and on the weekend. Distance education courses are offered completely online or as hybrid courses where some onsite attendance is required.

Student Performance on Campus

- Three-quarters (74%) of first-time, first-year fall students return for the spring semester.
- About three-fifths of first-time freshmen are either still enrolled at Massasoit (57%) after one year or have transferred (4%) to another college within one year.
- The College's course completion rate is 75%.

Faculty and Staff

- There are currently 115 full-time faculty and 423 part-time faculty.
- There are 269 full-time administrators, professionals, and clerical and maintenance workers, and 229 part-time staff.

An Education Affordable for Students

- Tuition and fees for a full-time MA resident student (12 credits, or 4 classes) per semester: **\$2,496.**
- Books per semester for a full-time student (12 credits, or 4 classes): **\$720.**
- 76% of first-time, full-time matriculated students receive financial aid.
- Annual Budget for Fiscal Year 2019: **\$49,662,666.**

A Partner in the Community

More than 900 students graduate with an associate degree or certificate each year. The following are graduates disaggregated by program type for the Class of 2019: Allied Health & Nursing (13%), Business & Technology (23%), Emergent Technology & Visual Arts (7%), Liberal Arts (18%), Public Service & Social Science (25%), Science & Mathematics (14%).

- About 85% of graduates find employment within one year of graduation.
- More than 40% of graduates continue their education at four-year institutions—most often Bridgewater State University, University of Massachusetts, Stonehill College, and Northeastern University—within one year of graduation.

There are over 34,000 Massasoit alumni in the world!

- **The Corporate & Community Education Division** offers programs that meet the training, cultural, and personal enrichment needs of the College's service areas through a wide variety of job skills training and community education courses. Certificate training programs include EMT, Event Planning, Home Health Aide, Home Inspection, Ophthalmic Assistant, Real Estate, Pharmacy Tech, and Veterinary Assistant. Non-credit courses are offered in the arts, business, computers, finance, education, fitness, hobbies, crafts, personal development, language, travel, sports, recreation, and dance. The Division also offers Adult Basic Education, ESOL, and HiSET/GED Preparation classes.
- Massasoit has **Partnerships** with more than 100 companies and agencies in the area, as well as corporate training programs tailored to assess and meet the individual needs of each organization.

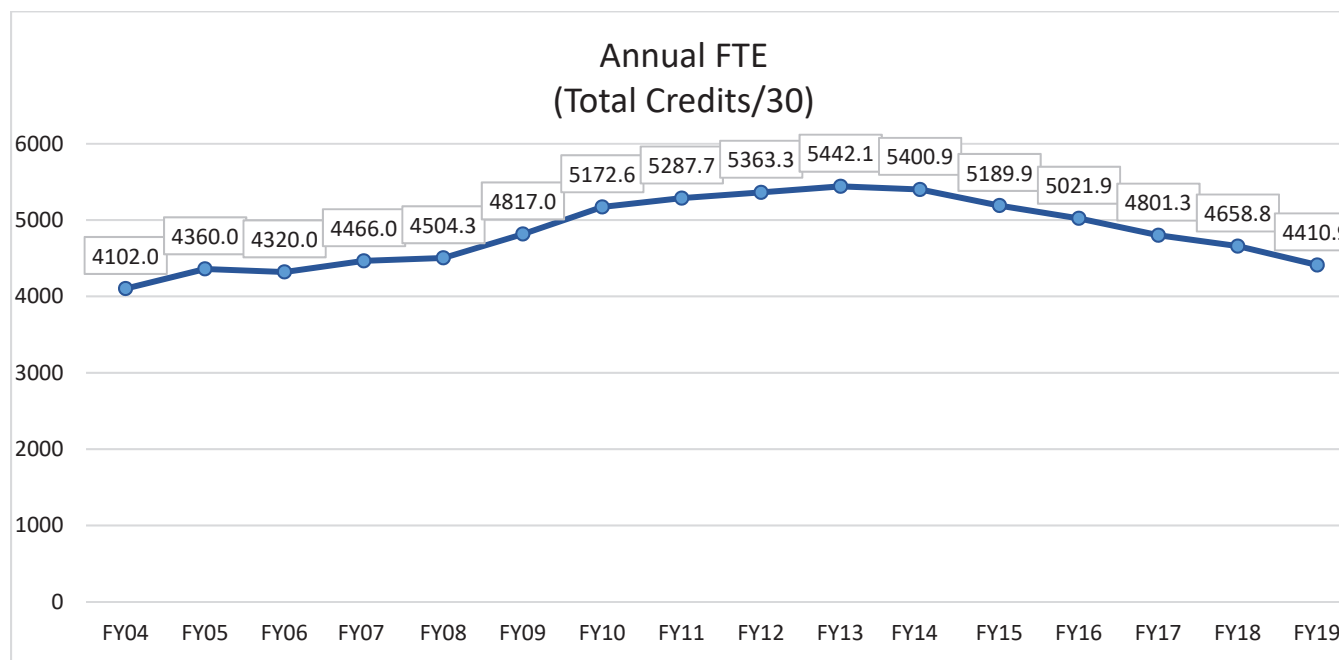
Massasoit Community College is one of the largest of the 15 Massachusetts public community colleges, with three locations (Brockton, Canton, and Middleborough) in Plymouth and Norfolk counties. Students come to us from more than 130 cities and towns, taking classes in person and online.

Like our sister community colleges and state universities, we have been experiencing a decline in enrollment over the past several years, mirroring a decline in the traditional college-going population (aged <21) in our service area. In addition, the low unemployment rate is likely a factor as potential students are able to work.

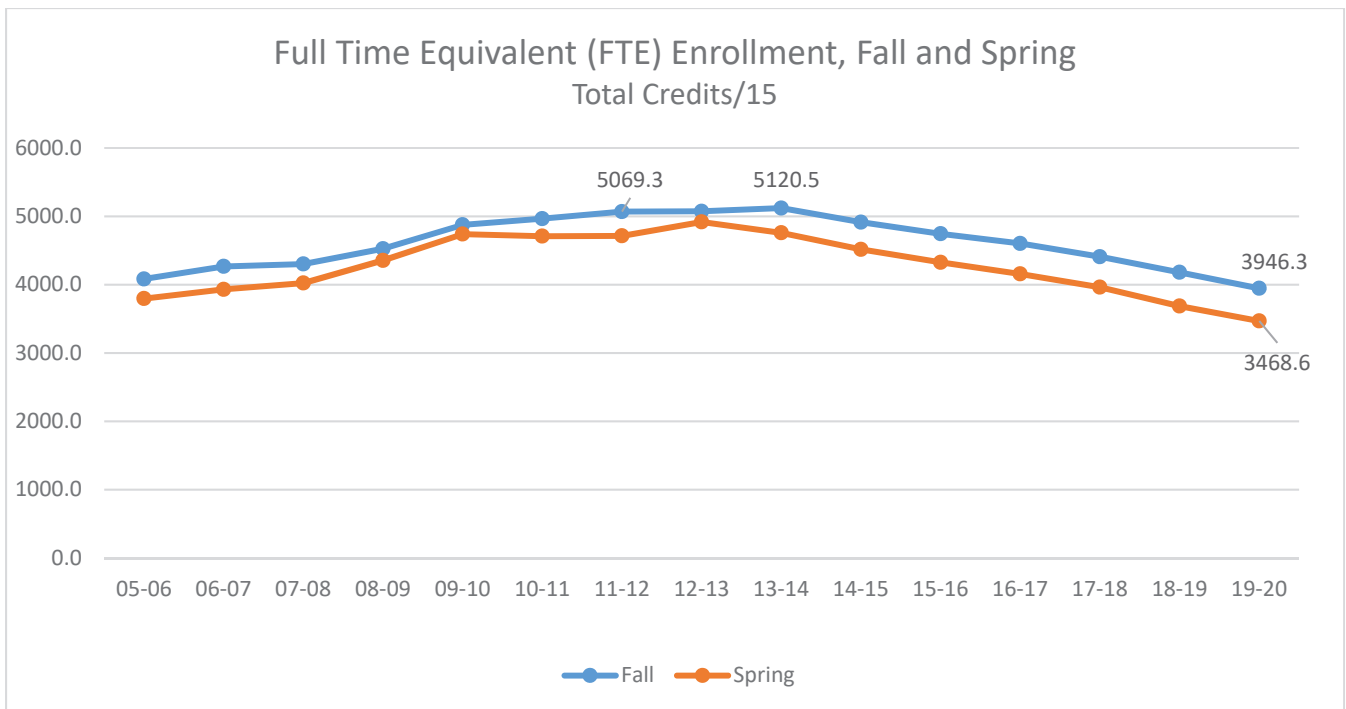
Credit Enrollment Summary

Massasoit Community College -- Credit Enrollment Summary					
	Full-time	Part-time	Headcount	Generated Credits	FTE
Fall 2015	3,221	4,416	7,637	71,169	4,744.6
Fall 2016	3,116	4,355	7,471	69,042	4,602.8
Fall 2017	2,956	4,198	7,154	66,140	4,409.3
Fall 2018	2,652	4,343	6,995	62,702	4,180.1
Fall 2019	2,495	4,142	6,637	59,194	3,946.3
Spring 2016	2,741	4,437	7,178	64,909	4,327.3
Spring 2017	2,689	4,149	6,838	62,350	4,156.7
Spring 2018	2,491	4,054	6,545	59,438	3,962.5
Spring 2019	2,133	4,270	6,403	55,289	3,685.9
Spring 2020	2,058	3,963	6,021	52,029	3,468.6

In addition to our fall and spring semesters, Massasoit also attracts students for summer coursework – whether our own students or students from other colleges who have come home to the area. In FY2019, a total of 10,162 (unduplicated headcount) credit students attempted a total of 132,327 credits.

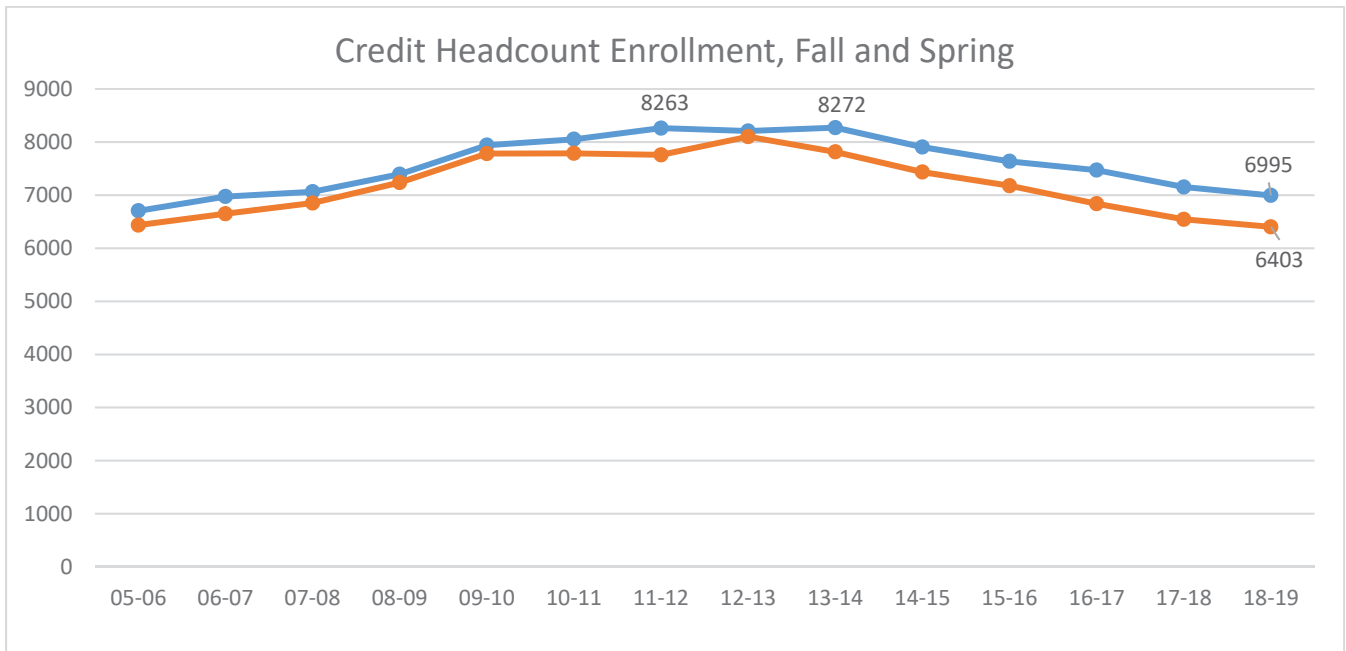


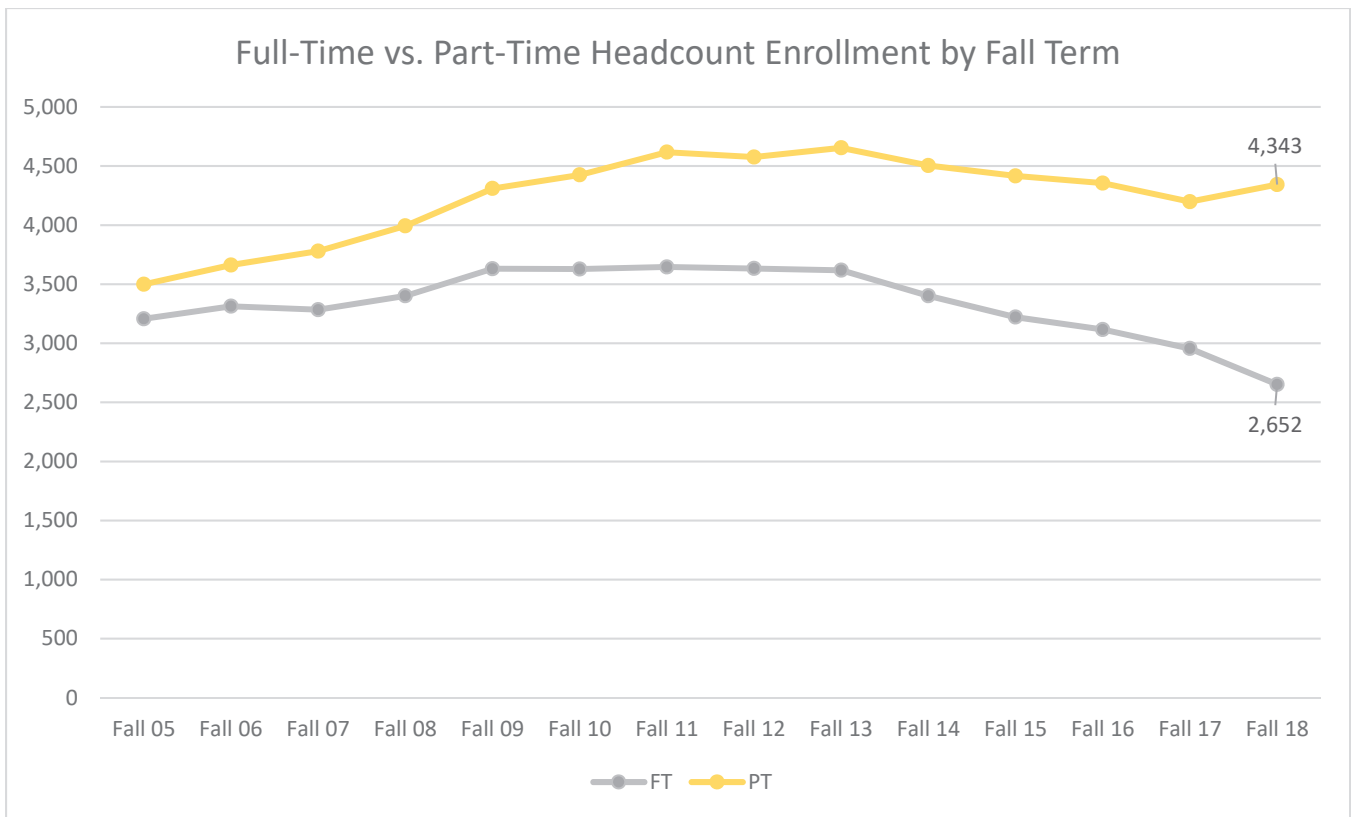
Massasoit Community College



After a decade of growth (Fall 2003 through peak at Fall 2013), credit headcount and FTE (based on total number of credits) have been declining in the past five years.

Credit headcounts (unduplicated) are higher in fall than in the spring as typically more new students start attending in the fall term. While retention from fall to spring is high (more than two-thirds) – some 2-3% complete their program in December and many others transfer out to four-year institutions prior to graduation.

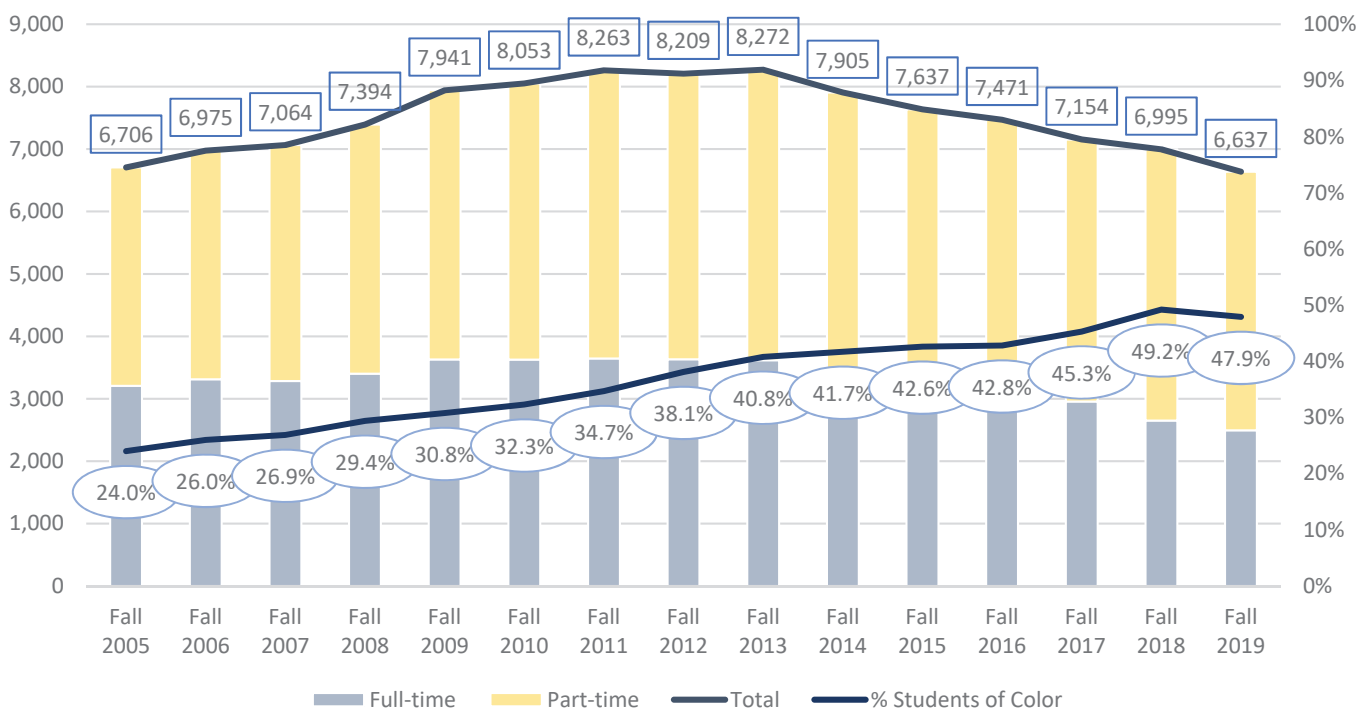




As credit headcount has been in decline over the past five years, so too have we seen a dip in the number of students who are enrolled full time (12 credits or more in a given term) as indicated by the green line above.

Massasoit's student population has become increasingly diverse over time, as shown in the chart below.

Fall Credit Enrollment 2005-2019 with % Students of Color



Fall Credit Enrollment by Program Type and Division

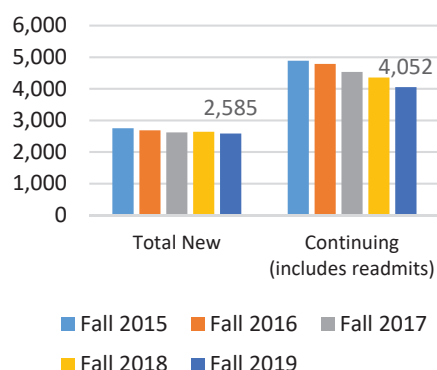
Enrollment by Type	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Degree	6,408	6,219	5,855	5,653	5,229
One-Year Certificates (CRT)	34	37	26	30	27
Short-term Certificates (IHC)	129	147	154	126	136
Nondegree/not matriculated	1,066	1,068	1,119	1,186	1,245
	7,637	7,471	7,154	6,995	6,637

Enrollment by Division	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Business & Technology	1,395	1,410	1,314	1,241	1,132
Emergent Technologies	402	510	488	494	425
Humanities/Liberal Arts	1,649	1,420	1,123	1,035	927
Nursing & Allied Health	304	315	317	304	309
Public Service/Social Science	1,281	1,259	1,326	1,246	1,189
Science & Math	1,540	1,489	1,467	1,489	1,410
Nondegree/not matriculated	1,066	1,068	1,119	1,186	1,245
	7,637	7,471	7,154	6,995	6,637

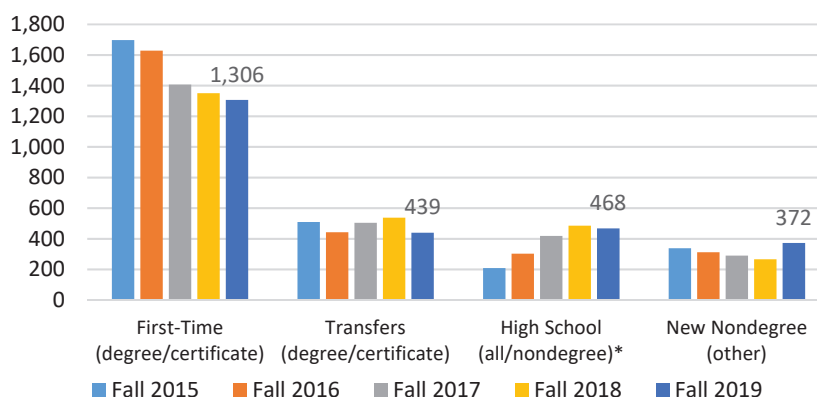
Please Note: Student Headcounts are reported by the primary major to provide an unduplicated headcount.

Fall Enrollment by Student Type

Enrollment by Student Type, Fall Terms



New Students by Type, Fall Terms



Massasoit Community College Faculty & Staff

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Full-time Faculty	127	124	114	115	113
Other Full-time Staff	302	289	282	269	257
Total Full time	429	413	396	384	370
Part-time Faculty/Adjuncts	479	445	433	423	425
Other Part-time Staff	274	199	191	228	180
Total Part time	753	644	624	651	605
Grand Total	1,182	1,057	1,020	1,035	975

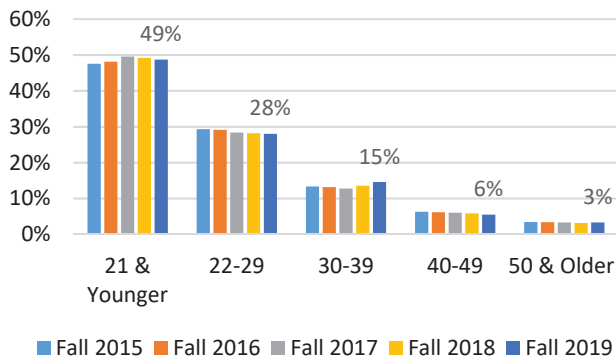
Source: IPEDS Spring Human Resources survey submission completed by Massasoit HR

*Figures are unduplicated and persons are recorded under primary job category only.

Fall Credit Enrollment Demographics

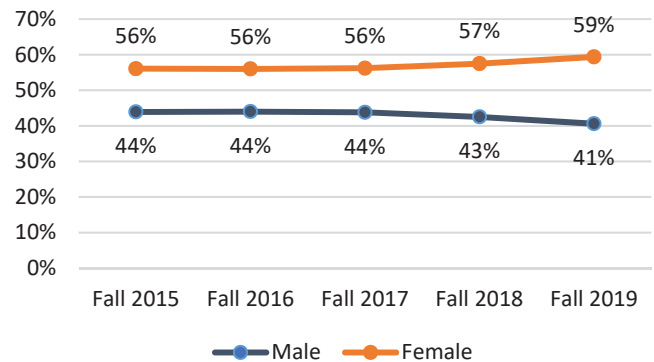
Age Distribution (ranges)

Credit Enrollment by Age, Fall Terms



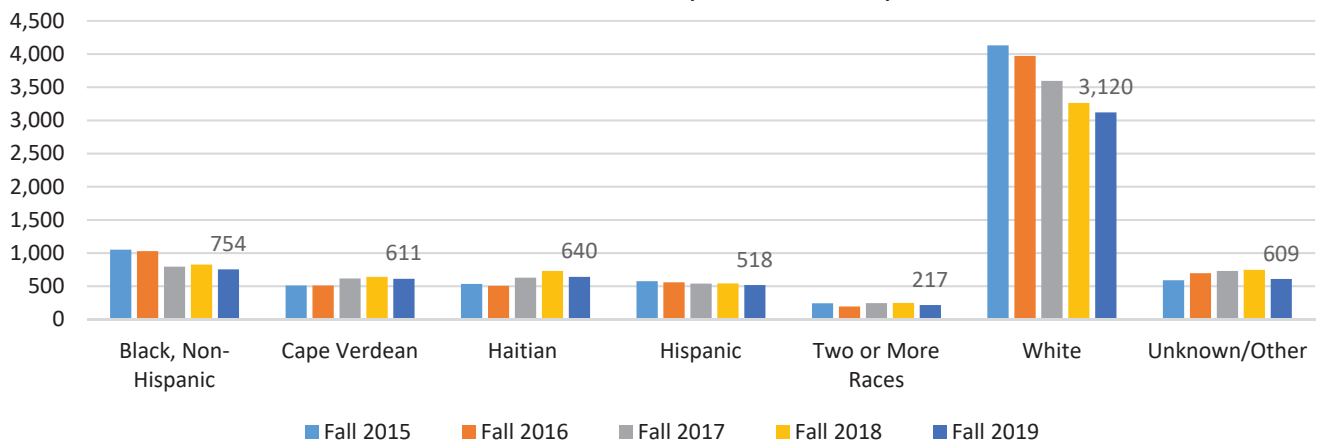
Gender of Credit Students

Credit Enrollment by Gender, Fall Terms



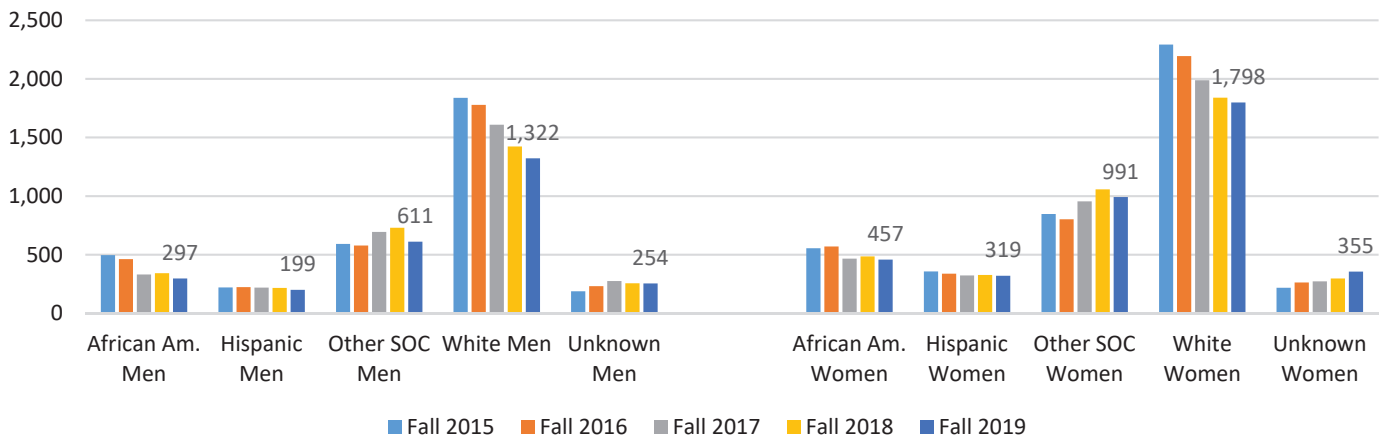
Race/Ethnicity of Fall Credit Students

Credit Enrollment by Race/Ethnicity



Gender and Race Ethnicity of Fall Credit Students

Credit Enrollment by Gender and Race/Ethnicity

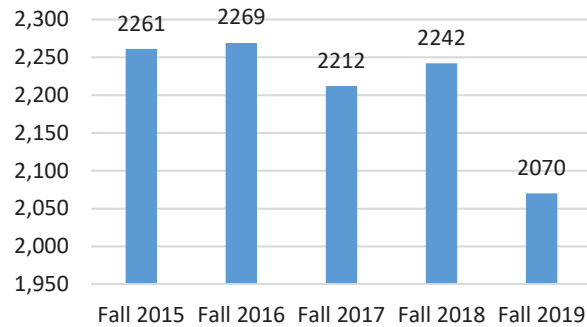


Top Ten Towns for Credit Students

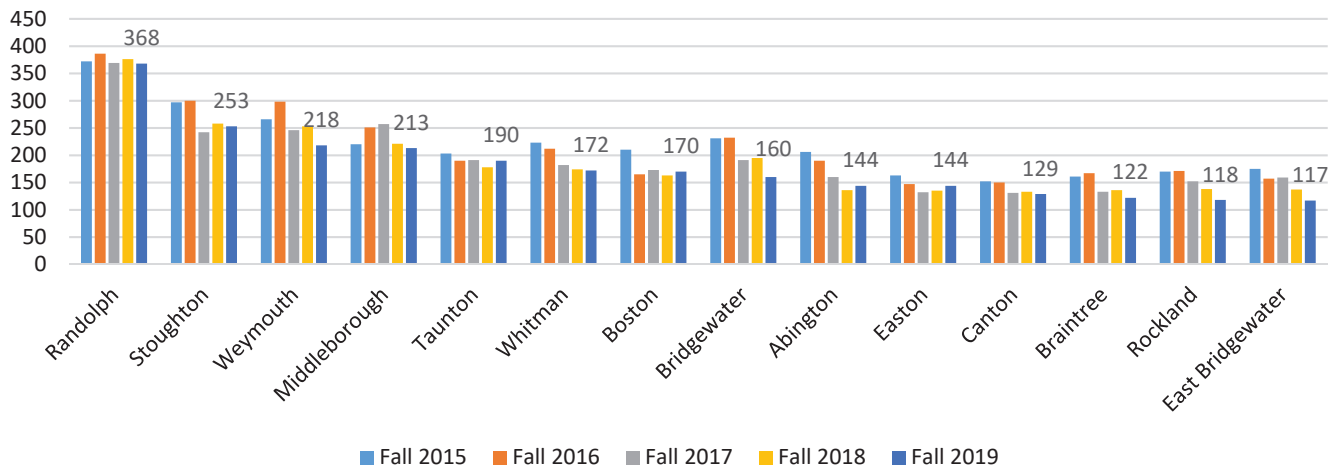
Fall 2019

1. Brockton	2,070	31.2%
2. Randolph	368	5.5%
3. Stoughton	253	3.8%
4. Weymouth	218	3.3%
5. Middleborough	213	3.2%
6. Taunton	190	2.9%
7. Whitman	172	2.6%
8. Boston	170	2.6%
9. Bridgewater	160	2.4%
10. Abington	144	2.2%

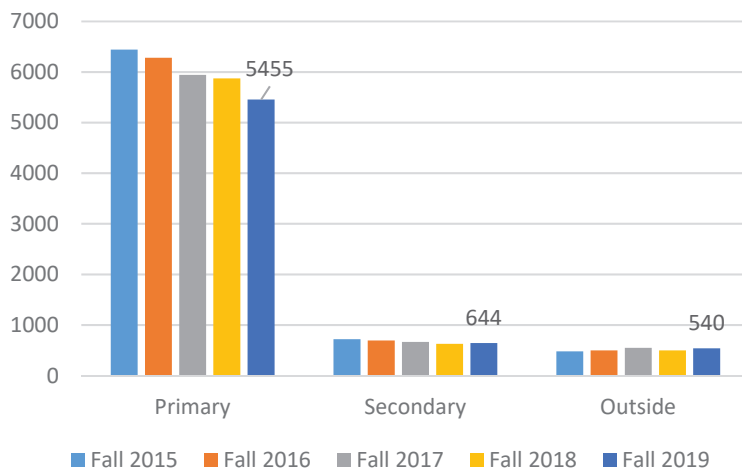
Brockton Credit Enrollment Fall 2015-2019



Credit Enrollment, Top Towns (after Brockton)



Credit Enrollment by Service Area



Primary Service Area:

Abington, Avon, Braintree, Bridgewater, Brockton, Canton, Carver, Cohasset, Duxbury, East Bridgewater, Easton, Foxborough, Halifax, Hanover, Hanson, Hingham, Holbrook, Hull, Kingston, Mansfield, Marshfield Middleborough, Milton, North Attleboro, Norwell, Pembroke, Plainville, Plympton, Quincy, Randolph, Raynham, Rockland, Scituate, Sharon, Stoughton, West Bridgewater, Weymouth, Whitman.

Secondary Service Area:

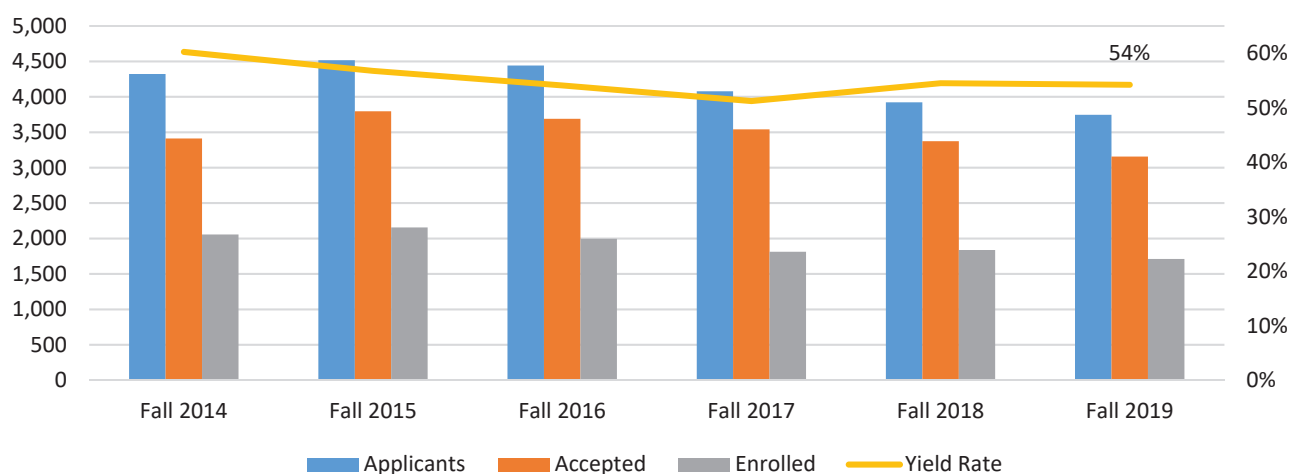
Attleboro, Dedham, Lakeville, Norfolk,

Norton, Norwood, Plymouth, Rochester, Taunton, Walpole, Wareham, Westwood, Wrentham.

Admissions, New Students, Fall 2014-2019

		Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	One Year Change
Applicants	First-time Freshmen	3452	3384	3397	3072	2894	2763	-4.5%
	Transfer Students	869	1132	1043	1006	1029	983	-4.5%
	Total Applicants	4321	4516	4440	4078	3923	3746	-4.5%
Acceptances	First-time Freshmen	2722	2897	2847	2729	2557	2457	-3.9%
	Transfer Students	689	899	842	810	816	700	-14.2%
	Total Accepted	3411	3796	3689	3539	3373	3157	-6.4%
	Acceptance Rate	78.9%	84.1%	83.1%	86.8%	86.0%	84.3%	
New Student Enrollment	First-time Freshmen	1588	1606	1521	1341	1330	1282	-3.6%
	Transfer Students	467	549	475	472	488	428	-12.3%
	Total Enrolled	2055	2155	1996	1813	1818	1710	-5.9%
Yield Rates	First-time Freshmen	58.3%	55.4%	53.4%	49.1%	52.0%	52.2%	
	Transfer Students	67.8%	61.1%	56.4%	58.3%	59.8%	61.1%	
	Total Enrolled	60.2%	56.8%	54.1%	51.2%	53.9%	54.2%	

Admissions Applicants & Yield Rates



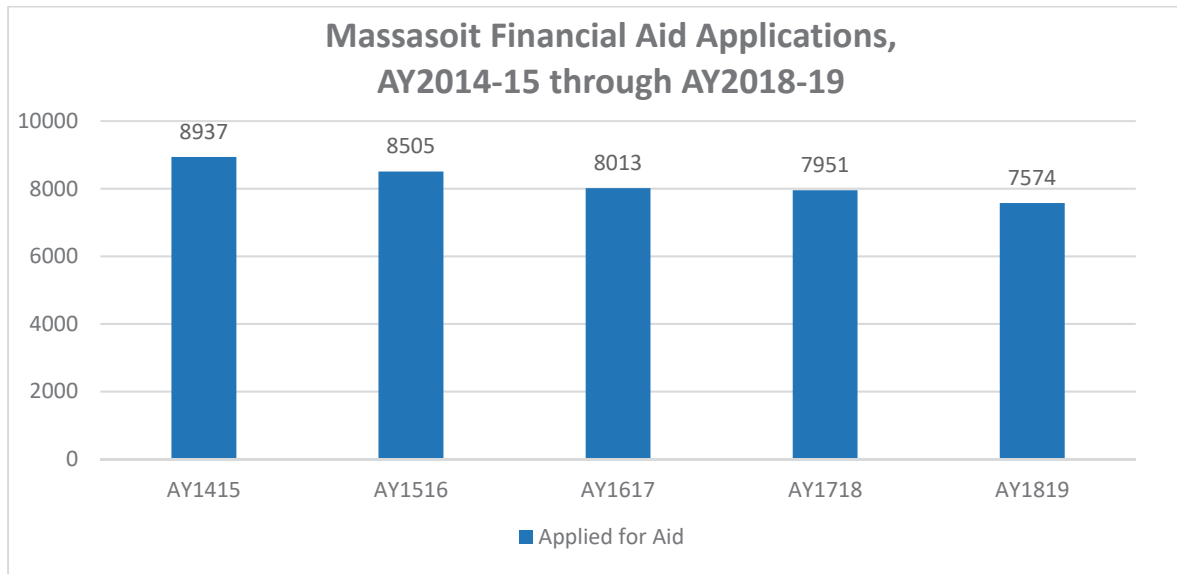
Top High Schools, Fall 2019

Brockton (18%*), Southeastern Regional Vocational, Weymouth, Whitman-Hanson, Stoughton, Bridgewater-Raynham Regional, Blue Hills Regional Vocational, Randolph, Middleborough, Braintree, South Shore Vocational, Rockland, Oliver Ames, Bristol-Plymouth Regional Vocational, Abington, East Bridgewater, Cardinal Spellman, Silver Lake, Canton, Taunton, Norwood, and Marshfield High Schools.

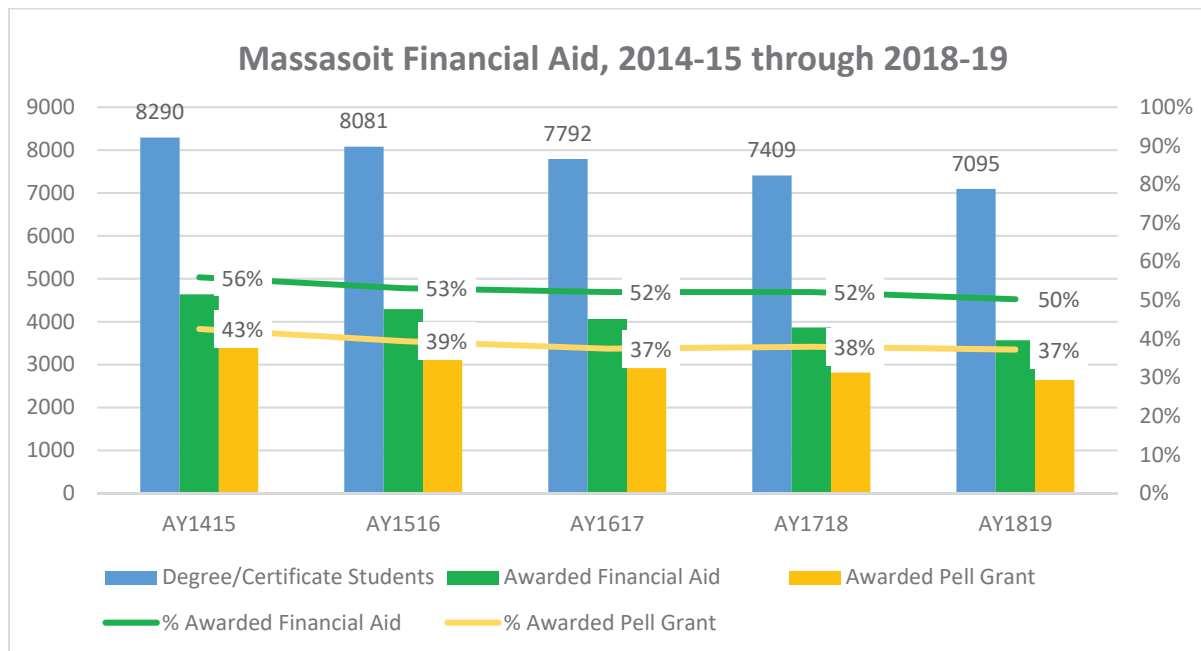
*Of 5,686 credit students with high schools on record. List is in descending order with 18% from Brockton HS and 1-4% from the other high schools listed. In addition, 4% presented with a GED or HiSET and 7% were from foreign high schools.

Massasoit Community College

Financial Aid



*Application counts are those matched with admissions or enrollment records; actual number is much higher.
Source: Massasoit's Financial Aid Office. AY = Aid Year.*



More than half of all matriculated students in eligible programs received some type of financial aid. About two-fifths of are awarded Pell grants.

Graduates with Debt

	AY1314	AY1415	AY1516	AY1617	AY1718	AY1819
Total Graduates	1,137	994	915	1058	919	841
% with Debt	29.0%	32.1%	31.3%	35.2%	35.5%	33.1%
Average Debt for Graduates Earning Associate Degree	\$8,835.48	\$8,732.22	\$10,049.46	\$10,387.76	\$9,954.50	\$10,379.51

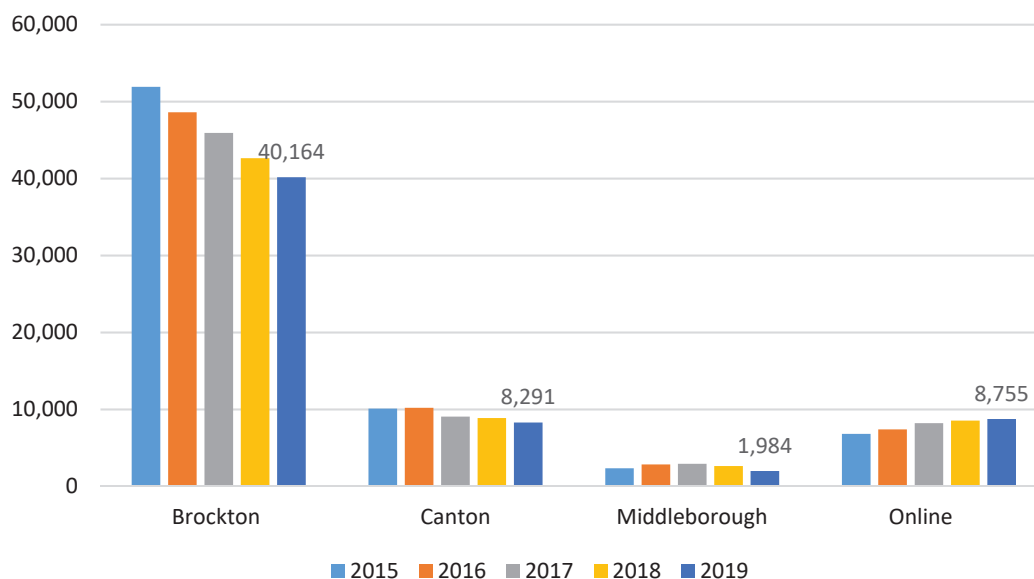
Some students have also received awards in prior years. All accumulated debt is represented in these figures.

Credit Headcount by Location, Fall Terms 2015-2019

Fall Terms		2015	2016	2017	2018	2019
Brockton	Students	6,198	5,998	5,707	5,444	5,094
	% of All	81%	80%	80%	78%	76.8%
Canton	Students	1,323	1,277	1,149	1,114	1,085
	% of All	17%	17%	16%	16%	16.3%
Middleborough	Students	365	406	387	378	336
	% of All	5%	5%	5%	5%	5.1%
Online	Students	1,520	1,647	1,716	1,796	1,925
	% of All	20%	22%	24%	26%	29.0%
Total Credit Students		7,637	7,471	7,154	6,995	6,637

Percentages > 100% as students take courses in more than one location and/or online.

Total Credits by Location, Fall Terms 2015-2019

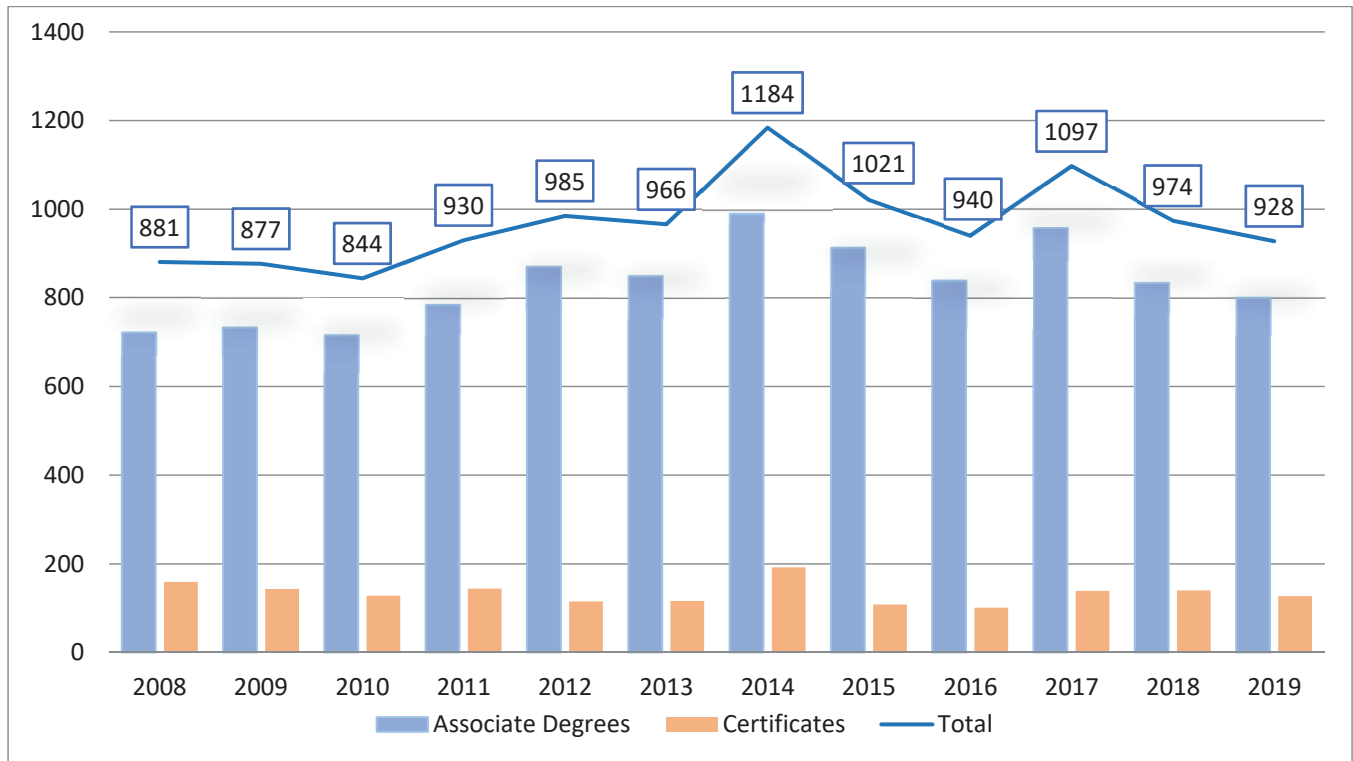


Total Credits by Location, Fall Terms 2015-2019

	2015	2016	2017	2018	2019
Brockton	51,915	48,608	45,930	42,652	40,164
Canton	10,102	10,209	9,068	8,880	8,291
Middleborough	2,338	2,833	2,933	2,633	1,984
Online	6,814	7,392	8,209	8,537	8,755
Total Credits	71,169	69,042	66,140	62,702	61,213

*Offsite Credits are included in Brockton counts.

Graduates: Degrees & Certificates

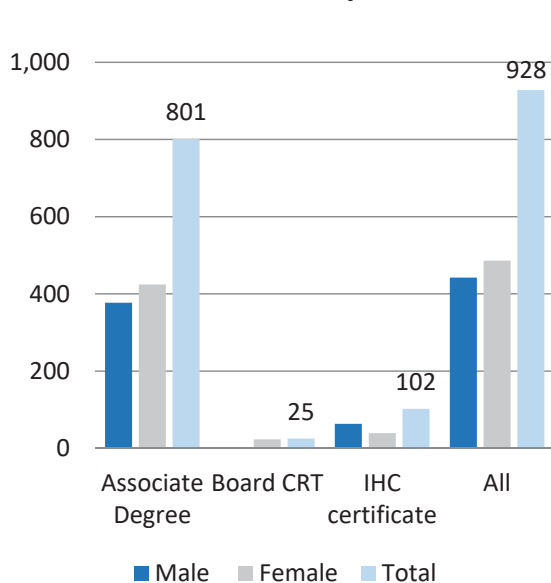


Massasoit Degrees & Certificates* Awarded (2008-2019)

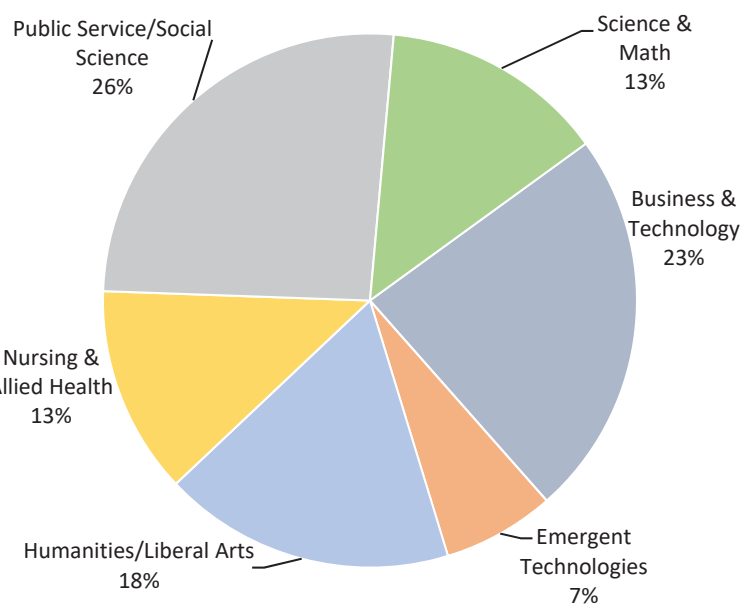
	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Associate Degrees	722	734	716	786	870	850	992	913	839	958	834	801
Certificates	159	143	128	144	115	116	192	108	101	139	141	127
Total	881	877	844	930	985	966	1184	1021	940	1097	975	928

*Includes Board certificates (>30 credits) and short-term IHCs

2019 Graduates by Award



2019 Graduates by Division



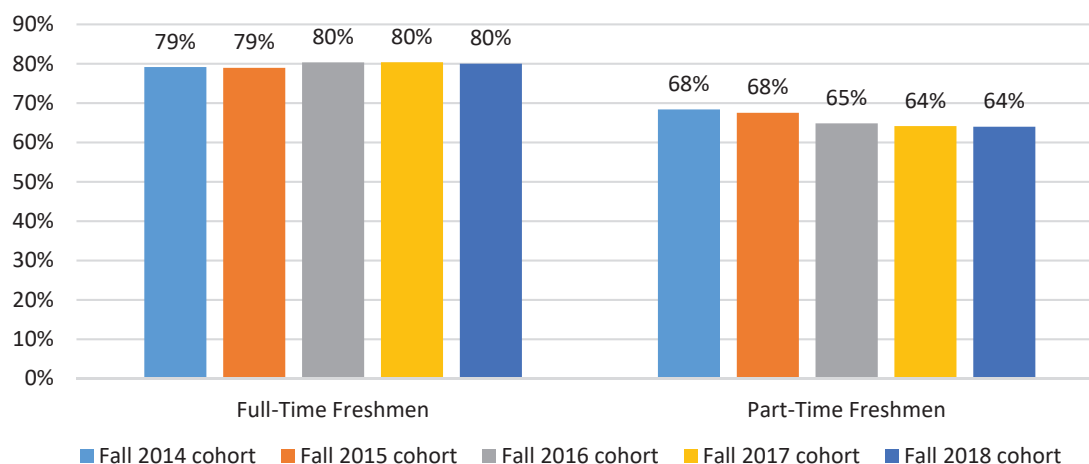
Retention Rates: First-Time Freshmen

Retention rates traditionally track first-time freshmen starting in a particular fall term through to the following spring term, then on to the subsequent fall semester. While fall-to-spring rates are particularly high, they are even higher (80%) for students who begin full time in the fall term. Fall-to-fall retention rates (including those who return as well as those who have graduated) are also higher for those who start full time (57% vs. 46% of those who start part time). Not considered here are those who transfer out prior to graduation.

First-Time Freshmen in Degree/Certificate Programs as of their First Term

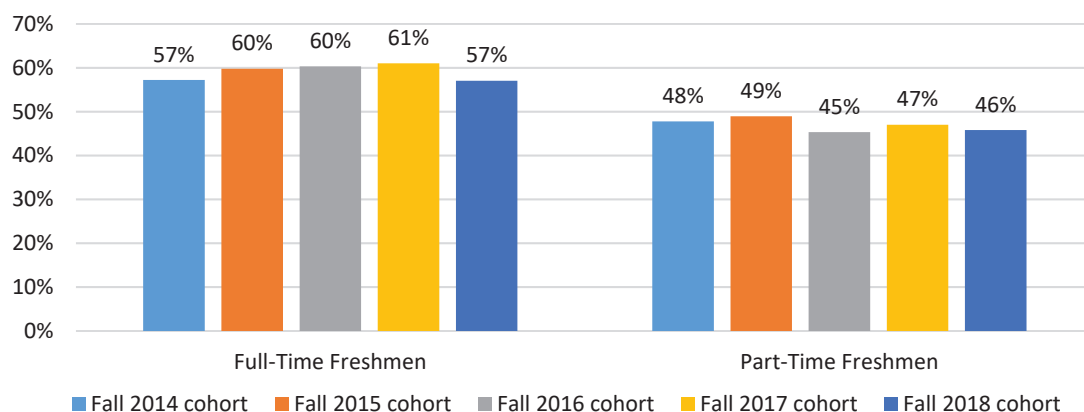
	Fall 2014 cohort	Fall 2015 cohort	Fall 2016 cohort	Fall 2017 cohort	Fall 2018 cohort
Full-time Freshmen	1,190	1,084	1,048	927	830
Part-time Freshmen	557	613	580	480	506
All	1,747	1,697	1,628	1,407	1,336

Retention of First-Time Students Fall to Spring



* Retained = Returned for spring term.

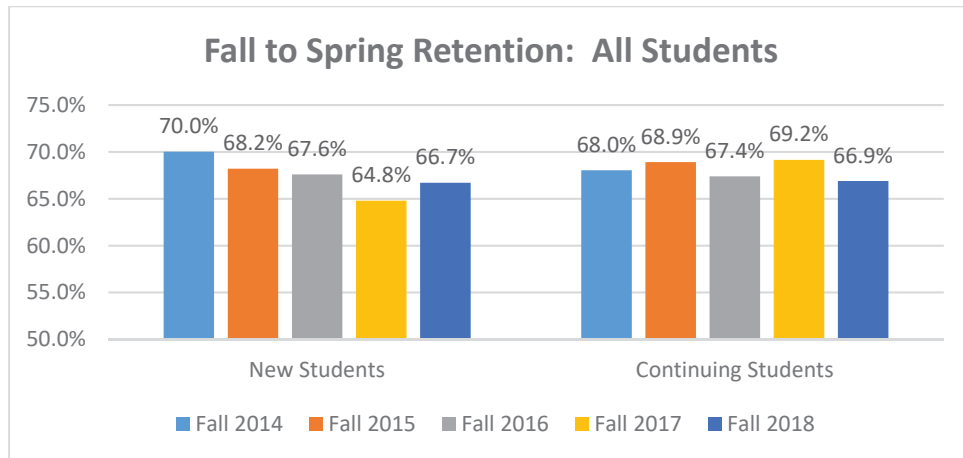
Retention of First-Time Freshman @ One Year



* Retained = Returned for next fall term or graduated/completed program prior to next fall term.

Retention Rates: All Credit Students, Term to Term

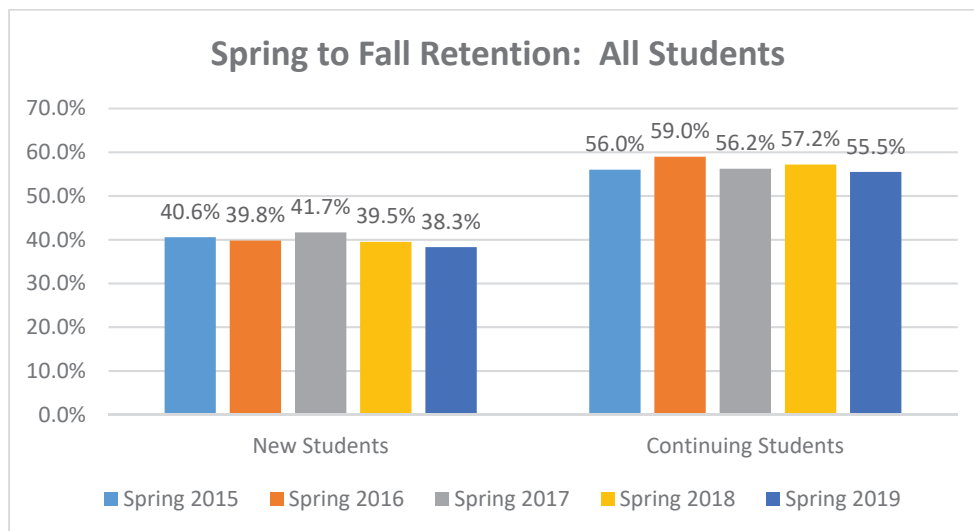
For internal planning purposes, we also look at the retention of all credit students (not just first-time freshmen) from term to term. Continuing students have often had higher fall-to-spring retention rates than new students.



* An additional 2-3% completed their program prior to spring.

All Credit Students	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Total New	2,719	2,752	2,684	2,619	2,638
Continuing	5,186	4,885	4,787	4,535	4,357
Total	7,905	7,637	7,471	7,154	6,995

While retention rates from spring to fall term are lower overall, continuing students are more likely to return (57% vs. 40% for Spring 2018 to Fall 2018) than new students. In addition, about 8-10% of spring students graduate prior to the fall term.



* An additional 8-10% completed their program prior to fall.

All Credit Students	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Total New	1,358	1,327	1,250	1,271	1,351
Continuing	6,078	5,851	5,588	5,274	5,052
Total	7,436	7,178	6,838	6,545	6,403

Retention & Transfer Outs

Many of our students attend Massasoit with the goal of transferring on to a four-year institution, whether or not earning an associate degree prior to transfer. Each fall, we track all of our credit students (enrolled as of our census) for retention, completion, and transfer out (using the National Student Clearinghouse for confirmation of enrollment at another institution).

Fall 2018 Credit Students One Year Later				Status by Fall 2019			
Degree or Certificate		Fall 2018	Returned	Graduated (not ret)	% Retained	Transfer (not Ret)	% Grad or Enrolled Anywhere
First-Time Freshmen	Full Time	833	474	1	57.0%	35	61.2%
	Part Time	517	235	2	45.8%	16	48.9%
	All First Time	1350	709	3	52.7%	51	56.5%
Transfer Ins	Full Time	248	119	13	53.2%	28	64.5%
	Part Time	289	147	4	52.2%	28	61.9%
	All Transfers	537	266	17	52.7%	56	63.1%
All New Degree/Certificate		1887	975	20	52.7%	107	58.4%
All New Nondegree		751	193	2	26.0%	166	48.1%
All New (Total)		2638	1168	22	45.1%	273	55.5%
Continuing Students		4357	1837	674	57.6%	329	65.2%
Grand Total		6995	3005	696	52.9%	602	61.5%

Top Transfer Schools: Fall 2018 Massasoit Students – Transferred Out by Fall 2019

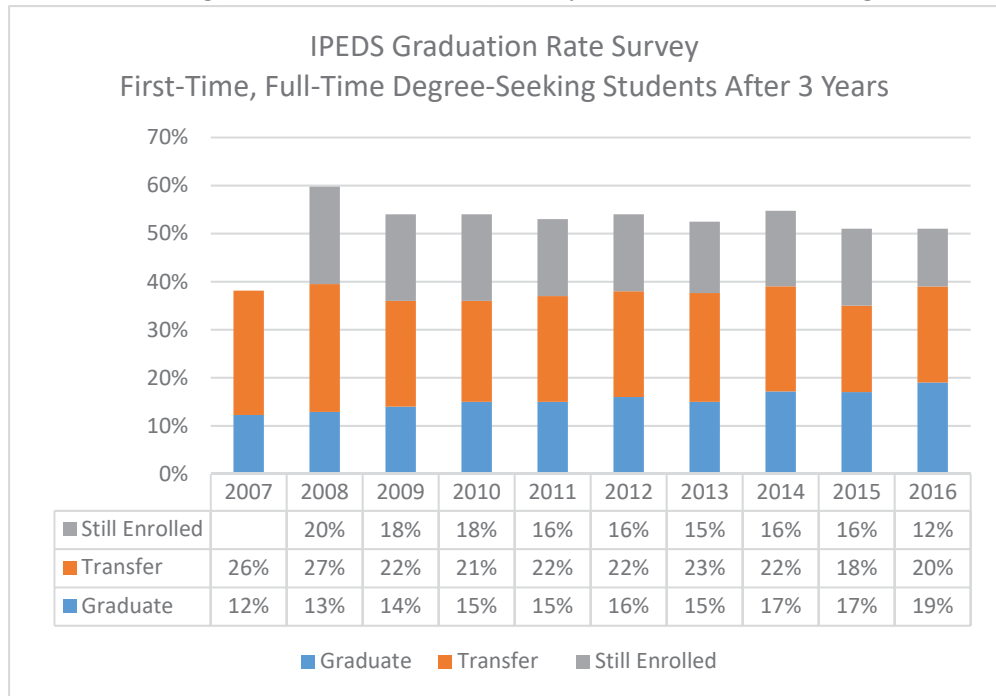
School Name	Total Transfer Outs	Graduated Prior to Transfer		Transferred Prior to Graduation	
BRIDGEWATER STATE UNIVERSITY	257	136	48%	121	22%
UNIVERSITY OF MASSACHUSETTS BOSTON	84	34	12%	50	9%
UNIVERSITY OF MASSACHUSETTS AMHERST	52	22	8%	30	6%
UNIVERSITY OF MASSACHUSETTS DARTMOUTH	37	20	7%	17	3%
BRISTOL COMMUNITY COLLEGE	32	2	1%	30	6%
SOUTHERN NEW HAMPSHIRE UNIVERSITY	29	6	2%	23	4%
CURRY COLLEGE	25	13	5%	12	2%
QUINCY COLLEGE	22	1	0%	21	4%
UNIVERSITY OF MASSACHUSETTS LOWELL	22	6	2%	16	3%
LABOURE COLLEGE	20	2	1%	18	3%
BROCKTON HOSPITAL SCHOOL OF NURSING	17	2	1%	15	3%
BUNKER HILL COMMUNITY COLLEGE	17	1	0%	16	3%
ROXBURY COMMUNITY COLLEGE	14	1	0%	13	2%
EASTERN NAZARENE COLLEGE	13	4	1%	9	2%
STONEHILL COLLEGE	12	3	1%	9	2%
MASSACHUSETTS BAY COMMUNITY COLLEGE	11	0	0%	11	2%
MASSACHUSETTS MARITIME ACADEMY	11	1	0%	10	2%
MGH INSTITUTE OF HEALTH PROFESSIONS	9	0	0%	9	2%
SUFFOLK UNIVERSITY BOSTON	9	6	2%	3	1%

Graduation & Transfer Rates

For federal reporting to IPEDS*, colleges are required to report on the status of an entering fall cohort (first-time, full-time, degree- or certificate-seeking) at 150% normal time (three years for an associate degree; 18 months for a certificate).

While this represents only about 40% of our entering class (since many are part time and/or nondegree students), it has become the standard for comparative national data. In addition to graduation rates, community colleges are also allowed to calculate a transfer-out rate (prior to graduation) as well as the percentage of the original cohort who are still enrolled after three years. The categories are

mutually exclusive as shown in the stacked charts to the right. After some slight increases in our graduation rate, we jumped to 19% for the most recent cohort. At the same time, we have maintained a Transfer-Out rate (prior to graduation) of about 20% with still enrolled rates dipping to 12%.

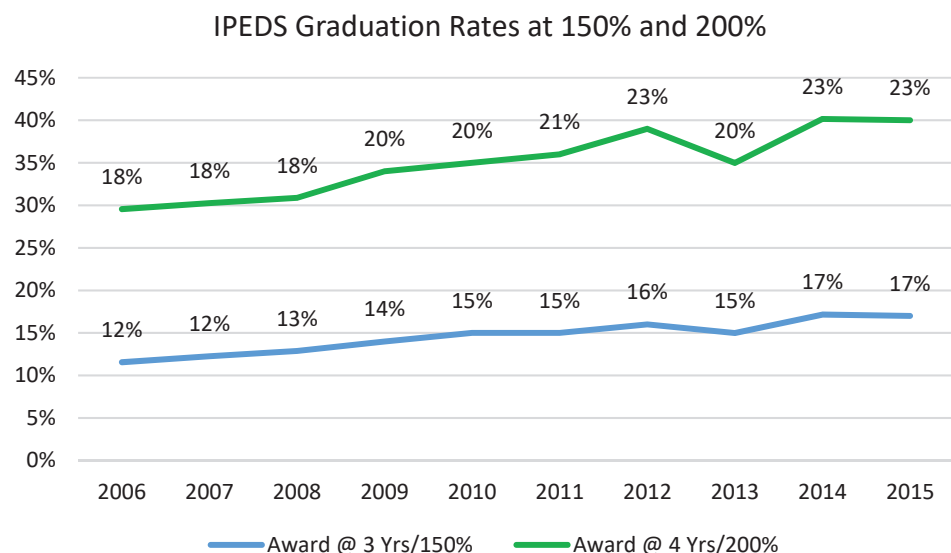


IPEDS* Entering	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Fall Cohort**	1117	1297	1252	1145	1227	1211	1281	1189	1084	1041

*Integrated Postsecondary Education Data Systems

**Established cohort of students who are first-time, full-time degree-seeking (or certificate-seeking) students entering for a particular Fall semester.

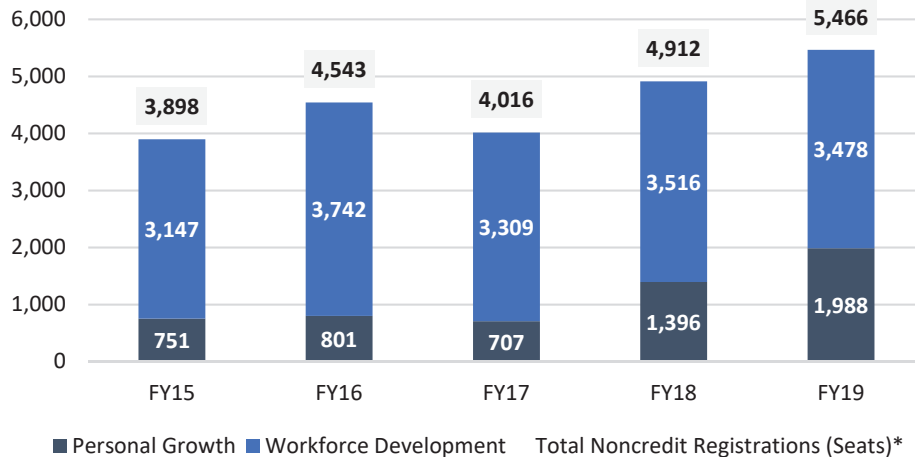
IPEDS also now collects data on graduation at the 200% mark (four years for an associate degree). By simply giving students in the original cohorts an additional year, we have seen an additional six or seven percent of the original cohort complete their program of study.



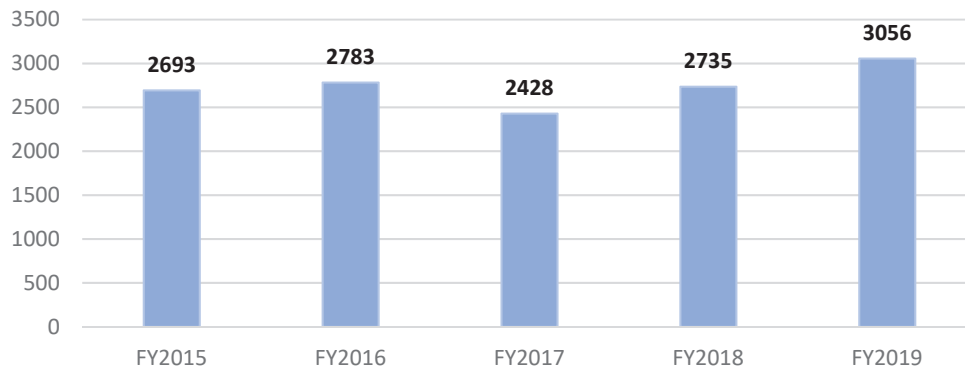
Noncredit Enrollments: Corporate & Community Education

In addition to credit courses and programs of study, Massasoit offers a variety of noncredit classes that may be taken for personal enrichment or for workforce professional training and credentials. For reporting purposes, we use seats counts/registrations to quantify the volume of activity, understanding that many students take more than one course in a given year. In FY19, a total of 3056 individuals registered for 5466 courses.

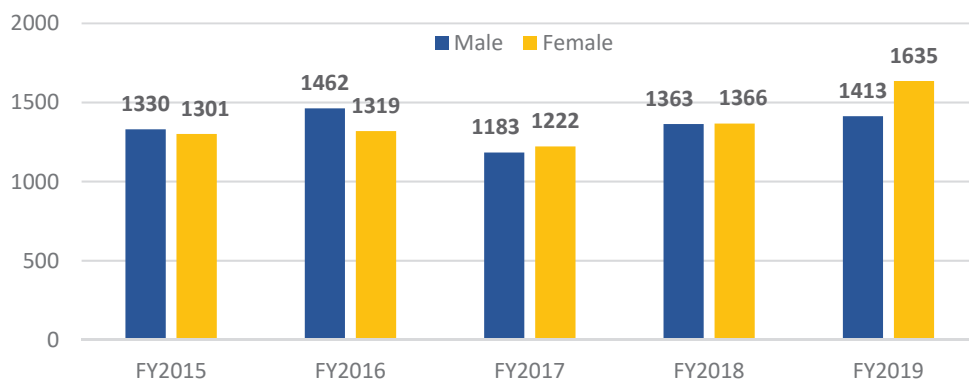
Annual Noncredit Registrations/Seats by Type



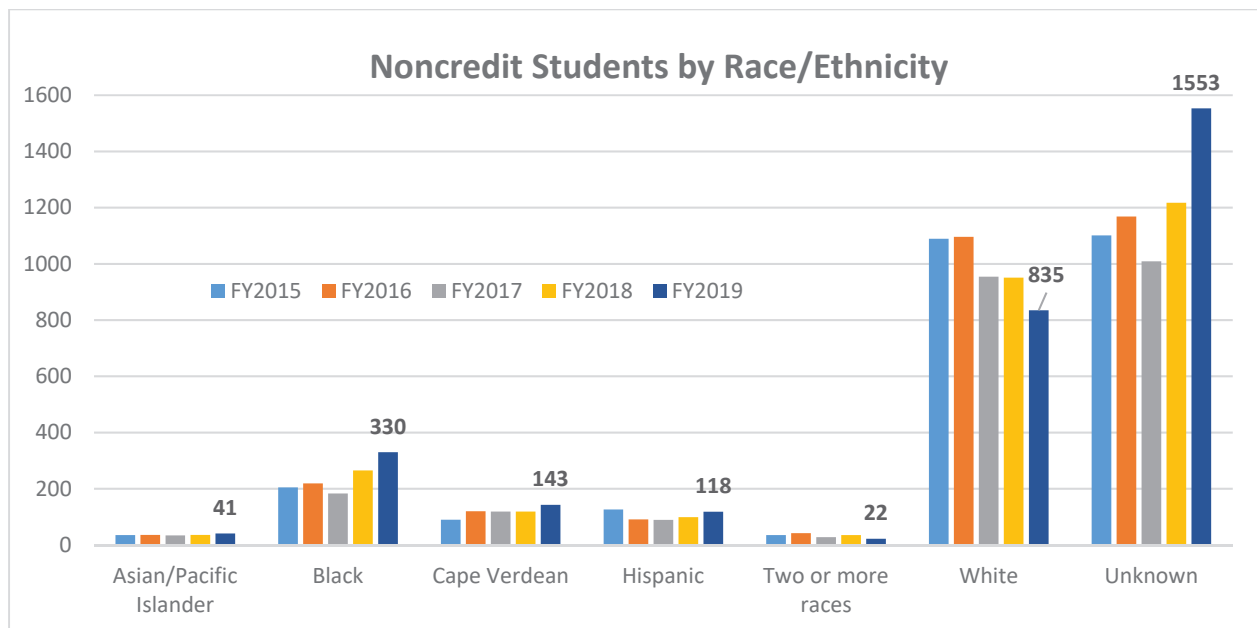
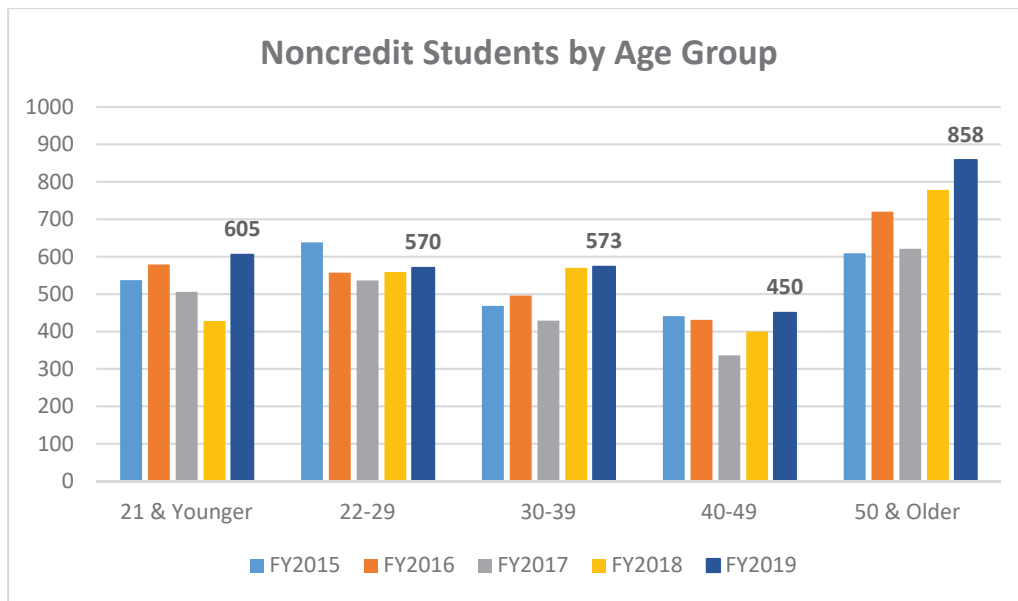
Noncredit Annual Unduplicated Headcount



Noncredit Students by Gender



Massasoit Community College



<i>Top Ten Towns, Noncredit Students</i>	FY2019	% all Noncredit Students*
Brockton	835	27.8%
Stoughton	149	5.0%
Boston	113	3.8%
Randolph	103	3.4%
Taunton	86	2.9%
Braintree	84	2.8%
Weymouth	82	2.7%
Bridgewater	73	2.4%
East Bridgewater	72	2.4%
Middleboro	56	1.9%

**Annual Unduplicated Headcount FY2019 = 2999 with known residence*

Massasoit Community College

Fall Enrollment by Program*			Student Headcount (Unduplicated by <u>Primary Major</u>)							Grand Total Fall 2019 (including 2nd majors)
CIP Code	Code	Major Name	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2019 by Class** Fresh Soph		
240101	LAST	Liberal Arts Studies	523	444	333	310	265	179	86	266
240199	LATR	Liberal Arts Transfer	932	772	663	610	523	356	167	526
090102	MDAA/LASM	Media Arts	86	110	104	94	105	65	40	105
301401	MUST	Museum Studies Cert	4	3	1	--	--	--	--	--
500501	THEA/LATA	Theatre Arts	26	19	23	21	34	17	17	35
500409	VAGD	Visual Arts-Art&Graphic Design	93	90	102	108	88	55	33	90
500702	VAFA	Visual Arts-Fine Arts	41	46	40	44	37	24	13	39
520301	BACA	Bus Admin Career-Account	105	99	81	92	84	47	37	84
520201	BACG	Bus Admin Career-General	202	186	173	158	93	36	57	94
521401	BACM	Bus Admin Career-Marketing	65	58	52	49	54	41	13	54
520204	BACS	Bus Admin Career-Sup Mgmnt	47	48	45	47	101	73	28	102
529999	BATR	Business Admin Transfer	526	544	516	498	440	256	184	445
301601	CMAC	Computerized Accounting Cert	5	12	6	6	6	2	4	10
110601	MOSP	Microsoft Office Specialist Cert	4	6	8	3	6	5	1	7
520408	OFFT	Office Technologies	3	6	1	1	--	--	--	--
520901	BACP	Bus Admin Career-Hospitality	35	33	29	19	19	16	3	20
120503	CULA	Culinary Arts	120	103	93	90	67	35	32	68
120505	KTAS	Food Production Cert	2	3	2	3	2	1	1	5
120501	PACT	Pastry Cert	4	5	2	2	4	3	1	9
511502	MNHL	DDS Human Services Cert	3	5	9	7	4	2	2	5
190709	ECEA/CCEA	Early Childhood Educ & Admin	104	83	63	61	69	42	27	70
190708	ECET/CCET	Early Childhood Educ & Admin Transfer	119	112	93	90	90	44	46	91
190799	ECCT/CCCT	Early Childhood Education Cert	27	26	20	9	15	14	1	21
190709	EECC	EEC Lead Teacher Qual Crs Cert	--	2	4	5	2	2	0	6
131202	ELED/LATE	Elementary Education	82	75	68	64	52	32	20	52
440000	HSCC	Human Services-Career	98	89	70	62	50	32	18	50
449999	HSTR	Human Services-Transfer	162	138	110	104	87	43	44	89
420101	PSYC/LATP	Psychology	--	62	198	209	237	140	97	240
450101	SSTR/LTSS	Social Science Transfer	92	165	118	100	102	38	64	104
430199	CORR	Corrections Cert	1	--	2	1	3	1	2	3
430107	CJCR	Criminal Justice-Career	186	130	106	102	92	54	38	92
430199	CJTR	Criminal Justice-Transfer	357	309	328	302	249	141	108	250
510601	DNTA	Dental Assisting	16	16	14	16	12	6	6	12
510904	EMSP	EMS-Paramedic Cert	26	32	46	51	61	24	37	64
430203	FRST	Fire Science Technology	101	101	84	79	73	44	29	73
510714	IBS	Insurance Billing Specialist	21	14	13	2	--	--	--	--
430103	LAWE	Law Enforcement Cert	5	5	5	--	1	1	0	9
510801	MEDA	Medical Assisting	15	15	11	13	15	6	9	15
513801	NURS	Nursing Education-Day	96	98	96	90	101	--	101	101
513801	NURE	Nursing Education-Evening	26	25	37	31	27	--	27	27
513801	NULD	Nursing LPN Day	18	15	15	18	13	--	13	13
513801	NURL	Nursing LPN Eve	28	30	36	36	37	--	37	37
511009	PHLE	Phlebotomy Cert	7	10	6	8	7	3	4	9
510910	POLS	Polysomnography	--	--	--	--	--	--	--	--
430109	PSBC	Private Security Basic Cert	--	--	2	--	2	2	0	4
510907	RADT	Radiologic Technology	47	52	47	44	42	1	41	42
510908	RESP	Respiratory Care	51	54	55	48	55	4	51	55
150101	ATAR	Architectural Tech-Architectl	55	60	50	45	58	43	15	58
260101	BITR	Biology Transfer	--	--	--	--	75	58	17	76
261201	BIOT	Biotechnology Cert	7	1	--	--	--	--	--	1
110202	PRCP	C++ Programming Cert	--	1	3	--	--	--	--	4
400501	CHTR	Chemistry Transfer	--	--	--	--	14	7	7	14
110201	CISP	Computer Info Systems-Program	93	105	108	86	72	44	28	74
119999	CISS	Computer Info Systems-User Sup	55	57	51	52	41	22	19	43
470104	CORM	Computer Repair&Main	4	8	7	4	3	2	1	5
110101	CSTR/LATC	Computer Science Transfer	104	120	122	125	138	92	46	138
470605	DIET	Diesel Technology-Diesel	42	56	47	43	43	23	20	43
470613	DTHE	Diesel Technology-Heavy Equipment	1	--	--	--	--	--	--	--
150303	ELCT	Electronic Technology	47	34	24	10	4	2	2	4
140102	ENCH	Engineering Trans-Chemical	5	11	18	15	12	8	4	12
140102	ENCI	Engineering Trans-Civil	14	26	29	43	24	16	8	24
140102	ENEL	Engineering Trans-Electrical	18	54	49	61	55	39	16	55
140102	ENME	Engineering Trans-Mechanical	26	70	77	85	67	45	22	67
470201	HVCT	Heating Ventil&Air Cond Cert	5	5	3	1	--	--	--	--

Massasoit Community College

Fall Enrollment by Program*			Student Headcount (Unduplicated by <i>Primary Major</i>)							Grand Total Fall 2019 (including 2nd majors)
CIP Code	Code	Major Name	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2019 by Class** Fresh Soph		
470201	HVAC	Heating Ventilat&Air Cond Tech	37	35	23	8	4	0	4	4
150501	HVBS	HVAC Bldg Systems	10	6	5	4	15	10	5	15
110202	PRJV	Java Programming Cert	--	--	1	1	--	--	--	3
301801	LATS	Liberal Arts Transfer-Science	1512	1458	1432	1447	1267	752	515	1268
270101	MATR	Math Transfer	--	--	--	--	12	9	3	12
110202	MADV	Mobile App Development Cert	--	2	1	2	--	--	--	1
110901	NTSP	Networking Tech Cert	4	7	13	20	18	12	6	22
110299	PROO	Object-Oriented Program Cert	--	--	--	1	2	1	1	4
150305	TELL	Telecommunications	--	7	7	7	--	--	--	--
510808	VTSC	Veterinary Tech	21	30	35	42	42	7	35	42
none	NOND	Non-Degree	1066	1068	1119	1186	1245	1083	162	1245
	Total		7,637	7,471	7,154	6,995	6,637	4,162	2,475	
	Enrollment by Type		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019			
		Degree	6,408	6,219	5,855	5,653	5,229			
		One-Year Certificates (CRT)	34	37	26	30	27			
		Short-term Certificates (IHC)	129	147	154	126	136			
		Nondegree	1,066	1,068	1,119	1,186	1,245			
			7,637	7,471	7,154	6,995	6,637			
	Enrollment by Division		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019			
		Business & Technology	1,395	1,410	1,314	1,241	1,132			
		Emergent Technologies	402	510	488	494	425			
		Humanities/Liberal Arts	1,649	1,420	1,123	1,035	927			
		Nursing & Allied Health	304	315	317	304	309			
		Public Service/Social Science	1,281	1,259	1,326	1,246	1,189			
		Science & Math	1,540	1,489	1,467	1,489	1,410			
		(Nondegree)	1,066	1,068	1,119	1,186	1,245			
			7,637	7,471	7,154	6,995	6,637			
	Enrollment % by Division		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019			
		Business & Technology	18.3%	18.9%	18.4%	17.7%	17.1%			
		Emergent Technologies	5.3%	6.8%	6.8%	7.1%	6.4%			
		Humanities/Liberal Arts	21.6%	19.0%	15.7%	14.8%	14.0%			
		Nursing & Allied Health	4.0%	4.2%	4.4%	4.3%	4.7%			
		Public Service/Social Science	16.8%	16.9%	18.5%	17.8%	17.9%			
		Science & Math	20.2%	19.9%	20.5%	21.3%	21.2%			
		(Nondegree)	14.0%	14.3%	15.6%	17.0%	18.8%			
			100.0%	100.0%	100.0%	100.0%	100.0%			
*Figures as of the census/freeze date of the term: evening of Day 15 for Fall term.										
**Class: Freshman (under 30 credits earned); Sophomore (30 or more credits earned) at the start of term.										
Please Note: Student Headcounts are reported by Primary/first major to provide an unduplicated headcount. See Grand Total (current term only, column shaded in purple) for all declared majors, including additional/secondary majors in the program.										
In many departments, students are eligible to earn a certificate on the way to the degree.										
* Dashes (--) indicate no enrollment in the program for that term.										
Majors in blue type have had name changes or are new starting this term.										

Historical Graduates by Program: Degrees Conferred/Certificates Awarded

CIP Code	Code	Program Name	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Degrees Conferred												
150101	ATAR	Architectural Design & Construction	6	9	13	9	9	8	11	6	7	8
520301	BACA	Business Administration Accounting	9	15	12	13	12	17	12	10	17	10
520201	BACG	Business Administration Career	57	65	53	47	46	41	40	36	33	16
520901	BACP	Business Administration Hospitality	6	6	8	6	3	9	5	6	7	5
521401	BACM	Business Administration Marketing	3	3	9	2	3	3	6	8	4	6
520204	BACS	Business Administration Supervisory	7	4	6	5	7	4	7	3	4	6
529999	BATR	Business Administration Transfer	51	65	66	68	84	87	95	116	98	106
190709	CCEA	Child Care Ed & Admin	18	20	18	15	14	13	16	11	8	6
190708	CCET	Child Care Ed & Admin Transfer	3	4	7	10	20	13	14	22	9	6
110201	CISP	CIS Programming Option	4	7	12	11	11	10	15	15	11	14
119999	CISS	CIS Support Option	3	6	6	8	9	9	4	10	6	6
520401	CAS	Computer Application Specialist	2	1	--	--	--	--	--	--	--	--
110199	CSTR/LATC	Computer Science/LAT-Computer	1	2	4	2	2	6	5	9	9	4
430107	CJCR	Criminal Justice-Career	27	24	23	15	17	17	30	20	10	28
430199	CJTR	Criminal Justice-Transfer	52	46	55	75	70	64	54	48	52	47
120503	CULA	Culinary Arts	10	10	13	18	14	16	18	15	20	12
470605	DIET	Diesel Technology	5	2	11	7	5	5	7	5	8	8
150303	ELCT	Electronic Technology	4	2	6	11	6	0	4	8	--	1
140102	ENCI	Engineering-Civil	--	--	--	--	--	--	--	--	--	1
140102	ENEL	Engineering-Electrical	--	--	--	--	--	--	--	--	2	4
140102	ENME	Engineering-Mechanical	--	--	--	--	--	--	--	--	--	5
430203	FRST	Fire Science Tech	15	17	16	16	14	17	15	31	10	12
440000	HSCC	Human Services Career	6	3	11	3	5	5	8	7	7	10
449999	HSTR	Human Services Transfer	16	13	22	17	34	31	26	31	26	21
470201	HVAC	HVAC	14	6	13	11	10	4	7	11	5	3
150501	HVBS	HVAC Bldg Systems	--	--	--	--	--	--	--	--	2	1
240101	LAST	Liberal Arts Studies	133	121	112	101	102	69	55	45	33	45
240199	LATR	Liberal Arts Transfer	49	62	90	107	123	151	123	108	83	101
131202	LATE	Liberal Arts Transfer-Elementary Ed	5	11	6	11	10	13	13	10	14	12
301801	LATS	Liberal Arts Transfer-Science	32	45	63	99	120	125	124	126	126	112
090102	MDIA/LASM	Media/LAS-Media	6	4	7	7	9	6	10	17	8	17
513801	NURS	Nursing Education--Day	61	54	59	45	46	42	30	37	38	32
513801	NURE	Nursing Education--Evening	--	23	--	--	27	--	--	24	1	--
513801	NULD	Nursing Education--LPN Day	--	--	37	11	6	11	14	15	12	9
513801	NURL	Nursing Education--LPN Evening	--	36	0	1	42	38	1	30	33	--
510910	POLS	Polysomnographic Tech	--	--	--	5	4	2	1	--	--	--
420101	PSYC/LATP	Psychology/LAT-Psychology	--	--	--	--	--	--	--	2	8	22
510907	RADT	Radiologic Technology	31	22	23	24	22	24	21	22	23	23
510908	RESP	Respiratory Care	27	29	41	25	28	24	19	23	28	14
450101	SSTR/LTSS	Social Science/LAT-Soc Sci	--	--	--	--	--	--	7	46	38	30
150305	TELL	Telecommunications	28	26	26	22	38	--	--	--	--	2
500501	THEA/LATA	Theater/LAS-Theater	1	2	3	1	--	2	--	5	4	1
520903	TRTO	Travel & Tourism	1	--	--	--	--	--	--	--	--	--
510808	VTSC	Veterinary Technology	--	--	--	--	--	--	--	8	10	14
500409	VAGD	Visual Arts-Art&Graphic Design	19	8	13	14	15	21	15	8	13	15
500702	VAFA	Visual Arts-Fine Arts	4	13	6	8	5	6	7	4	7	6
<i>Subtotal Associate Degrees</i>			<i>717</i>	<i>786</i>	<i>870</i>	<i>850</i>	<i>992</i>	<i>913</i>	<i>839</i>	<i>958</i>	<i>834</i>	<i>801</i>
Board Approved Certificates Awarded												
510601	DNTA	Dental Assisting	20	11	15	17	12	12	11	12	12	15
510801	MEDA	Medical Assisting	13	19	13	8	11	11	14	10	8	9
520408	OFFT	Office Technologies	--	--	3	2	1	--	2	1	3	1
<i>Subtotal Board Certificates</i>			<i>33</i>	<i>30</i>	<i>31</i>	<i>27</i>	<i>24</i>	<i>23</i>	<i>27</i>	<i>23</i>	<i>23</i>	<i>25</i>

Historical Graduates by Program: Degrees Conferred/Certificates Awarded

CIP Code	Code	Program Name	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Short Term (College Approved) Certificates Awarded												
261201	BIOT	Biotechnology Cert	--	--	0	1	6	3	1	1	--	--
110202	PRCP	C++ Programming Cert	--	--	--	--	--	--	--	9	9	5
190799	CCCT	Child Care Cert	0	1	4	4	14	4	7	3	8	1
470104	CORM	Computer Repair & Maintenance Cert	1	1	--	--	--	--	2	1	--	--
301601	CMAC	Computerized Accounting Cert	4	4	3	4	7	2	1	8	3	3
510998	CMTC	Computerized Tomography Cert	11	17	11	20	10	2	2	--	--	--
430199	CORR	Corrections Cert	--	--	--	--	--	--	3	--	1	2
511502	MNHL	DDS Direct Support Cert	--	--	--	--	--	--	--	--	--	--
511502	MNHL	DDS Human Services Cert	10	5	6	3	3	6	4	7	5	4
190709	EECC	EEC Lead Teacher Qual Crs Cert	--	--	--	--	40	8	1	6	5	6
510904	EMSP	EMS-Paramedic Cert	--	--	--	--	--	--	5	7	9	20
521902	FSMR	Fashion Merchandising Cert	--	2	--	--	--	--	--	--	--	--
520399	FSSC	Financial Support Services Cert	--	1	--	--	--	--	--	--	--	--
120505	KTAS	Food Production Cert	--	--	--	2	1	1	--	--	1	3
470201	HVCT	Heating Ventilation & Air Cond Cert	1	--	--	--	1	--	1	--	--	1
510714	IBS	Insurance Billing Specialist	25	42	18	18	18	8	7	9	6	3
110202	PRJV	Java Programming Cert	--	--	--	--	--	--	--	12	12	9
430103	LAWC	Law Enforcement Cert	--	7	6	4	14	23	11	7	9	12
510911	MRIC	Magnetic Resonance Image Cert	15	12	15	4	10	1	--	--	--	--
110601	MOSP	Microsoft Office Specialist Cert	2	1	1	6	15	5	4	5	3	2
110202	MADA	Mobile App - Android Cert	--	--	--	--	--	--	--	--	3	--
110202	MADI	Mobile App - ios Cert	--	--	--	--	--	--	--	--	3	--
110202	MADV	Mobile App Development Cert	--	--	--	--	--	--	--	--	2	--
301401	MUST	Museum Studies Cert	--	--	--	--	--	--	3	3	2	--
110901	NTSP	Networking Specialist Cert	--	--	--	--	--	1	--	4	5	8
110299	PROO	Object-Oriented Programming Cert	--	--	--	--	--	--	--	9	9	4
120501	PACT	Pastry Cert	--	--	--	4	14	6	4	9	7	6
511009	PHLE	Phlebotomy Cert	25	20	20	19	15	15	15	14	14	12
500605	PHOT	Photography Cert	1	--	--	--	--	--	--	--	--	--
430109	PSBC	Private Security Basic Cert	--	--	--	--	--	--	3	2	2	1
100303	WEBP	Web & Print Media Publishing	--	1	--	--	--	--	--	--	--	--
Subtotal In-House Certificates			95	114	84	89	168	85	74	116	118	102
Total Awards			845	930	985	966	1184	1021	940	1097	975	928

* Dashes (--) indicate no awards for the given year.

Awards by Division

Business & Technology	161	193	196	198	229	216	220	282	264	218
Emergent Technologies	82	67	88	82	89	45	55	49	51	63
Humanities/Liberal Arts	189	189	212	216	234	228	188	175	128	164
Nursing & Allied Health	228	285	252	197	251	190	135	196	178	117
Public Service/Social Science	153	151	174	173	255	214	217	260	218	240
Science & Math	32	45	63	100	126	128	125	135	136	126
Total Awards	845	930	985	966	1184	1021	940	1097	975	928

Awards by Division %

Business & Technology	19%	21%	20%	20%	19%	21%	23%	26%	27%	23%
Emergent Technologies	10%	7%	9%	8%	8%	4%	6%	4%	5%	7%
Humanities/Liberal Arts	22%	20%	22%	22%	20%	22%	20%	16%	13%	18%
Nursing & Allied Health	27%	31%	26%	20%	21%	19%	14%	18%	18%	13%
Public Service/Social Science	18%	16%	18%	18%	22%	21%	23%	24%	22%	26%
Science & Math	4%	5%	6%	10%	11%	13%	13%	12%	14%	14%

Total Individual Graduates (Unduplicated Headcount)	841	925	979	956	1136	995	915	1058	919	895
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Fall-to-Fall Retention of First-Time, Degree/Certificate Seeking Freshmen

	Fall 2014 cohort	Fall 2015 cohort	Fall 2016 cohort	Fall 2017 cohort	Fall 2018 cohort
Full-time Freshmen	1190	1084	1048	927	833
% Retained at Massasoit	58.4%	60.5%	60.3%	60.8%	57.0%
% Retained Anywhere	65.3%	66.3%	66.4%	65.4%	61.2%
Part-time Freshmen	557	613	580	480	517
% Retained at Massasoit	49.4%	49.6%	45.3%	46.5%	45.8%
% Retained Anywhere	56.0%	55.1%	48.6%	50.6%	48.9%

Fall-to-Fall Retention of Other New Matriculated Students

	Fall 2014 cohort	Fall 2015 cohort	Fall 2016 cohort	Fall 2017 cohort	Fall 2018 cohort
Full-time Transfer-Ins	191	241	222	251	248
% Retained at Massasoit	55.0%	53.5%	60.4%	56.6%	53.2%
% Retained Anywhere	67.0%	66.0%	74.3%	63.7%	64.5%
Part-time Transfer-Ins	221	268	220	253	289
% Retained at Massasoit	51.1%	52.2%	54.1%	56.9%	52.2%
% Retained Anywhere	61.1%	64.2%	61.4%	68.8%	61.9%

Total All New Matriculated	2159	2206	2070	1911	1887
% Retained at Massasoit	55.0%	55.7%	55.5%	56.1%	52.7%
% Retained Anywhere	62.6%	62.9%	61.7%	61.9%	58.4%

Fall-to-Fall Retention of New, Nondegree Students

	Fall 2014 cohort	Fall 2015 cohort	Fall 2016 cohort	Fall 2017 cohort	Fall 2018 cohort
New Nondegree (FT & PT)	352	338	312	290	266
% Retained at Massasoit	25.6%	20.1%	21.8%	20.3%	20.3%
% Retained Anywhere	43.8%	43.5%	46.5%	43.4%	45.9%
High School Students (FT & PT)	208	208	302	418	485
% Retained at Massasoit	23.1%	22.1%	21.2%	15.3%	29.1%
% Retained Anywhere	42.3%	59.6%	43.4%	40.4%	49.3%
Total All New	2719	2752	2684	2619	2638
% Retained at Massasoit	48.8%	48.8%	47.7%	45.7%	45.1%
% Retained Anywhere	58.6%	60.3%	57.9%	56.4%	55.5%

Fall-to-Fall Retention of Continuing Students

	Fall 2014 cohort	Fall 2015 cohort	Fall 2016 cohort	Fall 2017 cohort	Fall 2018 cohort
Continuing Students	5186	4885	4787	4535	4357
Returned for Fall	2247	2154	2037	1980	1837
Completed (did not return)	598	806	884	776	674
% Retained at Massasoit	54.9%	60.6%	61.0%	60.8%	57.6%
% Retained Anywhere	64.0%	69.4%	70.0%	67.0%	65.2%
Grand Total (Fall Credit Students)	7905	7637	7471	7154	6995

NOTE: Retained = Enrolled for credit in subsequent Fall or completed/graduated prior to the Fall term (unduplicated count).

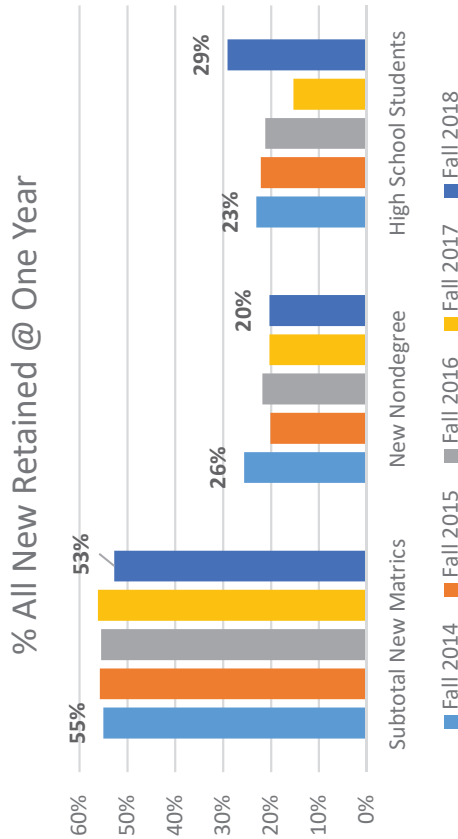
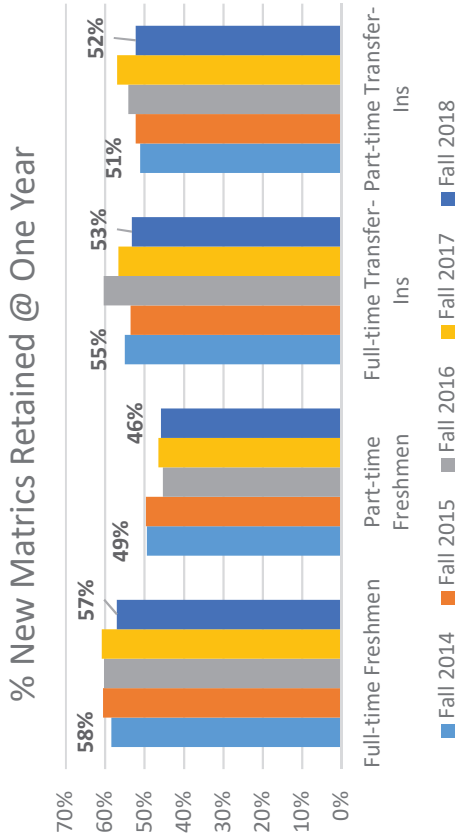
Enrollment status (full or part time) based on initial term; subsequent enrollment may be full or part time.

Fall-to-Fall Retention

*Retained = Returned for Fall or Graduated prior to the Fall term.

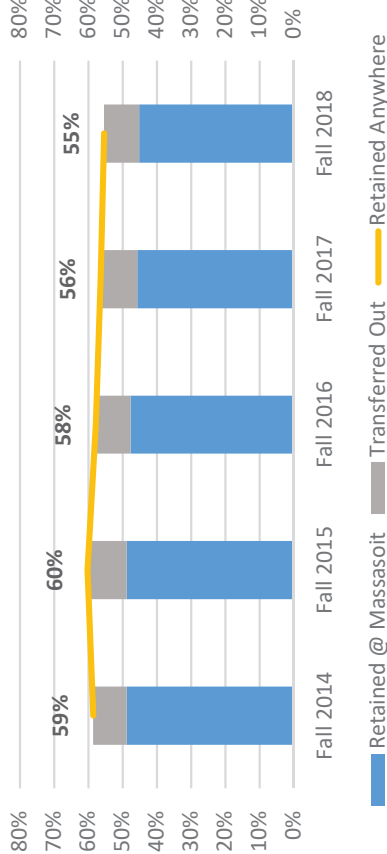
*Transfer Out = Did not return for Fall or graduate; enrolled at a different institution in Fall.

Fall-to-Fall Retention of All New Students

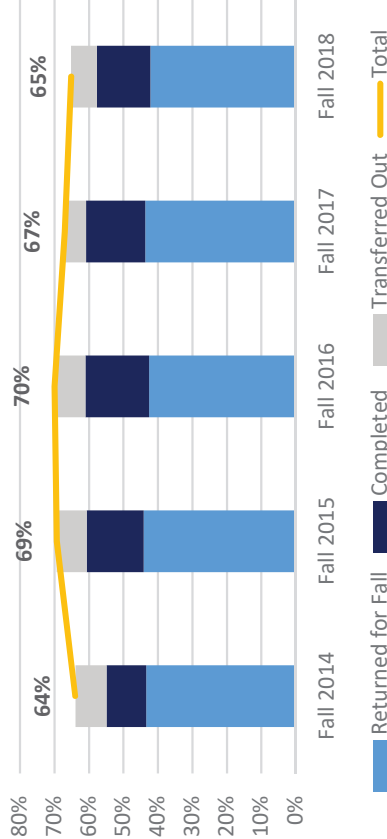


Fall-to-Fall Retention of All Students

New Students @ One Year



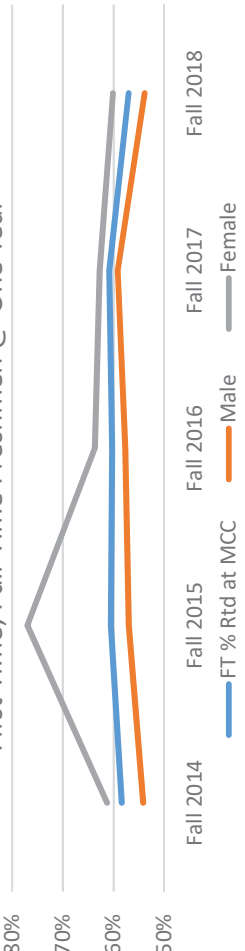
Continuing Students @ One Year



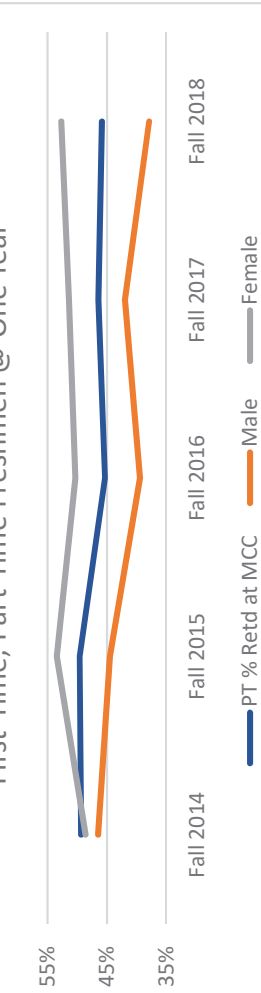
Fall-to-Fall Retention of First-Time, Degree/Certificate Seeking Freshmen: Disaggregated

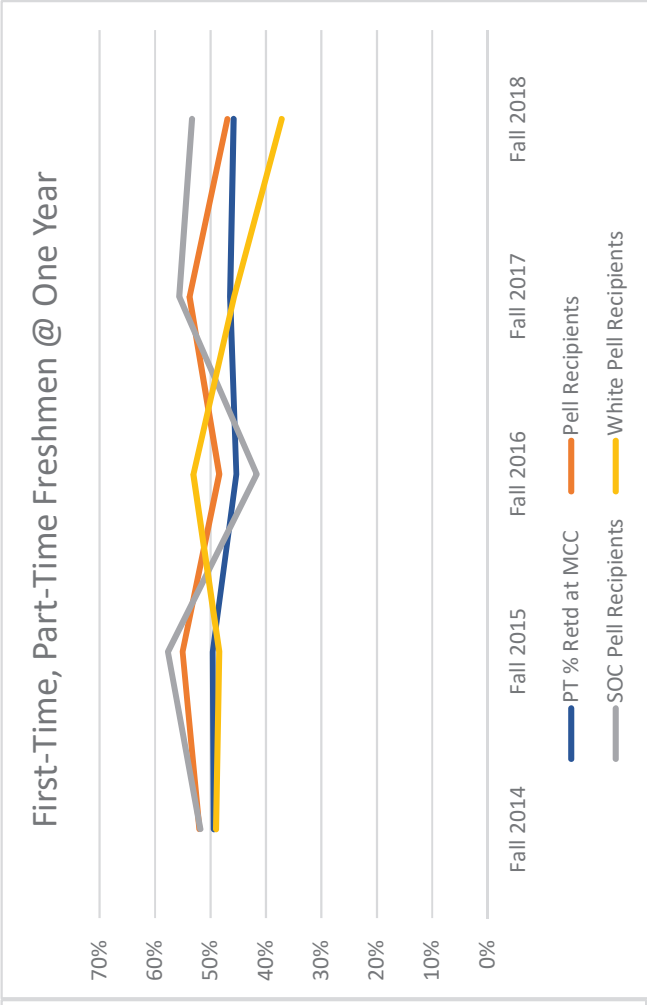
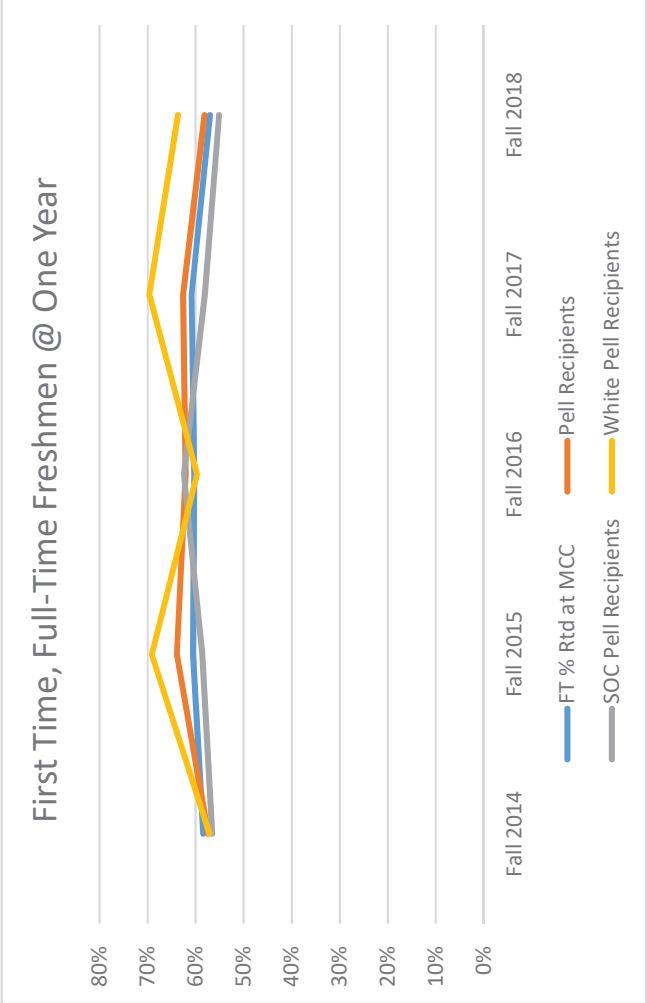
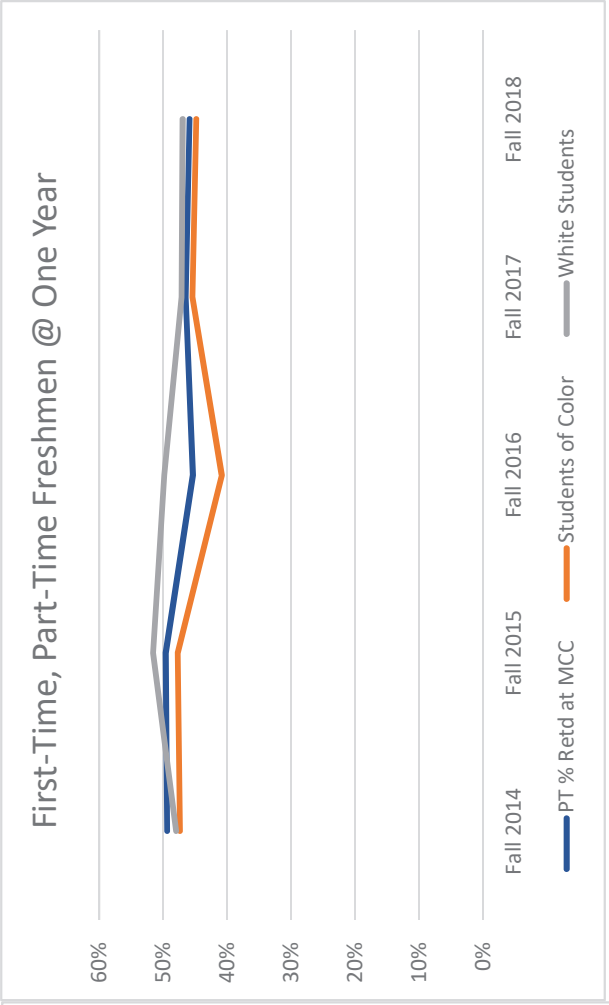
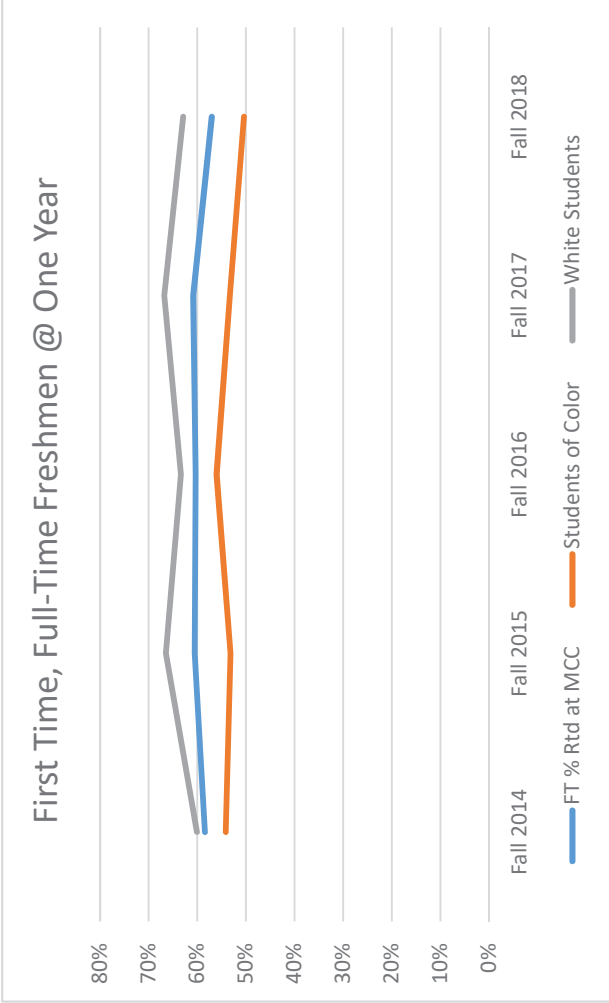
	Fall 2014 cohort	Fall 2015 cohort	Fall 2016 cohort	Fall 2017 cohort	Fall 2018 cohort
Full-time Freshmen	1190	1084	1048	927	833
Retained at Massasoit	695	656	632	564	475
% Retained at Massasoit	58.4%	60.5%	60.3%	60.8%	57.0%
% Transferred out	6.9%	5.8%	6.1%	4.5%	4.2%
% Retained Anywhere	65.3%	66.3%	66.4%	65.4%	61.2%
Retention at Massasoit: Disaggregated					
Male	624	623	591	485	414
Female	566	461	457	443	419
Male	54%	57%	58%	59%	54%
Female	61%	77%	64%	63%	60%
Retention at Massasoit: Disaggregated					
Hispanic/Latinx	101	108	99	97	80
Black/African American	304	289	274	257	237
Other Students of Color	77	66	50	68	70
White Students	671	578	557	461	388
Unknown/Unreported	37	43	68	45	58
Hispanic/Latinx	1190	1084	1048	928	833
Black/African American	47%	56%	59%	49%	54%
Other Students of Color	55%	53%	55%	54%	49%
White Students	60%	48%	58%	56%	53%
Unknown/Unreported	60%	66%	63%	67%	63%
Hispanic/Latinx	51%	56%	62%	69%	59%
NOTE: Retained = Enrolled for credit in subsequent Fall or completed/graduated prior to the Fall term (unduplicated count). Enrollment status (full or part time) based on initial term; subsequent enrollment may be full or part time.					
Retention Rates: % shaded in blue relative to the numbers returning as compared to totals in each group starting in the prior fall semester.					

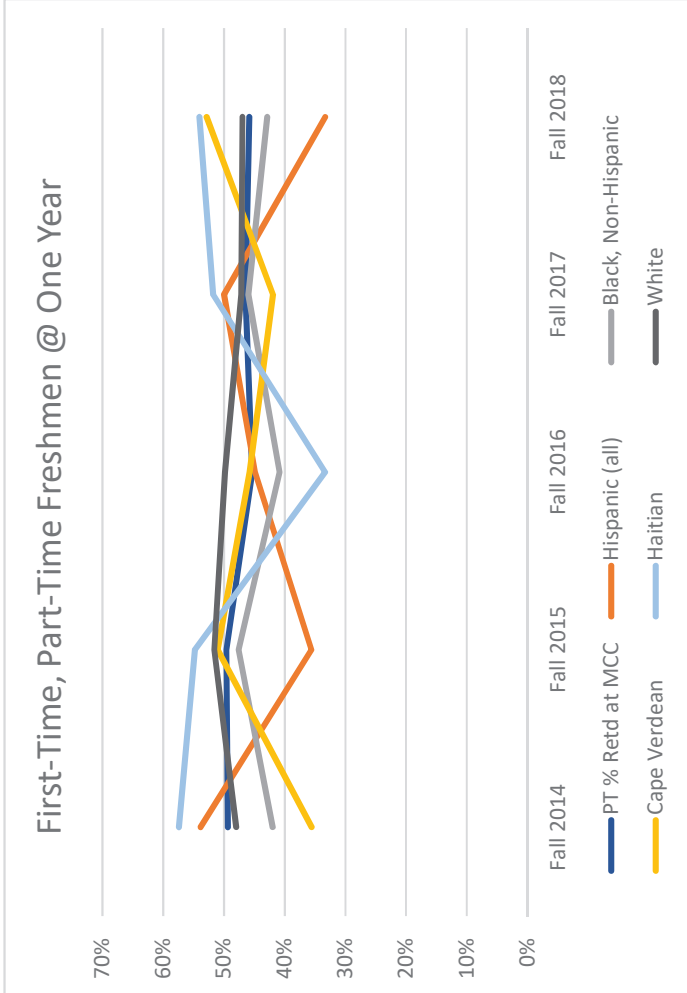
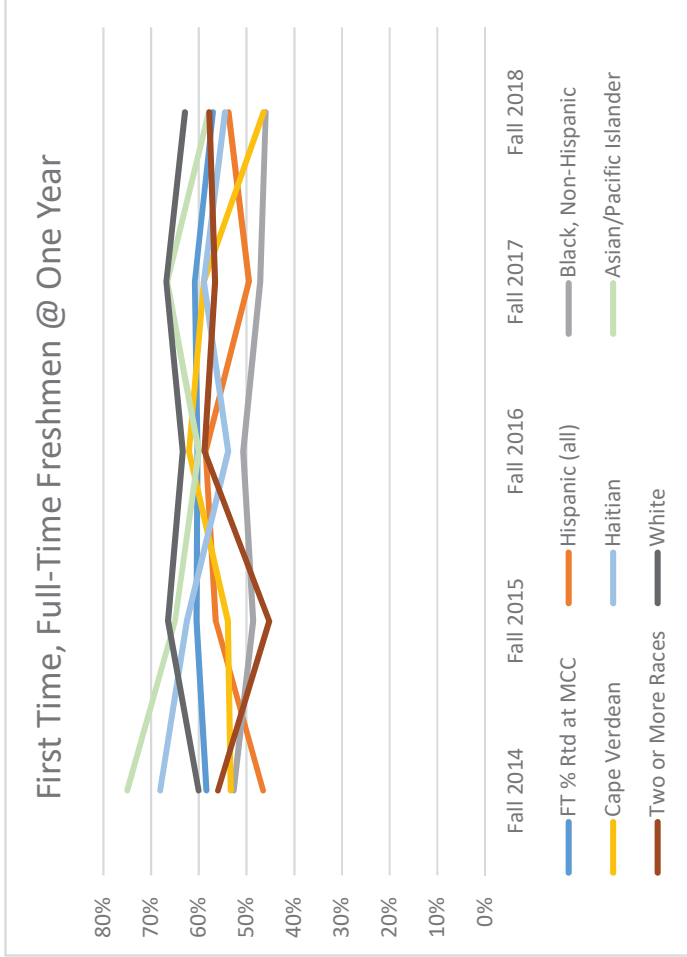
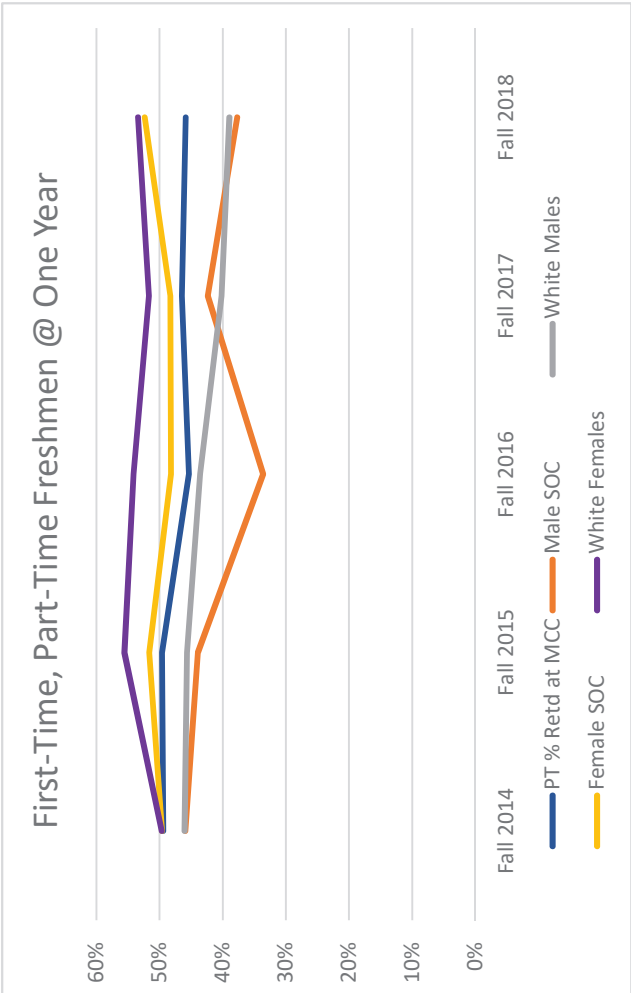
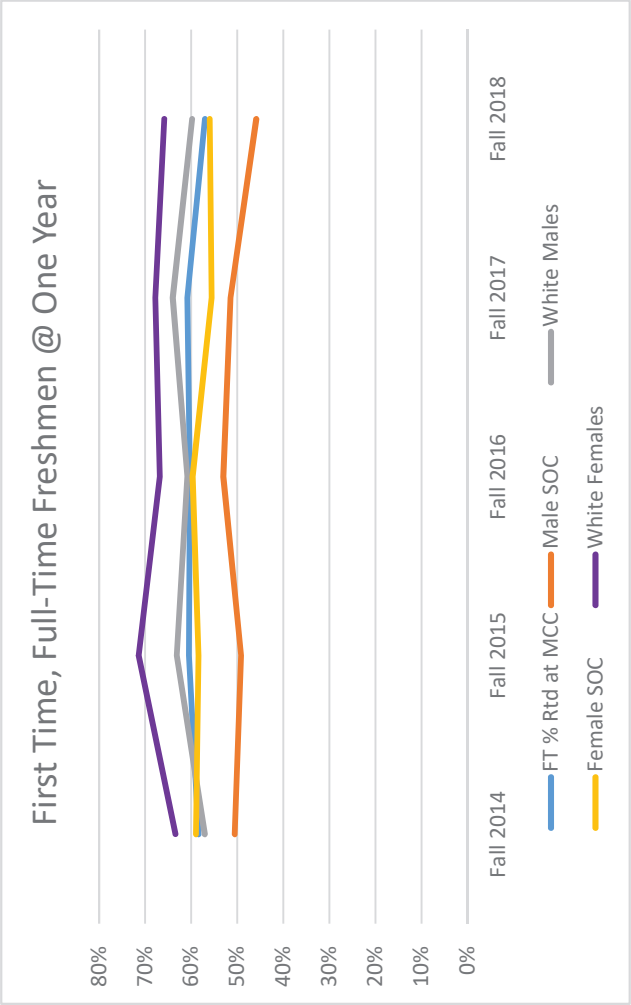
First Time, Full-Time Freshmen @ One Year



First-Time, Part-Time Freshmen @ One Year



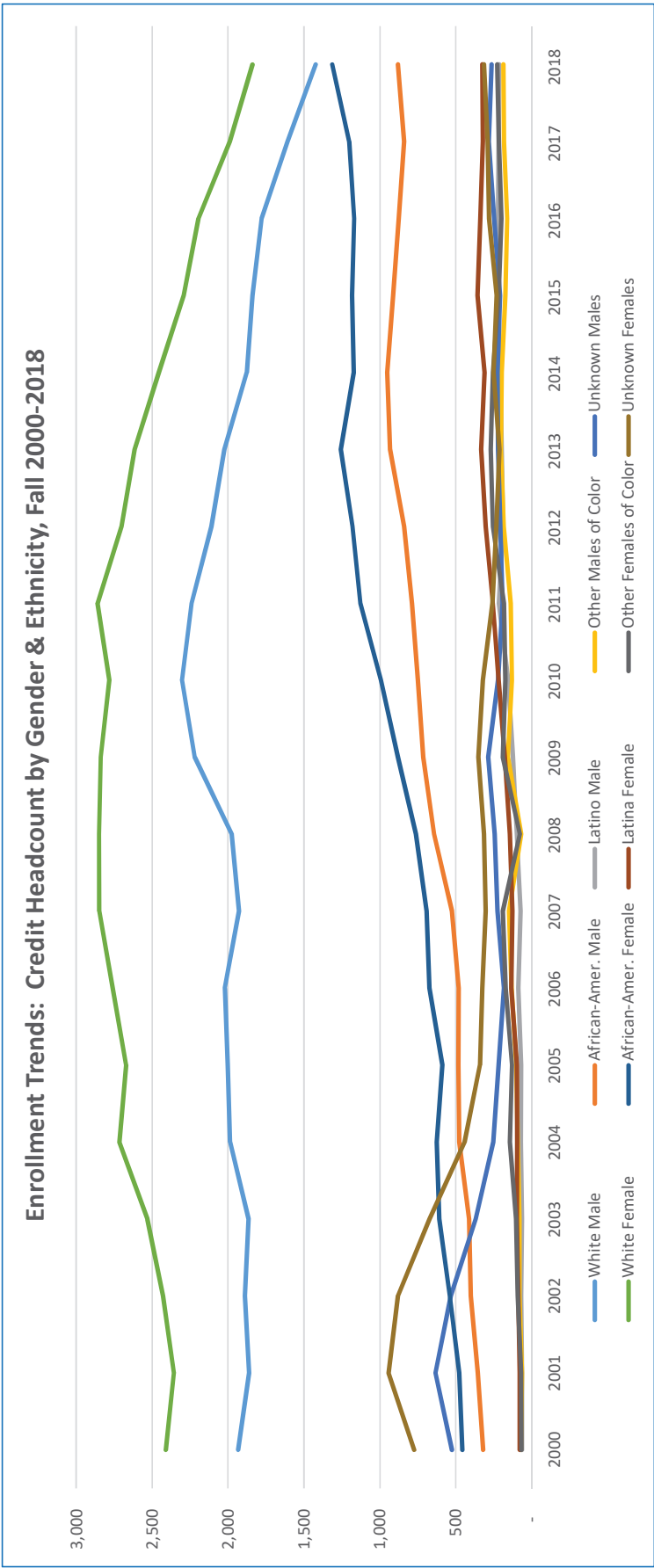




Massasoit Credit Student Enrollment Trends: Credit Headcount by Gender & Race/Ethnicity																				
Fall Terms	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	
All Credit Students	6,706	6,906	7,005	6,808	6,908	6,706	6,975	7,064	7,182	7,941	8,053	8,263	8,209	8,272	7,905	7,637	7,471	7,154	6,995	
White Male	1,933	1,861	1,889	1,866	1,987	2,002	2,021	1,928	1,975	2,219	2,303	2,240	2,109	2,024	1,877	1,838	1,778	1,608	1,423	
African-Amer. Male	321	356	401	412	479	483	482	526	644	714	751	788	841	933	952	913	877	840	882	
Latino Male	64	64	71	64	72	71	89	74	99	125	156	217	189	199	207	220	222	218	216	
Other Males of Color	73	65	82	82	93	102	134	149	71	157	131	139	186	203	198	174	162	184	188	
Unknown Males	525	634	533	370	253	219	184	227	244	286	222	192	208	222	225	209	248	283	265	
White Female	2,410	2,356	2,428	2,531	2,716	2,671	2,760	2,847	2,849	2,838	2,782	2,859	2,702	2,615	2,455	2,292	2,194	1,988	1,839	
African-Amer. Female	457	478	540	609	626	588	673	692	763	881	993	1,129	1,181	1,258	1,172	1,184	1,170	1,203	1,314	
Latina Female	79	79	88	97	96	97	135	128	145	178	218	257	304	334	311	357	338	322	326	
Other Females of Color	69	70	92	104	144	131	171	190	78	191	175	182	256	271	256	218	200	217	228	
Unknown Females	775	943	881	673	442	342	326	303	314	352	322	260	233	213	252	232	282	291	314	

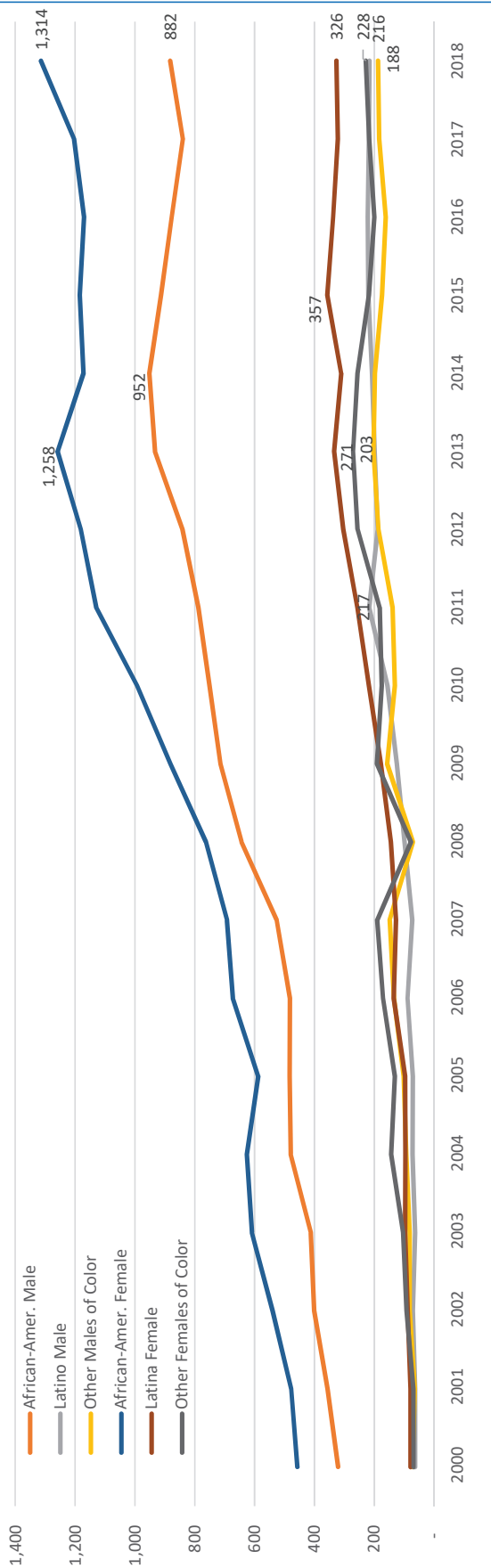
Access: Growth in Students of Color (SOC) population

While the chart below shows total **numbers** (including white males and females), the second chart (top of next page) omits them so we can see trends for students of color only. In a time of decreasing enrollment, students of color are increasing/trending up.



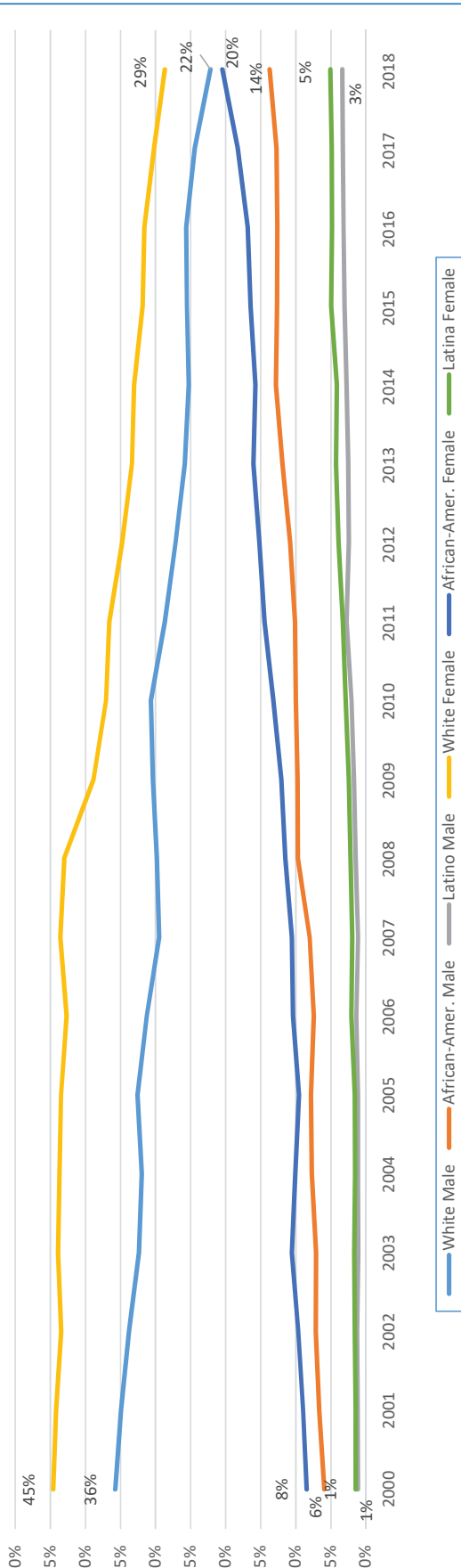
*Includes All Credit Students registered as of the census date for the term.
Other & Unknown Race/Ethnicity includes Asian American, Two or More Races, and other students of color; also includes nonresidents/temporary visa and unknown/unreported.
African-American includes Black/Non-Hispanic, Haitian, and Cape Verdean students.

Enrollment Trends: Credit Headcount, **Students of Color**, Fall 2000-2018



The third chart looks at the groups as a percentage of the total student population (where race/ethnicity is known/reported). Since 2000, white students have gone from 82% of the student population to just over half (51%) in Fall 2018. Black females have grown from 8% to 20% while Black males have grown from 6% to 14%. While our Latinx population is small, we have grown from 2% to 8% (male and female combined). (Other SOC are not included in this chart so figures do not add up to 100%.)

Enrollment Trends: **Percent of Known Ethnicity**, Fall 2000-2018



Known Race/Ethnicity	5,406	5,329	5,591	5,765	6,213	6,145	6,465	6,534	6,624	7,303	7,509	7,811	7,768	7,837	7,428	7,196	6,941	6,580	6,416
Unknown	1,300	1,577	1,414	1,043	695	561	510	530	558	638	544	452	441	435	477	441	530	574	579
Fall Terms	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018

Retention Rates of Massasoit First-Time Freshmen @ One Year

Entering Fall cohort	Fall 2014	Fall 2015	Fall 2016	Fall 2017
First time, full time	57%	60%	60%	61%
Hispanic	47%	57%	59%	50%
Black, Non-Hispanic	55%	53%	55%	54%
Other SOC*	62%	52%	58%	59%
White	60%	66%	63%	67%
Men	54%	57%	58%	59%
Women	61%	65%	64%	63%
Entering Fall cohort	Fall 2014	Fall 2015	Fall 2016	Fall 2017
First time, part time	48%	49%	45%	47%
Hispanic	54%	36%	50%	50%
Black, Non-Hispanic	45%	50%	41%	47%
Other SOC*	53%	59%	36%	57%
White	48%	51%	50%	47%
Men	47%	45%	40%	42%
Women	49%	54%	50%	51%

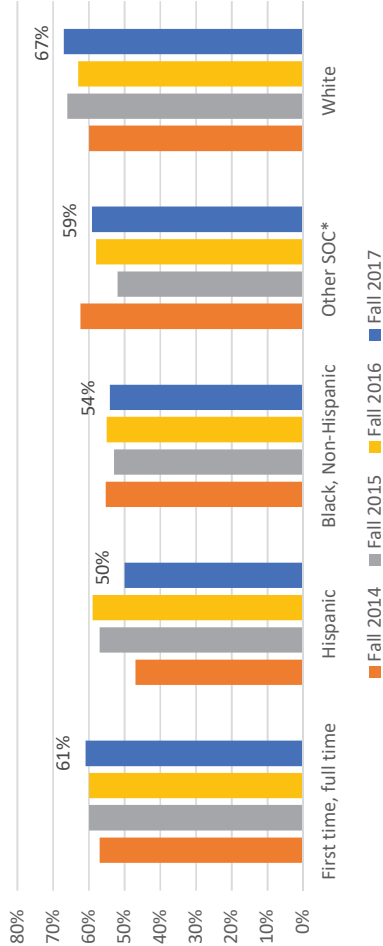
* Student of Color

First-Time, Full-Time, Matriculated Student Cohorts	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Headcounts				
First time, full time	1190	1084	1048	927
First time, part time	557	613	580	480
Total First time	1747	1697	1628	1407

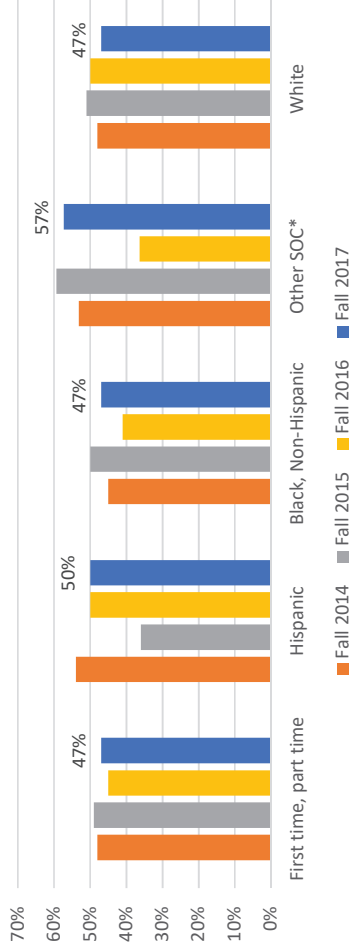
Retention: First time (full and part time) @ One Year Fall-to-Fall Disaggregated by Race/Ethnicity

- Fall-to-fall **retention** includes those who returned for the next fall term or graduated/completed program prior to next fall term.
- Chart does not consider those who transferred out prior to graduation (an additional 5% of each group, not disaggregated).
- Figures are as reported to IPEDS and DHE for first-time, matriculated students only; other new (transfer-ins and nondegree) are not included.
- Graphs show rates for all (far left) first-time, matriculated then the three subgroups for students of color, and finally the white subgroup of first-time students.
- As you look at the gaps, there is work to do. You can also see how the rates within the subgroups can fluctuate from year to year, with the most stability in the larger groups.
 - Most recent figures for **full time**: gap of **-17 pts** between Hispanic and White first-time subgroups; **-4 pts** between Black and White.
 - Most recent figures for part time: Hispanic subgroup actually outpaces White subgroup by **+3 pts**; no gap between Black and White.
 - Overall, the full-time group is roughly 1,000 and the part time roughly 500 students, so the subgroups can get quite small.
 - More study is needed to consider transfer-out and other pathways, as well as ways to increase retention.

First-time, Full-time Retention @ One Year



First-time, Part-time Retention @ One Year



Equity in Student Success

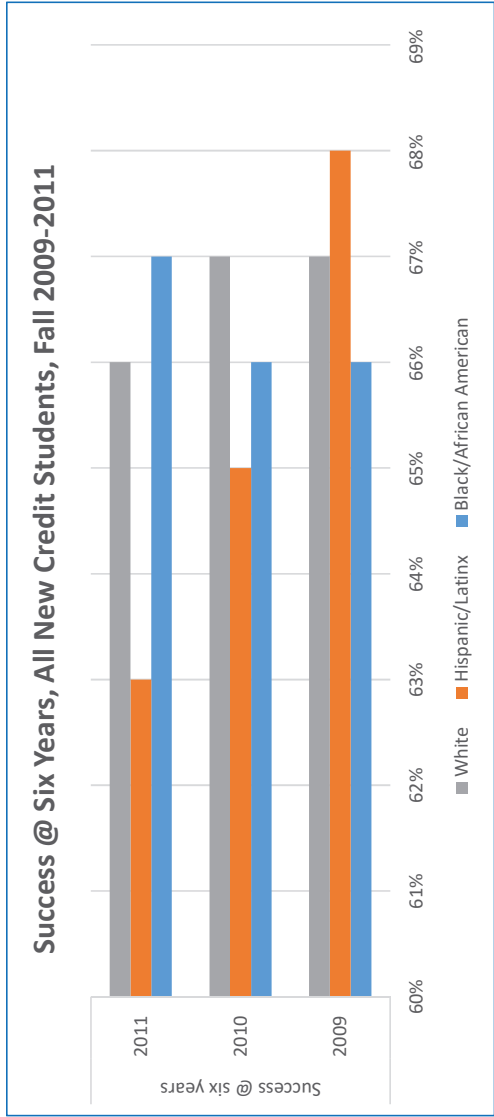
The **Equity Agenda** is included in the DHE's Performance Measurement Reporting System (PMRS). Massasoit **scores high** as compared to our peers, as we have high rates (most more than two-thirds successful @ six years). However **there are gaps** (both ways) for certain cohorts in certain years. For example, Latinx students did better (+1 ppt) than the white group in one year; then were down 2 and 3 ppts in subsequent years. The gaps for Black students are much smaller (down 1 ppt for two years; up 1 ppt for one year as compared to white peers). Also, there is certainly room for improvement in any of the two-thirds success rates.

This measure (modeled after the VFA/Voluntary Framework of Accountability) looks at the success of all new students (first time and transfer ins, full and part time, matriculated and nonmatriculated) over six years (twice as long as the IPEDS traditional grad rate) and considers awards, transfer-out, persistence/still enrolled, and leaving with at least 30 credits as indicators of success.

Model	Entering Fall	Total	% Successful @ six years	% Degree @ six years	% Certificate @ six years	Still Enrolled @ six years	% Transfer (no award)	% Left with at Least 30 credits	% Did not Reach Success
VFA 2	2009 Black/African American	585	66%	19%	2%	7%	31%	7%	34%
VFA 2	2009 Hispanic/Latinx	162	68%	16%	2%	4%	38%	8%	32%
VFA 2	2009 White	1,953	67%	21%	3%	4%	30%	10%	33%
VFA 2	2010 Black/African American	522	66%	18%	1%	7%	31%	9%	34%
VFA 2	2010 Hispanic/Latinx	164	65%	23%	1%	8%	26%	7%	35%
VFA 2	2010 White	1,805	67%	21%	3%	4%	30%	9%	33%
VFA 2	2011 Black/African American	593	67%	18%	1%	7%	33%	9%	33%
VFA 2	2011 Hispanic/Latinx	172	63%	17%	3%	5%	26%	12%	37%
VFA 2	2011 White	1,632	66%	21%	3%	4%	29%	9%	34%

VFA 2 = All NEW credit students for the entering Fall term.

The VFA has two subgroups for these students: 1) All NEWLY Matriculated and 2) All First time matriculated, but the DHE does not use in their calculations. Under the VFA2 model the entering Fall cohort is tracked/reported as of year six; the most recent cohort (Fall 2011) was tracked for success by the end of 2017.

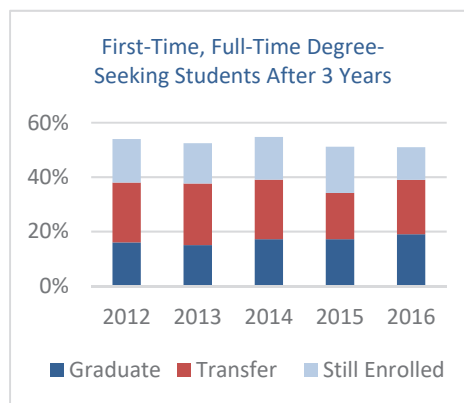


	Success @ six years		
	2009	2010	2011
Black/African American	66%	66%	67%
Hispanic/Latinx	68%	65%	63%
White	67%	67%	66%

	Gaps		
	2009	2010	2011
Black vs. White	-1	-1	1
Latinx vs. White	1	-2	-3

IPEDS Institutional Graduation & Transfer Rates

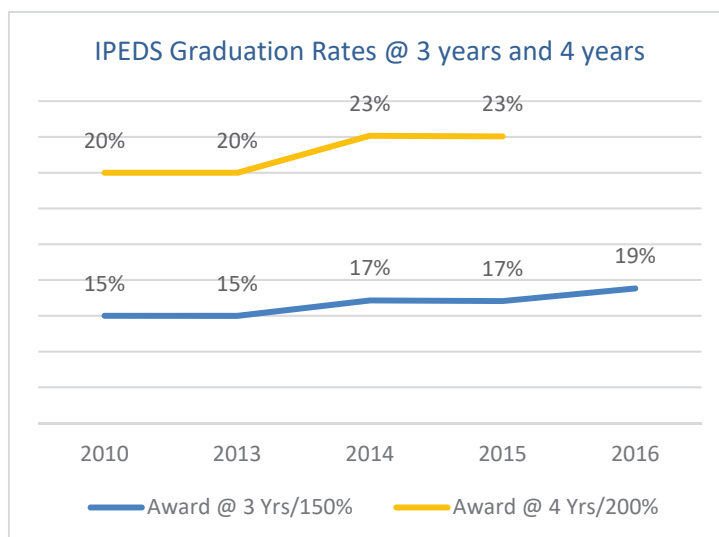
- For *IPEDS** reporting, we track a cohort of students who are first-time, full-time degree-seeking (or certificate-seeking) students for a particular Fall semester.
- This population represents about a third of our incoming Fall class; the others are enrolled part-time, are transfer-ins, and/or are not in degree or certificate programs.
- IPEDS* allows community colleges to report both *Graduation* and *Transfer* Rates (as both are central to our mission) over a relatively short period of time. The **Graduation Rate** has traditionally been calculated based on **150% time**—three years for an associate degree and 18 months for a one-year certificate. The **Transfer Rate** is also reported at the three-year mark and is based on information gathered from NSC (National Student Clearinghouse) when we query subsequent enrollment/attendance at other colleges. We also report on persistence (**Still Enrolled**) at this point in time as well.



- Massasoit's Four-Year Average Graduation Rate: 17%; Transfer Rate: 20%*

- Community colleges complete a report on the *Graduation Rate within 200% time* (within four years for an associate degree) as well. Tracking the same initial cohorts, the graduation rates have increased significantly by allowing more time.

- In our most recent submission to IPEDS, the **Fall 2016 cohort** (1041 students) were tracked through 2019 graduation. A total of 196 (19%) graduated within 150% time. Another 203 (20%) transferred before completing their Massasoit program.

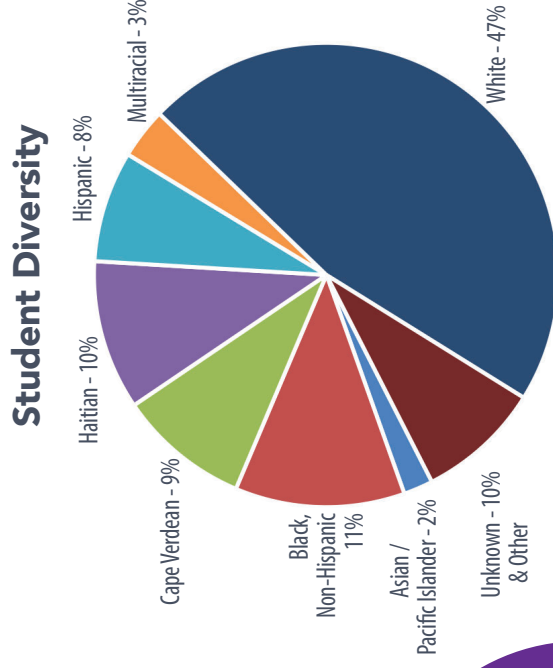
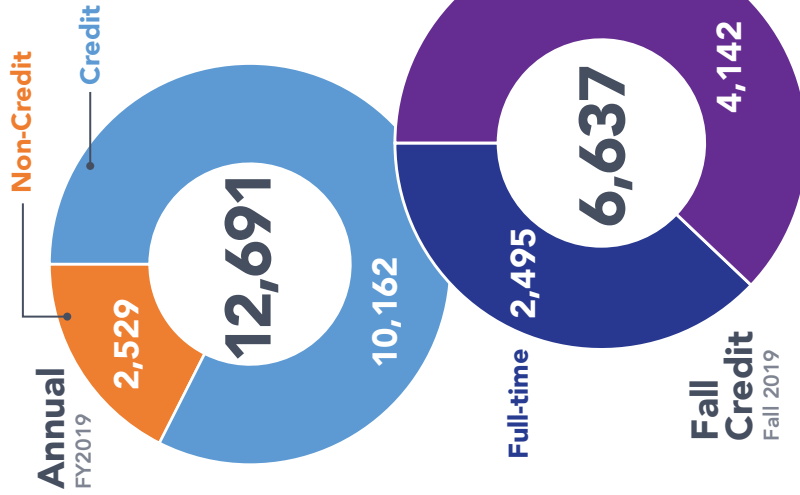


- An additional 130 (12%) in the cohort are still enrolled (persisting) at Massasoit.
- One tenth of the cohort group (113 or 11%) transferred after graduation, in addition to the 20% who transferred without completing their Massasoit program.

IPEDS Fall Cohort	2013	2014	2015	2016	4-Year Total
Total	1281	1189	1084	1041	4595
Grad Rate 150%	15%	17%	17%	19%	17%
Transfer Rate	23%	22%	17%	20%	20%
Still Enrolled	15%	16%	17%	12%	15%
Combined Success (@ three years)	53%	55%	51%	51%	52%
Report Year	2017	2018	2019	2020	
200% Grad Rate (@ four years)	20%	23%	23%	--	
Report Year	2018	2019	2020	2021	

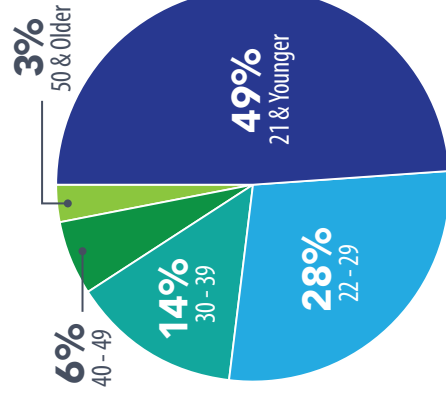
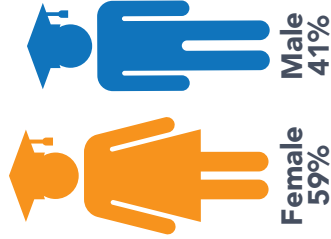
*Integrated Postsecondary Education Data System

Massasoit Students



Student to **17:1**
Faculty Ratio

Gender



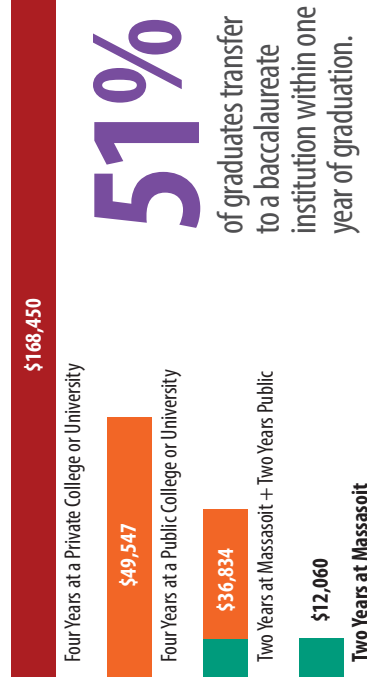
Other Student Demographics

First generation to attend college - **52%**
 Pell recipients - **38%**
 English as a second language - **17%**
 Students w/ disabilities - **6%**
 Veterans - **4%**



275+
veteran students
ranging in age from 18-70.

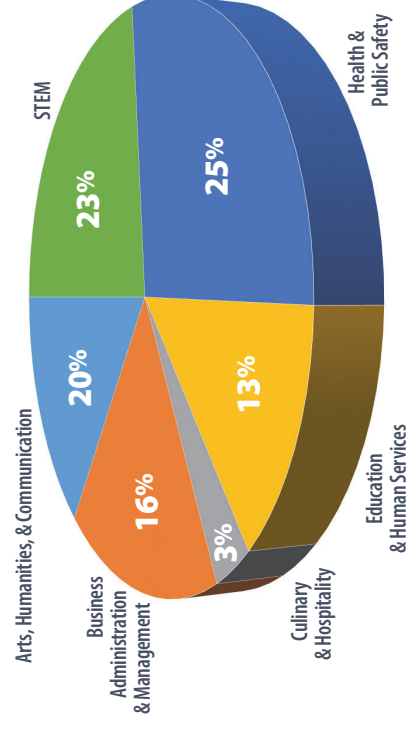
Massasoit Community College. The SMART First Choice.



Figures are an average based on representative samples from area institutions.

85% of graduates are employed within one year of graduation.

Massasoit Graduates by Pathway



About Massasoit

- With three campus locations in **Brockton, Canton, and Middleborough** and one of the largest of Massachusetts' 15 community colleges, Massasoit's fall credit enrollment is nearly **7,000** with more than **12,500** students annually.
- More than **3,000 students** enroll annually in non-credit community education & workforce development courses.
- The **Emergency Medical Services Suite** in Middleborough trains students in a fully-operational ambulance simulation setting. Students in the nationally-accredited Paramedic

- certificate program have historically had a near-100% employment rate upon graduation.
- On our Canton campus, state-of-the-art labs offer our students hands-on learning in **Architecture, Diesel, Engineering, HVAC, and Veterinary Technology**.
- The **Diesel Technology** program is the only degree-granting program of its kind in Massachusetts.
- Ranked in the **top 10 safest colleges** in Massachusetts for 2019 by the National Council for Home Safety & Security.

- For 2018, Massasoit Community College ranked **10th overall** in the number of associate degrees in business and marketing granted to minority students.
- **Massasoit STEM** research maintains a robust internship program focusing on urban and suburban land-use practices effects on local ecosystems with a focus on native pollinator communities. Our STEM interns boast a nearly **100% transfer and retention rate**.
- More than 100 courses use no-cost online resources, which have saved students more than **\$1.4 million in textbook costs**.

\$65.5 million
Operations Spending Impact

\$10.5 million
Student Spending Impact

\$220.2 million
Alumni Impact



\$296.2 million
TOTAL IMPACT

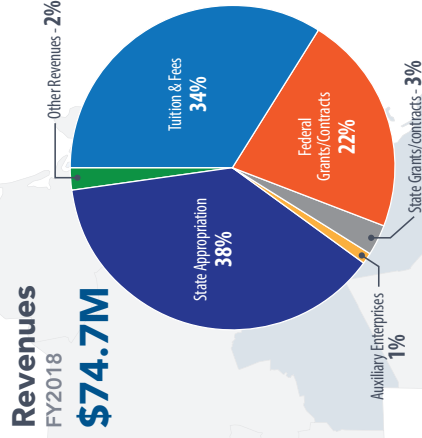
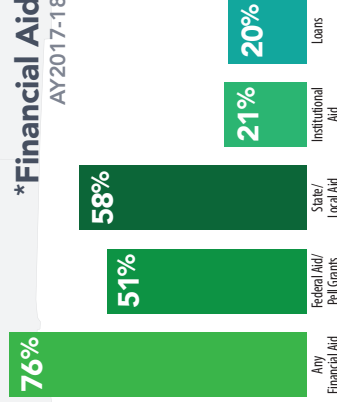
— OR —
4,138
JOBS SUPPORTED

Source: Ensi

Economic Impact created by Massasoit

Massasoit students will receive a present value of **\$270.1 million** in increased earnings over their working lives.

*** Financial Aid**
AY 2017-18



Massasoit students earn an average rate of return of **19.7%** for their investment of time and money.

Mission Statement

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

Accreditation

Massasoit Community College is accredited by the New England Commission of Higher Education (formerly the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges, Inc.)

Specialized Accreditations

Several programs of study offered by Massasoit Community College have been awarded national accreditation including Nursing, Dental Assisting, Child Care Education, Respiratory Care, Radiologic Technology, Medical Assistant, & Veterinary Technology.

Degrees & Certificates

Arts, Humanities & Communications

Liberal Arts Studies & Transfer
Media Arts
Theater Arts
Visual Arts - Art and Graphic Design
Visual Arts - Fine Arts

Health & Public Safety

Corrections Certificate
Criminal Justice - Career & Transfer
Dental Assistant Certificate
Fire Science Technology
Law Enforcement Certificate
LPN to Associate Degree Advanced Placement
Nurse Education, Full- and Part-time
Medical Assistant Certificate
Nurse Education, Full- and Part-time
Paramedic Certificate
Phlebotomy Certificate
Private Security - Basic Certificate
Radiologic Technology
Respiratory Care

Business Administration & Management

Business Administration Careers - Accounting
Business Administration Careers - Marketing
Business Administration Careers - Management
Business Administration - Transfer
Computerized Accounting Certificate
Microsoft Office Specialist Certificate
Office Technologies Certificate

Culinary & Hospitality

Business Administration Careers - Hospitality
Culinary Arts
Food Production Certificate
Pastry Certificate

Education & Human Services

DDS Direct Support Certificate in Human Services Certificate (DDS Employees Only)
EEC Lead Teacher Certificate (Qualifying Courses)
Early Childhood Education & Administration - Transfer
Early Childhood Education Certificate
Human Services - Career & Transfer
Liberal Arts Transfer - Elementary Education
Psychology
Social Science Transfer

STEM

Architectural Technology
Biology Transfer
Chemistry Transfer
Computer Information Systems - Programming
Computer Information Systems - User Support
Computer Repair Technician Certificate
Computer Science Transfer
Diesel Technology
Engineering Transfer - Chemical, Civil, Electrical, & Mechanical
HVAC - Building Systems Energy Management
Java Programming Certificate
Liberal Arts Transfer - Science
Mathematics Transfer
Networking Specialist Certificate
Veterinary Technology

Glossary of Terms

Auditor: Student enrolled in a credit course who is not seeking academic credit for that course. These students are not included as credit students in enrollment reports, but would be included in registrations/seal counts for the course.

Certificate programs/students: Students who have formally applied for admission, been accepted, and enrolled in a program of study leading to a Board certificate (30+ credit program approved by the Board of Higher Ed) or short term certificate (<30 credits).

Continuing Students:

- **Returning:** Students who continue at Massasoit, whether continuously or with interruption(s) in attendance.
- **Readmitted:** A student who has been away from Massasoit for more than three terms has to apply for re-admittance to a particular program.
- **Additional degree/certificate:** A student who has already completed a program at Massasoit (degree or certificate) must apply for admission to any additional program(s).

Credit Student: Student taking at least one credit course during the semester.

- Full time = 12 or more credits in the semester
- Part time = fewer than 12 credits in the semester

Credits/Credit Hours: Most Massasoit courses are offered for 3 credits (lecture) or 4 credits (with lab), generally corresponding with the number of hours of instruction per week. Students are billed per credit hour (currently \$201 for tuition and fees).

Degree programs/students: Students who have formally applied for admission, been accepted, and enrolled in a program of study leading to an associate degree (60+ credits).

Dual Enrollment/High School Students: A student who has not yet graduated from high school (including those who are home schooled) who enrolls in college courses. Often, a student will receive high school credit in addition to the college credit noted on their Massasoit transcript.

Graduates/Completers: Students who have completed their associate degree program (60+ credits); Board certificate (30+ credits); and/or short term certificates (<30 credits).

Headcount/Enrollment: Students enrolled at the college for credit who are counted only once (unduplicated) within the semester or other context (such as headcount at a particular location or in a particular program).

New Students:

- **First Time:** A student with no prior experience/attendance in college/postsecondary education.
- **Transfer:** A student who is new to Massasoit but with prior experience at another college.
- **High School Students:** A student who has not yet completed high school, but is enrolled in college classes.

Noncredit Student: Student taking course(s) only through the community education and workforce division for which academic credit is not earned, but may result in a credential or other certification.

Nondegree students: Students who had not applied or have not been accepted into a formal program, but who are taking one or more classes. All high school students are included in this category (since graduation or GED/HiSET is required for admission).

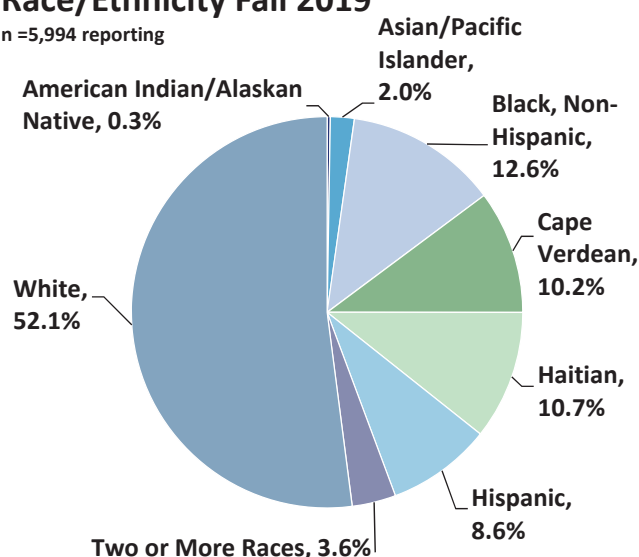
Registrations/Seats: Students registered for a course (or courses) who may appear on more than one list/count. For example, a student enrolled in four courses would have a total of four registrations.

Fall 2019 Credit Student Demographic Snapshot

Students Enrolled for Credit in Fall 2019: 6,637					
Gender			Special Populations		
Male	2,696	40.6%	ESL	1,124	16.9%
Female	3,941	59.4%	Disability	414	6.2%
Average Age by Enrollment Status			Pell Recipient	1,813	27.3%
Full time	21.9		Veterans	283	4.3%
Part time	27.3		High School Students	468	7.1%
All students	25.3		First Generation	2,448	67.8%

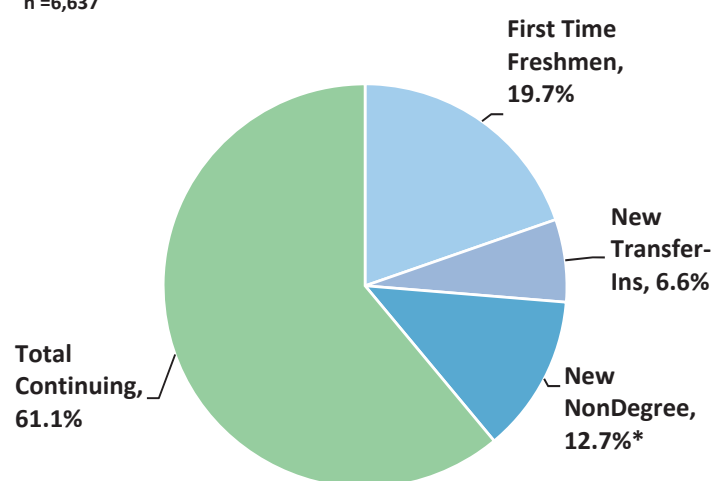
Race/Ethnicity Fall 2019

n =5,994 reporting



Student Type Fall 2019

n =6,637



*Includes high school dual enrollment

Enrollment Status		
Full time	2,495	37.6%
Part time	4,142	62.4%
Residence		
Massachusetts	6610	99.6%
Out of State	27	0.4%
Credits		
Total	59,194	
FTE (Full Time Equivalent)	3,946	
Campus (any credits)		
Brockton	5,094	76.8%
Canton	1,085	16.3%
Middleboro	336	5.1%
Online	1,925	29.0%

Top Towns, Fall 2019 Credit Students			
Rank	Town	Heads	% Enrollment
1	Brockton	2,070	31.2%
2	Randolph	368	5.5%
3	Stoughton	253	3.8%
4	Weymouth	218	3.3%
5	Middleborough	213	3.2%
6	Taunton	190	2.9%
7	Whitman	172	2.6%
8	Boston	170	2.6%
9	Bridgewater	160	2.4%
10	Abington	144	2.2%

Appendix B



Massachusetts Department of Higher Education

2019 -
2020

**Revised
Campus
Strategic
Planning
Guidelines
and
Procedures**

Handbook for Institutions

Campus Strategic Planning Guidelines and Procedures

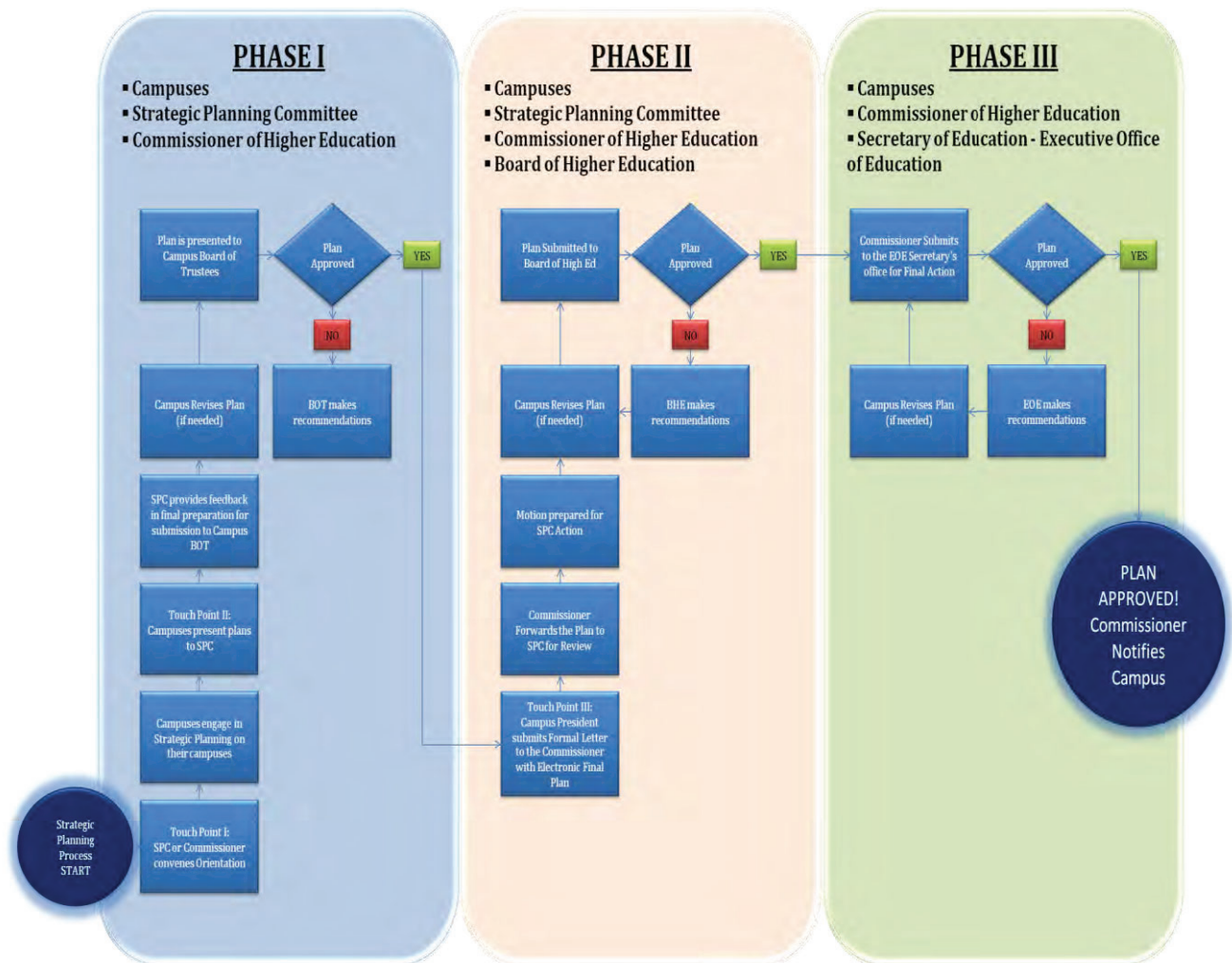
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Campus Strategic Planning Guidelines and Procedures

Campus Strategic Planning Guidelines and Procedures

STRATEGIC PLANNING PROCESS MAP¹



¹ After a Partnership Plan for a special mission institution has been approved, it shall be transmitted to the secretary of administration and finance, the chairs of the house and senate committees on ways and means, and the house and senate chairs of the joint committee on higher education.

Campus Strategic Planning Guidelines and Procedures

MESSAGE FROM COMMISSIONER

Dear Colleagues,

This year we begin our second cycle of developing campus strategic plans in collaboration with the Strategic Planning Committee of the Board of Higher Education. Our touch points process and evolving guidelines are carefully aligned to the changing landscape in public higher education. As we strategically grow this system in the Commonwealth of Massachusetts it continues to be essential that we recognize both our calibrated effort to work as a whole, even as we differentiate the uniqueness of our institutions and the significance to the regions where they reside. I say this while further acknowledging that the faculty and staff members that teach and guide our students within each institution make an important difference in their success. Thus, when you set out to develop the strategic pathway for your campus over the next five years, it is your leadership as well as the full participation of all members of your campus community and the members of the Strategic Planning Committee, that is vital to ensuring the right strategic plan to guide your institutions and our students into future success.

The Board of Higher Education (BHE) staff and I wish to support your efforts in every way we can. The BHE has further revised its' guidelines beginning this year, to ensure that Massachusetts' public institutions are working together even more closely toward the best outcomes for public education across the state. Adding some performance metrics to the guidelines, which have been developed over time in a coordinated way with campus leaders, will enable us to be responsive to the needs of the Commonwealth in an alert and timely manner. This Campus Strategic Planning Handbook has been prepared to help us continue working in the coordinated and intentional way we have so carefully established. The calibration of campus and student needs with our statewide research, planning and strategic direction bodes well for the future of public higher education in Massachusetts.

Let our journey be productive and inspiring as we learn together, create improved student success rates, and provide high quality academic opportunities and learning experiences that are strategic and responsive to the needs of Massachusetts' citizens and communities.

Sincerely,

Carlos E. Santiago
Commissioner

Campus Strategic Planning Guidelines and Procedures

INTRODUCTION

A fundamental responsibility of the Board of Higher Education (BHE) is to provide overall direction to the Massachusetts system of public higher education. The Board enacts this responsibility by establishing statewide goals and regularly measuring and reporting progress toward these goals. Review and approval of campus strategic plans is another important aspect of this role. The BHE uses its review of campus strategic plans to inform its own system-wide efforts and to support campuses as they set their own strategic directions. The BHE will be guided in this endeavor by the BHE Campus Strategic Planning Committee (SPC).

Chapter 15, Section 7 of MGL states that the Secretary of Education will, in consultation with the council (BHE) “...have the authority to approve, reject, or propose amendments to said plan.” New strategic plans should satisfy the requirements of both the Department of Higher Education (DHE) and the Executive Office of Education (EOE), to avoid sending mixed signals or duplicating effort. They should also be sufficient for DHE/BHE approval of “Partnership Plans” that govern special-purpose campuses with tuition retention authority. Partnership plan proposals shall include performance standards specific to the mission of the institution, and to the extent possible they should be aligned with the performance measurement system in effect across the public system.

While current system-wide goals build upon those of the past, college-level plans can be strengthened by expanding their scope beyond addressing current goals, to include a fuller consideration of strategic opportunities, challenges, and choices, as well as the institution’s underlying business model. New plans should serve not only as a roadmap for an individual campus, but as part of a coherent plan for the higher education system as a whole – at both a regional and statewide level. In addition, such plans should provide a reliable and sufficient basis for guiding the BHE and staff in evaluating the strategic purpose of any new program proposals.

GUIDING PRINCIPLES AND CRITERIA FOR REVIEW

The BHE recognizes that each campus has its own unique mission, culture and community and that it is situated in a specific region. To support autonomy and individuality, campus strategic plans should reflect these unique characteristics. In addition, each individual campus plan must also be reflective to the statewide goals for public higher education in Massachusetts. The following principles guide the BHE’s criteria for reviewing campus strategic plans:

- **Be true to mission.** Each campus should select a planning process that works best for its’ unique mission, culture, community, and region.
- **Focus on goals.** Each campus should determine how to best align their strategic plans with system-wide goals, and to organize their work and resources to achieve strategic objectives. When relevant, metrics from the performance measurement reporting system should be incorporated in the measurement plans for tracking progress toward goal completion.
- **Address statewide strategy:** Each campus should provide evidence of how it will address the equity agenda for public higher education in Massachusetts with attention to short- and long- term student success.

Campus Strategic Planning Guidelines and Procedures

The BHE will review campus strategic plans based on the following four criteria: campus planning process; goals; strategies; and metrics.

A. THE CAMPUS PLANNING PROCESS

The planning process should be transparent and inclusive. *“Planning and evaluation are systemic, comprehensive, broad-based, integrated, and appropriate to the institution. They involve the participation of individuals and groups responsible for the achievement of institutional purposes and external perspectives...”* (NECHE Standard 2.1).

The planning process should be a vehicle for cultivating a commitment from all members of the campus community, allowing institutions to grow, change and adapt practices as needed to achieve their goals.

B. GOALS

The plan should explicitly address the system goal of EQUITY, including college participation, college completion, and closing gaps. The BHE’s specific embrace of the equity agenda is expected to result in continuing improvement in performance outcomes. The hard work of disaggregating data and identifying where barriers to success exist for specific populations will be significant to successful planning. Other elements previously incorporated such as student learning outcomes, workforce alignment, and preparing citizens can also be addressed. The plan should also be aligned with regional economic and workforce development priorities and include close consultation with other public institutions in the region to ensure strategic alignment, program integration, and cost-effectiveness, while closing gaps and increasing completion rates. Plans should include initiatives to deepen integration with local P-12 districts, including vocational-technical schools and identify opportunities for innovation. In addition, plans should provide a sufficient framework for new programs that BHE will be asked to consider for approval, as well as highlight areas of strategic divestment (i.e. what programs or elements a campus expects will sunset during this period).

- i. **Campus goals.** In the early phase of planning, campuses should take the opportunity to define their individual benchmarks and goals clearly in the context of the overarching system strategy focused on equity. BHE’s strategic plan review will focus on system-wide goals even as BHE recognizes that campus strategic plans will include areas of focus, such as financial goals and benchmarks that are clearly defined and specific to a campus’ unique identity. The BHE will look for goals to be reflective of where the campus is situated among peer institutions. The BHE is particularly interested in understanding enrollment estimates and projections as they relate to the strategic plan as well as the array of programs a campus may be planning to develop. Enrollment projections should include metrics reflective of the population pipeline, the Commonwealth’s employment needs, and the campus expected capacity for traditional as well as on-line and competency-based learning.
- ii. **Changes in system-wide goals.** The BHE may decide to amend or extend the system-wide goals to be included in campus strategic plans, but such changes will not require campuses to modify plans

Campus Strategic Planning Guidelines and Procedures

previously approved by the BHE. Rather, the BHE will discuss with campus leaders how the modified statewide goals can most reasonably be advanced within the framework of the current plan or in the next strategic planning cycle. The evolution of the Performance Measurement Reporting System helps the individual campus strategic goals and benchmarks to be understood in each campus context. The BHE expects that a Partnership Plan² aligns with the system-wide goals with specific performance standards relevant to the mission of the institution.

C. STRATEGIES

The most pressing challenge for both community colleges and state universities is the need to close persistent opportunity and achievement gaps that are tracked by race, socioeconomic status and gender. At both the community colleges and state universities, some metrics reveal progress for all racial/ethnic subgroups but no narrowing of gaps between white students and students of color, while others show worsening patterns with respect to both gaps and outcomes for students of color. The DHE will continue to monitor these trends to ensure new interventions and redesign efforts serve as a mechanism to improve success rates for students of color and not only white students.

The campus strategic plan should provide “...*realistic analyses of internal and external opportunities and constraints...*” (NECHE Standard 2.3) to achieve its’ goals. The BHE will specifically review plans with regard to the strategies and programs that each campus uses to achieve specific institutional objectives and do so in the context of the statewide equity agenda. The Board does seek to understand that a campus has a plausible theory of action and operational business plan underlying its proposed strategy.

D. METRICS

To the maximum extent possible, the plan should include clear measures for evaluating progress on strategic planning goals over the course of the plan’s duration, including both qualitative and quantitative methods (NECHE Standards 2.6, 2.7, 2.8). The measurement plans should incorporate metrics from the Performance Measurement Reporting System (see Attachment A) when relevant. It is expected that all strategic plans will incorporate the student success metrics focused on first year progress and long-term success.

Campuses may also devise public data dashboards that can be used by college boards (and others) to evaluate progress over time.

Touch Point II (details below) will include an informed dialog between the campus and members of the SPC. The measurements plans will be reviewed for use of the PMRS metrics to monitor progress. The Student Success metrics in the context of each institution will provide a focus for the SPC. This should enable deeper understandings around factors that influence the metrics as well as their implications for the campus plan

The Partnership Plan for special mission institutions must include budget and enrollment projections for each year, projections for total student charges for each year, projections for in-state and out-of-state enrollments for each year, and plans to ensure continuing access to the institution by residents of the commonwealth and

² Specifically related to statute that governs the Massachusetts College of Art and Design and the Massachusetts Maritime Academy

Campus Strategic Planning Guidelines and Procedures

affirmative action policies and programs that affirm the need for and a commitment to maintaining and increasing access for underrepresented students.

Campus Strategic Planning Guidelines and Procedures

THE STRATEGIC PLANNING PROCESS

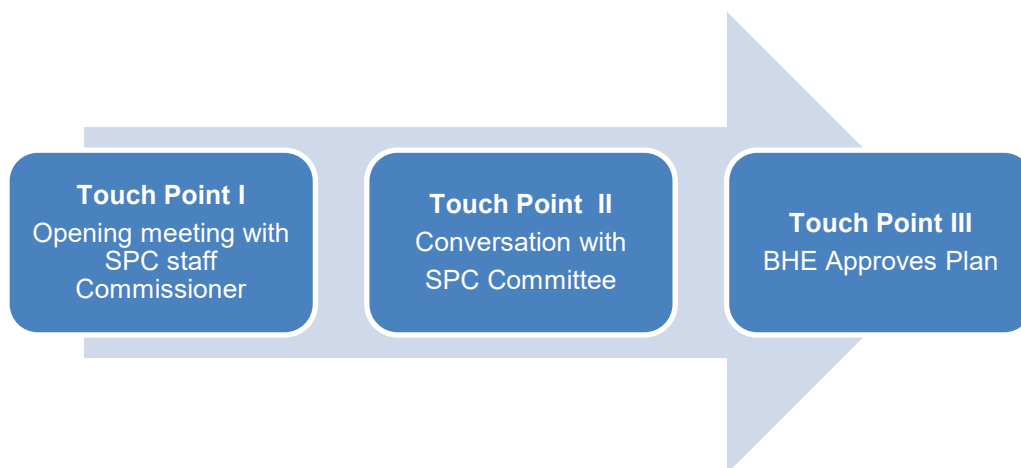
The following principles guide the BHE's process for reviewing campus strategic plans:

- A. **Communication is critical.** Communicate with campus constituents at the front end of the planning process, beginning a year in advance, and continue throughout the planning process. Facilitate the plan's progress toward approval by the BHE. Recognize and support the consensus-building nature of strategic planning and avoid making substantive changes late in the planning process.
- B. **Establish a partnership.** Develop a collegial, partnership-approach to BHE and campus interaction. Understand the power and importance of the Board's equity agenda to the future of public higher education. Facilitate the development of supportive relationships among planning groups from the various institutions in the Massachusetts system including cross-segment and cross-sector partnerships.
- C. **Foster mutual learning.** Share effective practices among and between campuses and the BHE.

PROCESS OVERVIEW

The BHE will use a three-touch point process for reviewing campus strategic plans. DHE staff can provide support for campuses as needed and helpful during this process.

Each phase in the process is reviewed and campuses are provided with an opportunity to share information and insights regarding their planning process. SPC members offer guidance to the campuses regarding what they will be looking for when it comes time to approve the plan.



Campus Strategic Planning Guidelines and Procedures

PHASE I

TOUCH POINT I

A. **Kick-Off** - Campus Cohort convenes with Strategic Planning Committee staff and Commissioner

At the direction of the Commissioner, BHE staff work with a cohort of campuses or an individual campus for the SPC Kick-Off. The strategic planning process begins with Touch Point I, a convening of the SPC staff and Commissioner with the President and campus leadership teams that will be engaged in strategic planning.

B. **Campus Engagement** - Ensures a spirit of collaboration and inclusivity

Campus leaders work to engage faculty, students, staff and administrators in a highly inclusive and collaborative planning process. The system-wide equity agenda should be clearly communicated to all constituencies. BHE staff will support campuses with an online platform of strategic planning resources, practices, and documents that Massachusetts public campuses have found helpful. BHE staff will work to link campuses that are at similar stages in their strategic planning cycle, and provide mutual learning opportunities.

TOUCH POINT II

C. **Campus and Committee Convene** - Campuses present work-in-progress and SPC provides feedback during the public meeting of this committee of the BHE.

Prior to a campus board vote and at a point in the process where the overall shape of the plan has been given preliminary definition, the committee and the campus will discuss the emerging plan including goals, metrics, and strategies linked to system-wide goals and objectives. This takes place when it is still early enough that changes can be made without major disruption to campus-level work. Touch Point II (TP II) is intended to be collegial and formative in nature. The SPC will look for the inclusion of any relevant PMRS metrics in the plans for measuring progress towards goals. The SPC will expect that the First Year Progress rates including gateway courses, accumulated credits and retention data and the long-term outcomes rates (graduation for state universities, comprehensive student success for community colleges) will be discussed during the presentation and referenced in the draft plan.

The purpose of the TP II conversation is to increase the SPC's knowledge and understanding of the campus plan, and to provide the campus with a clear signal from SPC as to whether the emerging plan fits with the statewide equity agenda consistent with the BHE's strategy for public higher education in the Commonwealth.

The SPC is expected to be knowledgeable of the draft plan being presented, be able to identify the strengths of the plan and provide feedback directly related to the Student Success Data consistent with the equity strategy and helpful to the campus plan. The campus should expect to move forward with input from the SPC regarding the strengths of the plan as well as any modifications or additions

Campus Strategic Planning Guidelines and Procedures

recommended by the SPC. If a plan fails to address the BHE equity strategy, a campus will be expected to revise and to strengthen that aspect, bringing it into greater alignment with the equity agenda and then resubmit the plan. In all cases, the BHE expects to use existing structures for monitoring enrollment, finances and campus achievement of the system-wide goals reflected in strategic plans.

The campus provides a draft copy of the strategic plan to staff **at least 21 business days prior to the SPC meeting**, which will be circulated among SPC members prior to the next TP II public committee meeting. The campus may bring any hard copy materials for use during the meeting with the SPC. The campus should provide staff with a power point or link to any electronic materials for use during the meeting **3-5 business days ahead of time**.

D. Campus Board Approval

Each institution must obtain their campus board of Trustees approval before submitting the plan to the SPC. Campus boards may make suggestions and recommendations to modify the plan before their final votes. In all cases the campus board must approve the strategic plan proposal before it moves to the SPC.

Campus Strategic Planning Guidelines and Procedures

PHASE II

TOUCH POINT III

A. Formal Submission

After the plan is approved by the campus board, the President sends a formal letter with the approved plan to the Commissioner. Any SPC recommendations during TP II should be clearly incorporated and marked in the final plan. Campus staff collaborates with board staff to ensure all aspects of the plan are included in the correct, accessible format. The Commissioner forwards the plan to the members of the SPC.

B. SPC Review

SPC members review the plan and provide feedback to the Commissioner. Clarifying questions from the SPC members will be the subject of discussion between the Commissioner and the campus President as necessary.

STRATEGIC PLANNING COMMITTEE ACTION

C. SPC Action

Staff prepares a motion to be brought forward for SPC action. At this juncture, the plan may be approved by SPC and moved for full BHE action. It is also possible that the plan may need to be revised and resubmitted at the next SPC meeting. The Board expects that revisions would be addressed prior to a plan being brought for SPC vote.

D. SPC Approval

A motion is brought forward and the SPC formally votes to approve the plan.

BOARD OF HIGHER EDUCATION ACTION

E. BHE Action

Subsequent to SPC approval of the campus strategic plan, the motion is brought forward for BHE action. BHE will approve the plan or make recommendations for revisions.

F. BHE Approval

The SPC motion is brought forward for full BHE approval.

Campus Strategic Planning Guidelines and Procedures

PHASE III

EXECUTIVE OFFICE OF EDUCATION REVIEW

A. Secretary Review

Following BHE approval of the campus strategic plan, the Commissioner submits the plan to the Secretary of the Executive Office of Education for review.

B. Secretary Response to the Commissioner

The Secretary will provide final approval of the plan or make recommendations for final revisions.

C. Campus Notification

The Commissioner will notify the campus President of the Secretary's final approval.

MONITORING CAMPUS PROGRESS

The BHE will use existing statutory and policy structures for monitoring campus achievement of the system-wide goals reflected in campus strategic plans, including presidential evaluations and performance measurement and data dashboards. Incorporating the Performance Measurement Reporting System metrics into the campus strategic plan as a way of measuring progress toward goals, is expected to be both an emergent process as well as one that ensures system-wide metrics are used as a guide in monitoring institutional progress.

Campus Strategic Planning Guidelines and Procedures

SUBMISSION

SUBMITTING YOUR PLAN

Final Strategic Plans should be submitted by providing one printed copy to Dr. Winifred M. Hagan at the Department of Higher Education with a flash drive containing an electronic copy in MS Word Format. Also email a copy to whagan@dhe.mass.edu, jkeller@dhe.mass.edu and csantiago@dhe.mass.edu.

Appendix A: Performance Measurement Review System Metrics

BHE Approved Key Performance Measurement Indicators

Access Metrics

Fall Undergraduate
Enrollment Headcount

Graduate Enrollment
Trends

Enrollment Representation of Underserved Populations

Enrollment of Pell-
Eligible Students

Affordability Metrics

Tuition and Fees as
Percent of State and
Regional Family Income

Student Loan Debt at
Graduation

Unmet Student Financial Need

Student Loan Default Rate

Student Success and Completion

On-Time Credit
Accumulation

Timely Completion of Gateway Course in Math and English

First-Year Retention

Student Engagement

State University
Graduation Rates of
First-Time Students

Campus Strategic Planning Guidelines and Procedures

State University
Graduation Rates of
Transfer Students

Comprehensive Success of First-time and Transfer Students

Community College Six-Year Student Success

Workforce Alignment and Outcomes

Degree Production in
Fields Associated with
High-Demand
Occupations

Comparison of Pre- and Post-Enrollment Earnings

Earnings of Students Enrolling in Postsecondary Education Directly After High School Graduation

Enrollment in High-Value, Non-Credit Workforce Development

Fiscal Stewardship

Modified Composite
Financial Index (CFI)

Expenditures Devoted to
Instruction

Cost of Degree Production

Deferred Maintenance/Facilities Maintenance

Instructor and Classroom
Utilization

Campus Strategic Planning Guidelines and Procedures

Access Metrics

Metric	
Definition	
Purpose	Fall Undergraduate Enrollment Headcount
Segment	Number of students enrolled for credit in the fall term and fiscal year.
Comparison/Benchmark	To assess whether colleges and universities are maintaining expected levels of enrollment.
Data Source	SU, CC
Timeline	Campuses will establish expected enrollment levels using a common benchmarking methodology.
	HEIRS
Metric	2019
Definition	
Purpose	Graduate Enrollment Trends
Segment	Number of graduate students enrolled for credit in the fall term and fiscal year.
Comparison/Benchmark	To assess whether universities are maintaining expected levels of enrollment.
Data Source	SU
Timeline	Campuses will establish expected enrollment levels using a common benchmarking methodology.
	HEIRS
Metric	2019
Definition	
Purpose	Enrollment Representation of Underserved Populations
Segment	Latinx and African American students as a percent of total enrollment.
Comparison/Benchmark	To assess whether college and universities are enrolling a population fully representative of their service area.

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Data Source	SU, CC
Timeline	Comparison to Latinx and African American representation in the service area
Methodology Notes	HEIRS, Census
	2019
Metric	Note that the visualizations are limited to a trend view of the share enrollment composed of Latinx and African American students. Benchmarks for representation will be included when the DHE completes the Equity Strategic Framework in collaboration with the Colleges and Universities.
Definition	
Purpose	Enrollment of Pell-Eligible Students
Segment	Enrollment of Pell Grant recipients as a percent of total undergraduate enrollment.
Comparison/Benchmark	To monitor enrollment of students from lower income backgrounds.
Data Source	SU, CC
Timeline	Comparison to the Pell Student enrollment of similar institutions
Methodology Notes	IPEDS
	2019
Affordability Metrics	This metric is compiled from the financial aid survey in IPEDS for the total undergraduate population.

Metric	
Definition	
Purpose	Tuition and Fees as Percent of State and Regional Family Income
Segment	Tuition and mandatory fees as percent of median and lowest quintile of household income at the state and county levels.
Comparison/Benchmark	To assess whether tuition and fees are affordable at the full spectrum of income levels in the predominant region served.
Data Source	SU, CC
Timeline	Comparison to similar institutions

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Methodology Notes	HEIRS and Census
	2019
Metric	Tuition and Fees is from the HEIRS Fiscal Tuition and Fee Survey (https://www.mass.edu/datacenter/tuition/AppendixTuitionFeesWeight7.asp). Income benchmarks are from https://www.census.gov/programs-surveys/acs/technical-documentation/code-lists.html
Definition	
Purpose	Student Loan Debt at Graduation
Segment	Average loans accumulated by associate and bachelor's degree completers (MA residents only) at time of graduation.
Comparison/Benchmark	To monitor the indebtedness of public higher education graduates.
Data Source	SU, CC
Timeline	Initial comparison will be made to segment averages and trend. Long-term goal is to identify a national benchmark.
Methodology Notes	HEIRS Completions File and DHE Financial Aid File
	2019
Metric	Degree Completers are identified in the HEIRS Degree and Certificate File. Loans are identified in the DHE Financial Aid File. Loan amounts are the sum of the loans reported in the financial aid file between the entry date and the date of the degree conferral. The average is the total loans accumulated divided by total graduates.
Definition	
Purpose	Unmet Student Financial Need
Segment	The difference between the sum of a full-time student's expected family contribution (EFC) and non-loan aid and the direct costs (tuition and fees, books and supplies) of a student's education.
Comparison/Benchmark	To monitor whether the combination of federal, state and institutional aid limits out-of-pocket expenses to a family's ability to pay.
Data Source	SU, CC
Timeline	Initial comparison will be made to segment averages and trend. Long-term goal is to identify a national benchmark.
Methodology Notes	DHE Financial Aid File
	2019

Campus Strategic Planning Guidelines and Procedures

Metric	<p>This metric is limited to MA residents, enrolled full-time in fall and spring, who apply for and or receive financial aid and are included in the year end financial aid file submitted to the DHE. Direct Costs is the sum of tuition and fees and books and supplies reported in the fall and spring terms. EFC is the full-year EFC. Non-Loan aid includes grants, scholarships and waivers from all sources (Federal, State, Institution and Other). Unmet need based on direct costs is equal to (Tuition and Fees + Book and Supplies) - (EFC+Non Loan Aid).</p> <p>In the detailed view of unmet student need an unmet need based on total educational costs is included for informational purposes. Total educational costs is the sum of tuition and fees, books and supplies, room and board and other expenses.</p> <p>The total educational cost value is the total education costs reported in the Financial Aid File. Unmet need in this case is equal to Total Educational Cost - (EFC+Non Loan Aid).</p>
Definition	
Purpose	Student Loan Default Rate
Segment	Percentage of a school's borrowers who enter loan repayment and default within three years.
Comparison/Benchmark	To monitor whether students leaving with loan debt are able to afford the debt accumulated while enrolled in public postsecondary education.
Data Source	SU, CC
Timeline	Comparison to state default rates of similar institutions.
Methodology Notes	USDOE
	2019
Student Success and Completion	https://www2.ed.gov/offices/OSFAP/defaultmanagement/instructions.html

Metric	
Definition	
Purpose	On-Time Credit Completion
Segment	Percent of first-time, full-time, degree-seeking students completing at least 24 credits in first academic year. Percent of part-time, degree-seeking students completing at least 12 credits in the first academic year.

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Comparison/Benchmark	To assess institutional performance with regard to timely student progression toward a degree or certificate.
Data Source	SU, CC
Timeline	Initial comparison will be made to segment averages and trend. Long-term goal is to identify a national benchmark.
Methodology Notes	HEIRS
	2019
Metric	HEIRS Fall Term file is the source for identifying the full and part-time degree seeking cohorts. Credit completion is based on completed courses in the HEIRS annual course file. Credits from courses flagged as developmental are excluded.
Definition	
Purpose	Timely Completion of Gateway Course in Math and English
Segment	Percent of first-time degree-seeking students completing college-level math and English classes by end of first academic year and by the end of second academic year, disaggregated by initial enrollment in developmental courses.
Comparison/Benchmark	To assess institutional performance with regard to timely student progression toward a degree or certificate.
Data Source	SU, CC
Methodology Notes	Initial comparison will be made to segment averages and trend. Long-term goal is to identify a national benchmark.
Timeline	HEIRS
	HEIRS Fall Term file is the source for identifying the full and part-time degree seeking cohorts. Course completion is based on completed course in the HEIRS annual course file. A Gateway Math course is the first course completed with a CIP code of 27 that is not flagged as remedial. A Gateway English course is the first course completed with a CIP code of 23 that is not flagged as developmental or ESL.
Metric	2019
Definition	
Purpose	First-Year Retention
Segment	Percent of first-time, full-time, degree-seeking students returning the year after initial enrollment.

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Comparison/Benchmark	To assess institutional performance with regard to timely student progression toward a degree or certificate.
Data Source	SU, CC
Timeline	Comparison to similar institutions
Methodology Notes	HEIRS , IPEDS
	2019
Metric	IPEDS is the source used for the primary retention view which focuses on comparison to national peers. HEIRS is the source for the retention equity gap analyses. Due to differences in HEIRS and IPEDS reporting there may be small differences in the retention rates from the two sources.
Definition	
Purpose	State University Student Engagement
Segment	A composite measure of student engagement based on scores on items from the National Survey of Student Engagement that are associated with high-impact learning practices.
Comparison/Benchmark	To assess whether four-year institutions are supporting participation in high impact practices.
Data Source	SU
Timeline	Comparison to similar institutions
Methodology Notes	NSSE
	2020-2021
Metric	TBD
Definition	
Purpose	State University First-Time Student Graduation Rates
Segment	Percent of first-time, full-time, degree-seeking students graduating within four years of entry and within six years of entry.
Comparison/Benchmark	To assess whether institutions are promoting graduation of first-time, full-time students.
Data Source	SU
Timeline	Comparison to similar institutions
Methodology Notes	IPEDS, HEIRS

Campus Strategic Planning Guidelines and Procedures

	2019
Metric	IPEDS is the source for the overall graduation rate, as well as for equity views for race and gender. The Pell equity view uses HEIRS and comparison is only available for the segment. Due to differences in reporting the total graduation rate in the Pell view may differ slightly from the total graduation rate in the views using IPEDS.
Definition	
Purpose	State University Transfer Student Graduation Rates
Segment	Percent of new transfer, degree-seeking students graduating within four years disaggregated by number of transferable credits.
Comparison/Benchmark	To assess whether institutions are promoting on-time graduation of students who enter as transfers.
Data Source	SU
Timeline	Initial comparisons will be made to segmental averages and trend overtime. Long-term goal is to establish a benchmark for good performance.
Methodology Notes	HEIRS
	2019
Metric	New Transfer Degree Seeking Students are identified in the HEIRS fall term file. Completion within four years is based on bachelor degrees found the HEIRS Degree File
Definition	
Purpose	Comprehensive Success of First-time and Transfer Students (IPEDS Expanded Outcomes)
Segment	Percent of first-time and transfer students (full- and part-time) who graduate or transfer within eight years of entry or remain enrolled after 8 years.
Comparison/Benchmark	To assess institutional performance with regard to timely student progression toward a degree or certificate.
Data Source	SU, CC
Timeline	Comparison to similar institutions
Methodology Notes	IPEDS
	2019

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Metric	The source is IPEDS. For more on outcomes measure methodology see: https://nces.ed.gov/blogs/nces/post/expanding-student-success-rates-to-reflect-today-s-college-students
Definition	
Purpose	Community College Six Year Comprehensive Student Success Rate (VFA)
Segment	Percent of new students (including transfers and first-time students) who graduate, transfer, attain 30 credits or remain enrolled six years after initial entry.
Comparison/Benchmark	To assess whether institutions are promoting attainment of the success outcomes associated with the complex mission of community colleges.
Data Source	CC
Timeline	Initial comparisons will be made to segmental averages and trend overtime. Long-term goal is to establish a benchmark for good performance.
Methodology Notes	HEIRS, Voluntary Framework of Accountability (VFA)
	2019 initial, 2020 enhanced
Workforce Alignment and Outcomes	HEIRS and NSC are the data sources for this indicator. The metric methodology is similar to the official VFA Six-Year Outcomes Measure described on pages 42-46 here: https://vfa.aacc.nche.edu/Documents/VFAMetricsManual.pdf . However, it is not possible to perfectly replicate the VFA methodology with HEIRS data. The primary difference is in the identification of the initial cohorts. As a result, campuses currently participating in the VFA may notice small differences in the outcomes reported by VFA and the outcomes reported here.

Metric	
Definition	
Purpose	Degree Production in Fields Associated with High Demand Occupations
Segment	Certificate and degree production in fields associated with high demand and projected growth.
Comparison/Benchmark	To assess whether institutions are promoting completion of degree and certificates aligned with occupations that will be of employment benefit to students and also meet the needs of the Commonwealth's economy.
Data Source	SU, CC

Campus Strategic Planning Guidelines and Procedures

Timeline	Trend in Count and Share
Methodology Notes	HEIRS and Burning Glass
	2019
Metric	This metric shows share of conferrals (BA/BS for State Universities and AA/AS for Community Colleges) aligned to high-demand career fields. These career fields include Healthcare Practitioners and Technical, Computer & Mathematical, Management for both Associate's and Bachelor's with the addition of Business and Financial Operations and Sales & Related for State Universities. For a CIP code crosswalk to these categories, please see Notes on High-demand Career Fields following this metric glossary. Note this metric currently excludes undergraduate certificates. The DHE is working to develop a methodology for identifying high demand certificates.
Definition	
Purpose	Comparison of Pre and Post Enrollment Earnings
Segment	Annual earnings prior to enrollment compared to annual earnings post-graduation or at last known date of enrollment for students entering as non-traditional students.
Comparison/Benchmark	To monitor the wage record gains attributable to postsecondary enrollment and award completion.
Data Source	SU, CC
Timeline	Trend
	HEIRS, DUA Wage Records
Metric	2020
Definition	
Purpose	Earnings of Students Enrolling in Postsecondary Education Directly After High School Graduation
Segment	Annual earnings one and five years after completion or last known date of enrollment for students entering postsecondary education compared to earnings of HS graduates without postsecondary education.
Comparison/Benchmark	To monitor the wage record gains attributable to postsecondary enrollment and award completion.
Data Source	SU, CC

Campus Strategic Planning Guidelines and Procedures

Timeline	Trend
	HEIRS, DESE, DUA Wage Records
	2020
Metric	
Definition	
Purpose	Enrollment in High-Value, Non-Credit Workforce Development Courses
Segment	Enrollment in non-credit courses associated with positive employment and earning outcomes.
Comparison/Benchmark	To monitor the wage record gains attributable to postsecondary enrollment and award completion.
Data Source	CC
Timeline	Trend
Recommendations	HEIRS, DESE, DUA Wage Records
	2021
Fiscal Stewardship	DHE should improve non-credit activity identification in HEIRS and analyze wage record and employment data to identify non-credit courses and programs associated with positive outcomes.

Metric	
Definition	
Purpose	Modified Composite Financial Index (CFI)
Segment	CFI is an index of four financial ratios: primary reserve, viability, return on net assets, and net operating revenues. The index will be adjusted for recent changes in GASB reporting standards to more accurately reflect the balance sheets of the institutions.
Comparison/Benchmark	To assess the financial health of the institutions.
Data Source	SU, CC
Timeline	An established benchmark for good performance.
	HEIRS Fiscal
Metric	2019-2020

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Definition	
Purpose	Expenditures Devoted to Student Instruction and Support
Segment	Expenditures committed to instruction, academic support and student services relative to expenditures on institutional support costs.
Comparison/Benchmark	To assess whether institutions are allocating sufficient funds to instruction and student support.
Data Source	SU, CC
Timeline	Comparison to similar institutions
Methodology Notes	IPEDS
	2019
Metric	This a ratio of the per FTE adjusted combined expenditures on instruction, academic support and student services to the FTE adjusted expenditure on institutional support costs.
Definition	
Purpose	Cost of Degree Production
Segment	Total expenditures per degree produced.
Comparison/Benchmark	To monitor whether institutions are expending reasonable resources per degree produced.
Data Source	SU, CC
Timeline	An established benchmark for good performance.
	HEIRS Fiscal, IPEDS
Metric	2020
Definition	
Purpose	Deferred Maintenance/Facilities Maintenance
Segment	Percent of state appropriation and retained tuition revenue allocated to capital adaptation and renewal.
Comparison/Benchmark	To monitor whether institutions are allocating sufficient revenue to maintaining and restoring physical resources.
Data Source	SU, CC
Timeline	Five percent of budget devoted to capital adaptation and renewal is the BHE authorized requirement.

Campus Strategic Planning Guidelines and Procedures

	HEIRS Fiscal
Metric	2019
Definition	
Purpose	Instructor and Classroom Utilization
Segment	Instruction and classroom resources allocated per student.
Comparison/Benchmark	To monitor whether institutions are allocating instructor and classroom resources in an efficient manner.
Data Source	SU, CC
Timeline	An established benchmark for good performance.
	HEIRS Fiscal
	2020

Appendix C



MASSASOIT
COMMUNITY COLLEGE

STRATEGIC PLANNING

2020 – 2025

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Mission Statement

Accepted by the Massasoit Community College Board of Trustees, April 8, 2015 and approved by the Massachusetts Board of Higher Education, June 16, 2015.

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.

Statement of Values

Accepted by the Massasoit Community College Board of Trustees, April 8, 2015 and approved by the Massachusetts Board of Higher Education, June 16, 2015.

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.

Vision Statement

Drafted at Board of Trustees Retreat October, 2018

Massasoit is the first-choice college rooted in community and dedicated to launching the new leaders our diverse world awaits.

Revised Vision Statement

Revised in Phase 4 based on feedback received at the Vision Conference

Massasoit Community College is the South Shore's community college, dedicated to partnering with and serving our community and engaged in developing and launching the new leaders our diverse world awaits.

Planning Process Overview

The Board of Trustees at their retreat in the summer of 2018 reviewed new strategic goals for the new president. That laid the foundation to begin the strategic planning process. Launched by President Gena Glickman in November, 2018. Soon after the initiative was announced, a call to action was issued to the college community asking for faculty, staff, students, and community partners to look for opportunities to "participate in ways for your voices and expertise to be included in this most crucial project." The effort was co-chaired by the Chief of Staff and the President of the Academic Senate with the support of the Senior Leadership Team. The Strategic Planning Task Force consisted of volunteers from myriad faculty and staff positions throughout the institution. The Taskforce reported up through the College Cabinet to president's office (See Appendix V)

Paramount to the planning process was transparency, diversity, and inclusivity. As such, the plan was guided by Patrick Sanaghan's book *Collaborative Strategic Planning in Higher Education* which outlines a phased approach to the planning process. Additionally, guidance provided in the Strategic Planning Process and Procedures provided by the Massachusetts Department of Higher Education informed the planning process and the goals set forth in the Equity Agenda outlined by the Commissioner of Higher Education were incorporated throughout the planning process. Finally, the mission and board of trustee goals for Massasoit Community College Office guided the entire process.

To be as inclusive as possible in the planning process and to ensure wide communication throughout the college community, the Strategic Planning Task Force utilized each fall, winter and spring all-college meeting, the Convocations, to announce updates and to facilitate participation in focus groups, concept paper review and validation, and vision conference. Student leaders also participated in the strategic planning activities at the college convocations.

In October 2019, President Glickman and members of the Strategic Planning Task Force Committee met with the Commissioner of Higher Education to review Touchpoints I & II of the Massachusetts Department of Higher Education's Strategic Planning Process and Procedures. The Commissioner and President Glickman met again in September 2019 to review Touchpoint III and gained approval to submit the plan to the Department of Higher Education for review and approval.

Phases of the Planning Process

Phase 1: Getting Organized

In November 2018, President Glickman announced the strategic planning initiative. During this first phase of the process the president and the senior leadership team committed and allocated the resources needed to ensure a successful process, identified the co-chairs of the strategic planning task force committee, and announced the launch of the strategic planning initiative to the college community.

Phase 2: Data Gathering and Engagement

During the second phase, the chairs of the Strategic Planning Committee sent out a call for volunteers to serve on the strategic planning task force. Faculty and staff from all areas of the college were encouraged to participate as were students and community partners. The 21-member task force came together for a kickoff meeting in February, 2019 to identify data pertinent to the planning process and identify key issues to be addressed during the strategic planning process.

These included the following:

- 1) What resources does Massasoit use effectively?
- 2) What challenges does Massasoit need to address over the next five years to achieve excellence?
- 3) What emerging trends does Massasoit need to be responsive to?
- 4) What key focus areas should Massasoit concentrate on to improve student success?

The first major college-wide strategic planning event was the Convocation in February of 2019 where the chairs of the strategic planning taskforce process outlined the planning process to the college community. A survey was distributed in early March 2019 to internal and external college community asking constituents to address the above four key issues. See Appendix XX for a listing of the data collected and reviewed in Phase 2.

Phase 3: Making Sense of the Issue

Phase three began in May, 2019 and focused heavily on conducting focus internal and external groups, summarizing data, identifying top trends and constructing the framework by which the concept papers would be constructed. As themes began to emerge from the community's responses to the four key issues, additional pertinent data collected from previous college research was reviewed and applied to the planning process including research conducted by an outside firm, EMSI, on the service region's economy and to provide a program demand gap analysis. Additional focused surveys with key community partners were conducted by task force members and top college administrators. The Strategic Planning Taskforce analyzed the findings which resulted in the following five themes that the college needs to prioritize in the plan going forward. Please note that since this planning process and document was an on-going, 'living document' that the college commenced much of this work throughout the time period of the work.

The following five themes grew organically from the process. Each align with the Department of Higher Education's Equity Agenda and the Trustee goals for the college:

- 1) Building community and improving business and community relations through a consistent, outward presence.
- 2) Improving student support to foster students' educational aspirations.
- 3) Cultivating a culture of communication.

- 4) Aligning academic programs to better meet workforce demands, student needs for transfer, and to promote inquiry and scholarship at all levels.
- 5) Creating a culture of evaluation and data-driven improvement for all areas of the college.

Concept Papers Summary

The purpose of a concept paper is to educate and inform the reader about a subject or issue with which a layperson may have little or no experience. The task of writing the concept papers was divided up between members of the Strategic Planning Task Force. Task force members were asked to form subcommittees for each concept paper theme and subsequently assigned to each theme based on interest and area of expertise.

The concept papers were drafted during the Summer of 2019. Each concept paper provided a historical overview of the issue, including previous practices that attempted to address the issue. This was followed by a review of local and national trends regarding the issue. Finally, each paper ended with a set of potential options for addressing the issue, including a list of potential resources needed where possible.

In September, 2019 the concept papers were sent to the college community for review and comment. In October, 2019 the president along with the strategic planning task force met with Carlos Santiago, Commissioner of Higher Education to review touchpoints I and II of the Department of Higher Education strategic planning process. Having met the parameters of the first two touchpoints, the college was allowed to proceed with the planning process.

Concept Paper Themes

Concept Paper 1: Building community and improving business and community relations through a consistent, outward presence.

The first concept paper focused on building community and improving business and community relations through a consistent, outward presence. After speaking with many community partners and reviewing best practices at other community colleges, the group tasked with this concept had several broad recommendations. Strategies to reach this goal would include to focus externally, creating a communications and public relations strategy to reach outwardly with a goal to expand partnerships and relationships with K-12 and university partners, businesses and granting agencies.

Concept Paper Two: Improve student support to foster students' educational aspirations.

The second concept paper focused on improving student support to foster students' educational aspirations. The major finding of this group is that a key factor in student success is quality programming that combines best practices to provide the necessary supports holistically. Of particular significance is the need to address racial achievement gaps through programmatic, structural and institutional support for students of color including, but not limited to, recruitment and retention of diverse faculty, staff and administrators. Additionally, an examination of ESL student services to ensure proper supports for success would assist with student's access and ability to succeed. As part of a holistic approach to student success, advising and career services is critical to getting our students on the proper career pathway and adequate assistance in getting jobs within their chosen fields. Given the vulnerable population that the college serves, implementing scalable, high-touch student wraparound services including the expansion of strategic partnerships like BAMSI, wellness programs, and nursing services. Professional development opportunities for staff who interact with students is especially vital in learning about cultural awareness. Conscious community building internally and externally among employees, students and greater community

engagement, as well as professional development is part of building a culture of inclusiveness, professionalism and civility.

Concept Paper Three: Cultivating a culture of communication.

The third concept paper focused on cultivating a culture of communication. Timely, accurate, and forthcoming internal communication is the foundation for an engaged and empowered campus. Internal communications policy has a direct influence on student retention and employee satisfaction. Internal communication processes must be streamlined to avoid information overload leading to information saturation or fatigue. Cultivating consistency in policies and procedures and communication builds a community of trust and mutual respect that promotes productive dialogue between constituencies. This is especially important in information affecting campus operations. Finally, Massasoit does not have a shared governance infrastructure that is critical to inclusiveness among all constituencies. While this Taskforce concentrated on internal communications, it is also clear that external relationship development is critical to ensuring the college is a good community citizen.

Concept Paper Four: Aligning academic programs to better meet workforce demands, student needs for transfer, and to promote inquiry and scholarship at all levels.

The fourth concept paper focused on academic issues, namely aligning academic programs to meet workforce demands and student needs for transfer. The task group found the need for Massasoit to commit to increased community engagement both to ensure the college has curricula aligned with industry needs and to expand the possibilities for local internship opportunities and job placement upon graduation of career program students. One of the most critical elements of external engagement is with business partners to advance students' opportunities and to ensure curricula currency. Another area of growth is in the expansion of transfer service support, as existing and new transfer initiatives become available to students through the creation and maintenance of articulation agreements, changes in Mass Transfer, and the further development of the new University Center. A final area noted was in professional development geared towards increasing both increasing academic support while challenging students, enabling them to meet learning outcomes and be academically prepared for transfer or entering the workforce.

Concept Paper Five: Creating a culture of evaluation and data-driven improvement for all areas of the college.

The fifth concept paper focused on creating a culture of evaluation and data-driven improvement for all areas of the college. To establish a culture of evidence, the task force group stressed that staff at all levels of an organization must adopt the use of data to inform decision-making and practice regularly. The task force noted that it is critical for all stakeholders to understand how the institution is performing, what measures are used to assess performance, and then how adjustments can be made to improve.

The path to institutional effectiveness requires a commitment to setting goals, assessing performance relative to those goals, and working to improve results. The task force group promoted the development of an outcome planning framework when setting goals and priorities, developing action plans, and evaluating success.

Phase 4: The Vision Conference

During February of 2020, a Vision Conference was held with a cross-section of the college community. Participants included faculty, student support staff, enrollment services staff, administrative staff, student leaders, and external community members. The session began with a short distillation of the concept papers to establish a common framework. During the next portion participants were asked to

create a vision of their “preferred future.” A set of focus questions were used to guide the discussions. For each of the concept paper themes, participants envisioned the policies, practices, and programs that had been implemented over the next five years enabling the College to successfully progressed towards excellence regarding building community, improving student support, improving communication, enhancing academics, and establishing a data driven culture. These ideas were shared with the whole group and participants indicated which ideas they agreed with and would be willing to support.

Several ideas emerged from the Vision Conference that could be future action items for the college. There included mentoring or coaching programs, learning communities, and cohort programs, especially when they included frequent touchpoint. Recognizing that not all participants are aware of programs and services offered at the college, or partnerships that exist, several participants recommended extending educational partnerships both with K-12 and with universities.

There was also discussion on expanding our business and partnerships. Overwhelmingly, the college community stressed the need for quality student internships. Participants clearly indicated that internships should be tied directly to workforce needs and should establish pathways from classroom to employment. Additional business partnerships proposed included co-development of career programs and sponsored apprentice programs as well as strengthening advisory boards.

The college community discussed communication strategies such as the nature of all-college emails and a plan to do more effective outreach to students. They suggested that there be new avenues for open dialogue established.

Finally, the use of data was raised in terms of evaluation as essential, particularly in the college’s academic program reviews. Data that addresses industry shifts allows the college to align the programs to workforce needs. Evaluation can drive the expansion of offerings, increasing digital offerings, remote offerings, stackable certificates, and other options in response to community needs. Data analysis that includes internal and external data sources to both establish benchmarks, guide budgetary decisions, and identify key areas of change. One key concern voiced was that transparency is important – transparency in what data are available, how the data are being used, and how accountability is established.

Phase 5: Goals

Phase five of the process began in March 2020 where the chairs of the strategic planning task force gathered and synthesized the feedback from the Vision Conference to begin identifying proposed goals for the college. The chairs met with the senior leadership team to discuss the proposed goals and objectives for the college and began drafting the strategic plan.

During this phase, including the drafting of the strategic plan, the COVID-19 pandemic forced the college to shift focus to moving classes remotely and transition into a completely new way of teaching and learning for higher education.

The college held a virtual Convocation in May 2020 to share information on the status of the plan and the outcomes of the Vision Conference.

The College’s leadership team is in the process of reviewing the objectives, strategies, and metrics for accountability that will be in place over the time period of the plan. In as much as this is a living document, there may be changes to the strategies over time.

The raw document will be on the June 2020 Board agenda to get trustee input that will be discussed and incorporated into the plan. The Board of Trustees, will, in their July 2020 meeting sanction the

plan to move forward to the Department of Higher Education for discussion and approval by the Board of the Department which is Touchpoint III.

DRAFT

Goal 1: Increase Admission, Enrollment, and Registration *(Aligns with BHE Equity Agenda Access & Affordability)*

Objective 1: Increase Access and Remove Barriers to Education	
Strategies	
	Determine appropriate enrollment goals and capacity for enrollment management within all credit and non-credit programs.
	Engage in culturally responsive communication prospective students in order to recruit students from traditionally marginalized populations.
	Review and revise college policies and procedures to enhance efficiency, accessibility, and productivity.
	Design outreach programs to religious and other community organizations.
	Commit to marketing and communication, including paid, owned, and earned media strategies, that places Massasoit as a first-choice in the College's service area.
	Develop targeted marketing and community outreach to increase visibility of MCC.
	Expand and strengthen credit and non-credit academic programs with integrated support programming that are responsive to community education and employment needs.
Objective 2: Remain an Affordable Option, Locally and in Comparison	
Strategies	
	Maximize the leveraging of grant funding from federal, state, institutional, and philanthropic sources to positively impact a greater number of students.
	The college will continue to measure itself against the Massachusetts Community College sector to ensure we remain an affordable option with respect to our peer institutions and for our service delivery area.
	Address student affordability, and student debt.

Goal 2: Strengthen Student Success, Retention, Persistence, and Graduation Rates *(Aligns with BHE Equity Agenda Student Success & Completion)*

Objective 1: Increase Access and Remove Barriers to Education	
Strategies	
	Align course delivery methods to student needs.
	Continue to build and sustain Early College services that support a seamless transition from K-12 to MCC.
	Expand transfer service support as existing and new transfer initiatives become available to students through the creation and maintenance of articulation agreements, changes in MassTransfer, and the further development of the University Collaborative.
	Implement scalable, high-touch student wraparound services including the expansion of strategic partnerships and wellness programs.
	Develop and expand the possibilities for local internship opportunities for all students and job placement upon graduation of career program students.
	Expand opportunities for students to share feedback and experiences as part of institutional improvement cycles and use this data to inform decision-making processes.
	Leverage technology to expand and enhance student service delivery.
Objective 2: Create and Improve Policies and Programs that Impact Enrollment, Retention, and Persistence using the Equity Agenda.	
	Engage in culturally responsive communication with current students in order retain students from traditionally marginalized populations.
	Develop culturally responsive pedagogies in order to honor and celebrate the diversity of our student experience.
	Identify and address factors contributing to the institutional opportunity gap between white students and Black, Indigenous, People of Color (BIPOC).
	Integrate and prioritize the work of the Student Success Taskforce and Advising Taskforce in institutional planning and resource allocation.
	Create and implement a robust, flexible, and culturally responsive onboarding program for new students that recognizes and honors students' lived experiences.

	Develop a comprehensive student-facing communication strategy that recognizes and responds to the expectations of students.
	Review college policies and procedures for hidden bias and revise structures to ensure student enrollment, retention, and completion.
	Streamline college processes with an eye toward ease of navigation for students.

Goal 3: Continue to Build Philanthropic Partnerships and Increase External Funding *(Aligns with BHE Equity Agenda Fiscal Stewardship)*

Objective 1: Cultivate New and Retain Existing Donors & Increase Funds Raised in Areas Critical to Student Success.	
Strategies	
	Develop and implement a comprehensive donor communications strategy that highlights the impact of philanthropic support.
	Increase student retention and affordability by expanding efforts specifically dedicated to raising scholarship dollars for new and returning students.
	Deepen donor support for student basic needs and wraparound services, including the Pantry, Massasoit C.A.R.E.S., and the United Student Fund.
	Expand opportunities for donor engagement and fundraising through targeted community outreach programs.
	Increase College visibility through membership on local boards, chambers, and councils.
	Prioritize leveraging institutional resources and relationships to invest in local community partnerships that further the College's goals of racial and economic equity.
	Explore new opportunities for support and partnerships with private foundations.
Objective 2: Revitalize Alumni Association.	
	Cultivate relationships with alumni for support, networking, and student mentorship.
	Increase alumni participation in alumni association and at college-wide events.

Goal 4: Cultivate an Equitable, Diverse and Inclusive Community *(Aligns with BHE Equity Agenda Equity Lens)*

Objective 1: Create equitable pro-active Human Resources recruitment and onboarding policies and procedures.	
Strategies	
	Assess and revise policies and procedures for hiring to ensure they reflect the College's values.
	Recruit, hire, and retain exceptional talent while intentionally expanding opportunities to create a diverse workforce of institutional leaders, faculty, and staff reflective of the identities of the students we serve.
	Ensure equity within the interview process.
Objective 2: Design Programs and Services to Serve Our Diverse Student Population Through Student Affairs/Student Life.	
	Create and deploy recruitment and marketing materials that reflect the diversity of the student body.
	Build the college community's capacity to understand and to improve access for students/individuals within the ability spectrum by reducing barriers to their success.
Objective 3: Create Opportunities Through the Curriculum and with Faculty to Ensure a Culturally Rich Educational Experience for Students: Academic Affairs.	
	Create and implement an Institute for Social Justice and Racial Equity.
	Utilizing the new professional develop center, design a clearinghouse for campus-wide diversity, equity, and inclusion initiatives.
	Review and revitalize the College curriculum to ensure that institutional values and goals of equity, diversity and inclusions are embedded in the curriculum and through subject matter content and resources.
	Review and revise the composition of advisory boards to ensure that the boards are diverse and inclusive.
	Assess and ensure the retention of diversity/underrepresented faculty and staff that reflect the diversity of our students.
	Create a new employee onboarding and first year training/mentoring program through the office of professional development.
	Create new adjunct and faculty onboarding and first year training/mentoring program.

Goal 5: Fortify Community Engagement and Strengthen Relationships with Elected Officials to Meet Workforce Development/Demands. (Aligns with BHE Equity Agenda Workforce Alignment & Development)

Objective 1: Improve Community Partnerships	
Strategies	
	Expand communication and outreach to partners in the community including periodic Community Conversations (in-person and virtual) and inviting corporate and community leaders to campus to meet with College leaders and to share ideas.
	Review and revise the composition of advisory boards to ensure that the boards are fully engaged with supporting the program and are tied to the business community in order to ensure program relevancy and potential program expansion.
	Determine and support appropriate college leaders (i.e. vice presidents, deans, faculty, department chairs, other relevant staff) to participate on business, community and educational organization events, boards, initiatives.
	Create opportunities for advocacy and educational programs with local leaders and partners.
	Create civic engagement strategies and partnerships with community organizations.
Objective 2: Improve Business Connections	
	Sponsor the Brockton Partnership.
	Identify and create internship opportunities for students in various disciplines.
	Create a pro-active career services function and initiatives that brings employers and students together.
Objective 3: Improve Legislative Advocacy	
	Establish a legislative advocacy plan to reach out to federal, state and local public officials
	Create opportunities for members of the Board of Trustees to interact and support the college at convenings with local public officials and members of the college's advisory councils and other influential groups.

Goal 6: Responsible Institutional Stewardship (Aligns with BHE Equity Agenda Fiscal Stewardship)

Objective 1: Provide a High-Quality Infrastructure	
Strategies	
	Commit to physical plant and technology resources being conducive to effective teaching and learning and meets the current and future needs of the college. Build infrastructure that support our teaching and learning goals and our values.
	Develop a policy & and procedure manual that is readily accessible for members of the college community.
	Adopt a formal shared governance framework to ensure shared communication and an engaged community.
	Review and revise College policies and procedures to enhance efficiency, accessibility, and productivity.
Objective 2: Develop and Enhance Internal Controls	
	All college resources funds will be allocated in accordance with the priorities as established in the strategic plan.
	Internal controls are robust and detailed to protect employees and assets of the college.
	Financial reporting is timely, accurate, and auditable. (5.3.5)
	Create a Board best practice on the percentage or amount of funds to remain in reserves while also allowing the college to invest in programs and services to be responsive to the community.

Appendix I: Collaborative Strategic Planning Timeline

Phase 1	
Getting Organized	
November, 2018	Naming Planning Task Force Co-chairs
	Commit & Allocate Resources
	Announce Launch of Planning Process
Phase II	
Data Gathering & Engagement	
December, 2018 March, 2019	Identify Pertinent Data
	Call for Volunteers/Task Force is Identified
	Kickoff Meeting
	Form Focus Group Leaders
	Identify Focus Group Questions
	Convocation meeting with College Community outlining the planning process
Phase III	
Making Sense of the Issue	
May, 2019 October, 2019	Summarize Data
	Identify Top Trends
	Conduct Student Focus Groups
	Conduct Community Focus Groups
	Construct Framework for Concept Papers
	Validate Findings w/Internal & External Stakeholders
	Write draft of Concept Papers to review @ Convocation
	Disseminate Draft Concept Papers for review (internal & external stakeholders)
	Convocation meeting with college community
	Touchpoints I& II with MA Board of Higher Education
Phase IV	
Vision Conference	

February, 2020	Vision Conference
Phase V	
Goals Conference	
March, 2020	Task Force, President's Cabinet, & Board of Trustees discuss future goals
.	Strategic Plan is Drafted
August, 2020	Plan is submitted to Board of Trustees for Review & Recommendations
.	Touchpoint III w/BHE – Formal Submittal
.	Plan is revised (if necessary)
TBD	Plan is approved by BHE
Implementation	

Appendix II: Community Survey Participants

Community Surveys
Educational Institutions
Blue Hills Regional Vocational Technical School
Braintree High School
Bridgewater Raynham High School
Brockton Adult Learning Center
Brockton High School
Edison Academy
Middleborough High School
Randolph High School
South Shore Regional Vocational Technical Highschool
Municipalities
MassHire Greater Brockton Career Center
MassHire Greater Brockton Workforce Board
Metro South Chamber of Commerce
Neponset River Regional Chamber of Commerce
Plymouth Area Chamber of Commerce
Quincy Chamber of Commerce
Nonprofits/Social Service Agencies
Brockton Area Multi Services Inc. (BAMSI)
Catholic Charities South
Father Bill's & MainSpring
Massachusetts Rehabilitation Commission
Training Resources of America
The United Way of Greater Plymouth County
Veteran's Affairs Boston Healthcare System

Appendix III: Strategic Planning Task Force Committee

Strategic Planning Task Force	
Lydia Camara <i>Co-chair</i>	Chief of Staff/Associate Vice President for Planning, Strategy, and Innovation
Marc Simmons <i>Co-chair</i>	President, Academic Senate/Professor of Biology
Angelina Avedano, Ph.D.	Professor of English
Michael Bankson, Ph.D.	Professor of Biology
Kathleen Berry	Instructional Technology Specialist
Evan Desatnick	Associate Director of Transfer Services
Joseph DiMaria	Associate Dean of Students
Deborah Donna	Audiovisual Equipment Tech
Janie Gilson	Registrar
Mary Harris	Director of Grants
Jennifer Hohl	Research Associate
John (Jack) Keating	Professor of Mathematics
Paul Key	Director of Corporate & Community Engagement
Mark Linde	Adjunct Faculty
Cameron Pettiford	EDP Systems Analyst III
Jesse Schreier, Ph.D.	Coordinator of Instructional Technology
Benjamin Warnick	Director of Athletics
Lawrence Wasko	Professor of Engineering/Chair of Engineering Department
Donna Wright	Associate Professor of Business
Rachel Zyirek	Librarian
Sawsan Zahara, Ed.D.	Professor of Arabic, Education, And ESL Chair, Elementary Education Department

Appendix IV: Concept Papers

Concept Paper 1: Building Community and Improving Business and Community Relations

Background & Introduction

Face-to-face survey meetings were held with leaders from 23 community partners between May and June 2019. The partners, which consisted of local educational institutions, municipalities, and non-profits, answered a series of nine questions, offering candid feedback on strengths, weaknesses, and perceptions of Massasoit Community College. Our analysis addresses the five, predominant recommendations offered by the partners:

1. Establish a Regular and Ongoing Presence in the Community
2. Improve Communication/Public Relations
3. Expand Collaboration with High School Partners
4. Ask the Community What it Needs, and Listen
5. Better Prepare College Students for the Workforce

1. Establish a Regular and Ongoing Presence in the Community: When asked how Massasoit is fulfilling its role as a community college, the large majority of partners interviewed responded that the college needs to establish a more meaningful and consistent presence in the community. Appeals were made for a greater executive-level presence, but also for faculty and staff at all levels to become more actively involved in the region.

Partners requested that thoughtful community outreach be made a priority at Massasoit. The college was asked to make a proactive and concerted effort to get off campus and get to know the many constituents within its service area. Beyond having a physical presence offsite at community events, Massasoit was also asked to invite the community on campus more frequently. Campus visits, open houses, and even non-academic-related events offer the community and prospective students the opportunity to get to know Massasoit and the many benefits it has to offer.

Massasoit was also asked to elevate its collaboration with all community partners and learn to leverage those relationships to achieve its mission. The general consensus was that collaboration has become an area of weakness for the college, to its own detriment. Massasoit was encouraged to attend and even promote its partners' events. The college was advised to look outside of traditional partnerships and identify new and creative ways to collaborate with a larger group of partners.

2. Improve Communication/Public Relations: Eighteen of the 23 partners interviewed volunteered that Massasoit needs to better communicate what it offers to the community. Many of those interviewed stated that they themselves are aware of the many valuable degree and certificate programs offered at Massasoit, but that most in the community are not. Almost all partners interviewed advised that the college improve the marketing of its services and better inform the region who Massasoit is and what it has to offer.

When asked how Massasoit should accomplish this, most advised sharing student success stories and testimonials. Live testimonials at college events and community events off campus give the region a first-hand look at the kind of success that can come from an education at Massasoit. Video and written testimonials with photos of students represent other important ways to show the region what is possible at Massasoit.

The college was also asked to improve its communication with major decisions that affect the community. A number of partners expressed frustration with recent decisions made by Massasoit that negatively impacted their business. The most prevalent example was the closing of the Massasoit Conference Center.

While most appeared to understand why the college would make such a decision, they were disappointed that Massasoit did not reach out to its partners who depended on the facility to explain what was happening and why.

Lastly, Massasoit was asked to better communicate its long-term goals and mission to the community. While all partners interviewed expressed enthusiasm about being asked to provide input for Massasoit's strategic plan, a number questioned whether the college would eventually share that plan with the community. The college was also encouraged to better communicate the benefits of attending Massasoit by quantifying its success rates. In an age where community college completion rates are low across the country, the region wants to hear about the success Massasoit is having in graduating its students and preparing them for fruitful careers.

3. Expand Collaboration with High School Partners: All but one of the educational institutions interviewed asked that Massasoit offer more or better Dual Enrollment programs. Repeatedly, educators appealed for Massasoit to collaborate with them to explore innovative, accelerated programs that offer students flexibility and the possibility of earning college credit while in high school. Several educational partners expressed frustration that they have been able to make these types of programs work with other colleges but not with Massasoit.

Several educational partners expressed the need for more articulation agreements with Massasoit. Concern was raised that without clear articulation agreements, partnerships with local high schools become limited. Educators stated that they want to be able to lay out possible pathways for their high school students, but without better cooperation from Massasoit, those efforts are stunted.

Massasoit was also asked to collaborate more closely with high schools through early college and student success programs. Working with high schools to develop pathway programs was something else educational partners asked for closer collaboration on. The demand for developing pathway programs continues to increase for high schools. Without Massasoit's help, these programs offer limited opportunities for success.

4. Ask the Community What it Needs, and Listen: Partners urged Massasoit to proactively ask residents and businesses in the community about the needs they have and then listen closely. Being a good listener was identified as a top attribute of a good community partner, and the college was urged to hear what the community has to say and be receptive and flexible to partner needs.

Specifically, Massasoit was encouraged to meet with the Haitian and Cape Verdean communities, as they make up the largest population of culturally diverse students at the college, to learn how the college can best support them. The local business community is another group partners advised Massasoit to listen to. Employers' workforce needs are changing, and Massasoit needs to work with employers to understand why and how those changes are occurring. (See the section 5. and *Concept Paper Four* for more on preparing students for the workforce).

A number of partners also recommended that the college work to understand the needs of students who did not continue their education at Massasoit, including direct outreach to students who did not return to find out why.

5. Better Prepare Students for the Workforce

Partners from each of the three groups interviewed – educational institutions, municipalities, and non-profits – advocated for better preparation of college students for the workforce. Regardless of whether a student is on a degree track or pursuing a certificate, employers are asking more from them. Massasoit was asked by partners to not only assure that students are being prepared academically, but also that they are being trained on the important soft skills they will need to be successful in their careers.

Further, Massasoit was asked to offer more vocational programs. Partners were very impressed by the vocational programs offered at Massasoit's Canton campus, but due to transportation barriers, these programs are often out of reach for many students. The college was asked to consider offering more vocational programs at the Brockton campus and at the Middleborough Center. A wider range of

vocational programs was also requested. Partners noted that more high school students, and parents of high school students, are valuing the option of vocational programs, and the demand is increasing sharply.

Similarly, opportunities for success in the workforce through training received in certificate programs is increasing. Credit and non-credit certificate programs afford students the opportunity to quickly enter into new careers that offer sustainable wages. Partners acknowledge the benefit of the certificate programs Massasoit currently offers, but all agree that more options are needed.

Lessons Learned

The general perception in the community is that Massasoit has been a consistently absent stakeholder. While Massasoit's reputation as an educator is strong, the college is not perceived as doing enough to collaborate with its various constituents. These candid conversations with community partners reinforce the understanding that Massasoit needs to become a more outward-facing institution.

Massasoit is being asked to be a better story-teller, to regularly inform the community of the success its students are having, and to share information on the many great educational opportunities offered. The college needs to improve its communication, both in telling and more importantly, in listening. To improve its perception, Massasoit will need to continually ask how it can serve the region and respond with quality programs and services.

Trends in Higher Education

Massasoit Community College is not the only institution of higher education that has needed to improve its performance in the five areas identified above. Other colleges and universities throughout the country have made progress by employing components of the strategies outlined below.

Establish a Regular and Ongoing Presence in the Community

- Establish micro-campuses throughout the community to improved visibility and accessibility.
- Develop a "Grandparents University" to build connections between generations, help children learn about potential careers, and make college appealing.
- Host a periodic "ideathon" focusing on widespread community need.
- Work closely with local governments to seek funds from higher levels of government/foundations for both separate and joint projects and programs.
- Invite the community onto campus for educational events.

Improve Communication/Public Relations

- Form a citizen's advisory committee that consists of residents, students, faculty, and college administrators to share/resolve local concerns and needs, build relationships, and plan joint activities and events.
- Target non-traditional age groups for specific outreach in "coming back to school" to prepare for a new career or advancement in a new career.
- Use more visual story-telling on the college website, through social media, and in other marketing materials.
- Leverage technology to meet students where they are, enhance communication, and improve outcomes.

Expand Collaboration with High School Partners

- Develop a list of current faculty and staff to serve as guest speakers/presenters across academic disciplines in high school classrooms.
- Invite high school faculty to campus to learn about programming offered at the college. Give them the opportunity to sit in on classes and labs and engage in dialogue/planning with college faculty.
- Increase partnerships with high schools in seeking funds to build collaborative efforts to increase educational programming and services for students.

- Develop joint theater productions between the college and local high schools.

Ask the Community What it Needs, and Listen

- Host small-group listening sessions to identify what issues are on people's minds, where they get information, and what they would like to see happening at the college.
- Develop a survey on needs/concerns to be distributed in libraries, food banks, schools, churches, and other community-based locations. Engage in conversation and from it derive quantifiable data.

Better Prepare Students for the Workforce

- Involve local business leaders in program planning and curriculum development to improve the quality of academic programs and better assess the demand for talent and skills in the local workforce.
- Develop comprehensive training opportunities by integrating technical training with work readiness and basic soft skills training.
- Improve awareness of available education and training programs and how they relate to employment opportunities.
- Prioritize recruitment and retention of quality instructors.

Strategic Themes for the Future

Building community and improving business and community relations will require an ongoing, strategic effort by Massasoit Community College. While it will necessitate direction from senior leadership, it will also require the cooperation of the entire college community in order to be executed effectively.

As a community college serving the diverse needs of local students, businesses, government agencies, non-profits, and community organizations, Massasoit should:

- Establish a plan to ensure that Massasoit is represented at important local events and ceremonies.
- Work with faculty and staff to align college representatives with the various chambers of commerce, workforce boards, educational collaborative groups, and other local networks.
- Train faculty and staff on how to network and develop community partnerships.
- Engage local residents and community groups to inquire about how the college can best serve them.
- Be transparent about why Massasoit is not able to collaborate on every proposed venture.
- Collaborate with local employers to identify how to support workforce demands within their industries.
- Train faculty how to teach soft skills to students.
- Create a marketing plan to regularly promote educational and community programs offered at Massasoit Community College.
- Leverage media to share student success stories and inform the region what can be accomplished with a Massasoit education.
- Publicly promote faculty and staff involvement in community volunteer work.
- Proactively seek opportunities to collaborate with local high schools.
- Communicate regularly with local high schools through a monthly e-newsletter.
- Offer a summer program to help first-generation families with enrollment.
- Recruit alumni to give testimonials at Admissions-led events.

- Engage community partners in helping identify a more diverse faculty.
- Leverage Massasoit's theater, pool, and sports fields to get the community on campus.
- Become a resource for community issues and concerns – a place for conversation.
- Identify how other community colleges in the Commonwealth are succeeding in addressing the recommendations made by our partners and learn from them.

Concept Paper 2: Improving Student Support to Foster Students' Educational Aspirations

Background & Introduction

Because Massasoit is an open-admission institution, students enter the college with a wide range of abilities, learning styles, and levels of preparation. Some have previous college experience while 62% require developmental coursework to be college-ready (Office of Institutional Research, Fall 2018). Massasoit's students have diverse social and economic backgrounds, and many have extreme financial needs. According to the Office of Institutional Research, approximately 68% of Massasoit's students are first generation, while 17% have a first language other than English. Officially, 34% are low-income (students who have not completed a FAFSA are not included in this figure), and 39% report having experienced food and/or housing insecurity. Further, 23% of Massasoit students report feeling sadness/anxiety that has caused them to miss class, and the same percentage have considered giving up on academic goals (Office of Institutional Research, Fall 2018). All of these factors are risks to completing a course of study and earning a post-secondary degree.

The Massachusetts Board of Higher Education recently released an Equity Agenda to help address racial gaps in educational attainment. Massasoit's demographic profile consists of approximately 48% students of color; 33.5% are black and 8.6% are Latinx. Retention and success outcomes for these students tracks with other Massachusetts based community colleges. Particularly, our first-year retention rates for black and Latinx students are 54% and 55% respectively, compared to 65% for white students. However, six-year comprehensive student success rates for black and Latinx students when compared to white students shows only a 1-2% gap.

Massasoit has ambitious goals to increase student retention and graduation rates that demonstrate our success in serving the needs of our students. A number of activities at the college support these goals. These include student support programs such as TRIO, Latch, and Choices, where holistic and intensive academic advising is coupled with numerous wrap-around services to help students to achieve success. Although students in our support programs succeed in greater numbers than their peers, students who are not in these programs do not receive the same level of attention, as noted in the NECHE (formerly NEASC) reaccreditation letter requiring we show evidence that "faculty and staff are provided with

substantial opportunities for continued professional development related to the consistent implementation of academic advising policies” in our interim report due Fall 2021 (Angel, July 12, 2017).

Academically, students’ lack of preparation has been addressed through pilots of multiple placement metrics, paired developmental and college-level English courses, and self-paced math that should support accelerated course completions, among others. The college has also invested in professional development to increase student engagement in their coursework. These are just a few of the activities that support student success.

Massasoit also has taken steps to introduce more resources that address the non-academic needs of our students. An investment in training faculty to adopt no-cost/low-cost open educational resources has saved students over a million dollars on the cost of textbooks. Other financial interventions include the on-campus food pantry, as well as vouchers for meals, bus passes, and other necessities. The college has also brought community partners on-campus to provide referrals that address students’ mental health and other social/emotional needs. Other areas of concern include students’ limited sense of belonging and a lack of community. Students also need more career readiness training and exposure to career pathways and opportunities.

Finally, college infrastructure needs updating. Of particular importance is providing students with more areas for collaboration and communal activities and technology that meets the most current standards of our mobile lives.

Lessons Learned

As noted above, Massasoit has several cohort student support programs that are designed to increase retention, graduation, and transfer rates by providing a range of comprehensive support services to assist with academic and personal needs. These programs are very successful at increasing student success – most have retention and completion rates that far exceed the college average. However, participation is severely limited by capacity. The college needs to address how to increase the number of students who benefit from the strategies common to these programs so that many more students have access to these high-touch services to boost student outcomes.

Another critical issue facing our students is the lack of preparation for college-level work. The high percentage of students who arrive underprepared and requiring developmental coursework has been fairly consistent. It has been repeatedly demonstrated that students who enroll in developmental courses are less likely to be retained or to ever complete a degree. Further, these students waste time and financial resources attempting to get through developmental courses that do not count toward their degrees. While some pilot activities have shown promise, the college needs to invest in bringing these to scale more quickly and in introducing other models that have shown promise elsewhere.

One significant area for improvement is academic and career advising. Massasoit rolled out a targeted implementation of Grades First for early alerts and increased its utilization of academic plans, which have improved opportunities for proactive student engagement around advising. However, the college lacks a shared definition, philosophy, and measurable outcomes related to academic advising. Further complicating matters, students have a variety of experiences and success related to academic advising which are largely dependent upon who is doing the advising. Students may be assigned to staff in the Advising, Career & Transfer (ACT) Center (13%), a cohort model (6%), or a faculty member (33%). However, an overwhelming number of students (48%) are not assigned an advisor at all because they are classified as evening or non-degree (Monteiro, August 21, 2019). Beyond academic advising, the college must recognize the need for additional career counseling and workforce readiness programs. The current model, which consists mainly of classroom visits, individual appointments, and an annual job fair, is simply inadequate to address the varied needs of our student population nor does it meet the demands of the current regional economy.

In addition to the academic needs of our students, Massasoit should recognize and address that our students face multiple barriers to academic success. While we have introduced several new services to campus to provide a more holistic approach to serving our students, Massasoit’s response to our student’s growing social/emotional and economic challenges has been insufficient, and lacking institution-wide buy-in.

Perhaps most significantly, enrollment at Massasoit has been steadily declining in recent years. While this is typical during a period of low unemployment, it is very concerning, and has impacts on resources available across the institution. Projections forecast a modest 3% increase in community college enrollment nationwide through 2028 (NCES, May 2019). Students have many more options to educate themselves that they didn't have 20 years ago, have high expectations, and can afford to be choosy as institutions compete for them. The college needs to modernize its program offerings and delivery models to be competitive. We must begin addressing our service/infrastructure deficits and become more innovative in our approach to remain competitive. If our procedures are unnecessarily difficult, our customer service is lacking, and our technological solutions nonexistent, students have and will continue to go elsewhere for their education.

In addition to providing an educational model (including ancillary services) that meets modern standards and expectations, Massasoit must build a culture of accountability for all student-facing employees to ensure a consistent, quality experience for every Massasoit student. This includes all student services at all student touch points. All Massasoit employees need to adopt student enrollment, retention, and student success as our responsibility and provide a collectively positive experience for our community.

Trends in Higher Education

Nationally, colleges are innovating in a variety of areas in order to meet the challenges of the modern student. As the traditional college student becomes increasingly rare – particularly at the community college – there are many new programmatic models that have been shown to have promise in addressing some of the issues identified above. These include:

Just One More – Data shows that 15-to-Finish is neither practical nor effective for the majority of community college students. Part-time students are part-time for a reason – they can't afford to go to college full time, they have families, jobs, etc. Encouraging students to take just one more course a semester has a proven impact on persistence while also decreasing time to completion.

Eight-Week Semester – An eight-week semester is the only way to reduce the number of courses a student has to take in a particular time period without increasing the cost of college and without increasing the time to degree. It benefits students because they can stop out for a briefer period if they have to focus on work or family at a specific point in time.

Interventions for Near Completers/Culture of Caring – Nearly one in five students who do not graduate have reached 75% or more of the credit threshold. Institutions of higher learning have introduced a culture of caring through a tiered outreach campaign that is less transactional. Students respond well to email and/or mobile – as long as the message comes from someone the student knows and not a generic email address, e.g. advisorname@massasoit.edu, not advising@massasoit.edu, and are more informal and less transactional than typical email communications.

Teaching and Learning Practices – Certain practices have been shown to be beneficial for college students from many backgrounds, especially historically underserved students, who often do not have equitable access to high-impact learning. The practices take many different forms, depending on learner characteristics and on institutional priorities and contexts:

- First-Year Experiences
- Common Intellectual Experiences
- Learning Communities
- Writing-Intensive Courses
- Collaborative Assignments and Projects
- Undergraduate Research
- Diversity/Global Learning
- ePortfolios
- Service Learning, Community-Based Learning
- Internships
- Capstone Courses and Projects

Mobile Technology that Support Students' College Success – In a recent study, students indicated they wanted to see data-driven customization of mobile technology in four areas: career preparation, such as job assistance and interview training; finance support, such as tuition and financial aid; academic support, such as course registration and grade tracking; and student life, such as student organizations (Cortez, 2017). Specific aspects of the use of mobile technology are messages or “nudges” sent to students that are designed to influence a particular behavior. A key concern is the use of the right tech tools for the student population being targeted; Gen Z students have different needs & expectations than adult learners proving that technology often isn't a one-size-fits-all endeavor.

Fully Leveraging Alumni as Mentors, Supporters, and Inspirers – Donor trends indicate that recent graduates and younger donors not only want to contribute financially but also want to be hands-on, personally driving the outcomes they desire. Institutions are realizing the opportunity they have to engage alumni more meaningfully, tapping their expertise and connections to help recruit, mentor, and support students on the road from matriculation to graduation. Involving alumni throughout the student lifecycle can provide a rich experience to both students and alumni.

Designing an Effective Campus Mental Health Promotion and Suicide Prevention Effort – Student mental health issues are emerging as a primary obstacle to higher education. Among young adults ages 18-25, 19.4% experienced a mental health issue within the last year. Longitudinal studies show that successive generations of college students are demonstrating increasing levels of severe mental illness. In 2014, first-year college students reported the lowest level of emotional health in 25 years (Coole & Hohl, April 11, 2019).

Campus mental health promotion and suicide prevention efforts are most effective when they are:

- Prevention-focused in addition to response-focused;
- Comprehensive, addressing multiple behaviors and risk and protective factors, all campus constituents, and on- and off-campus settings;
- Strategic and targeted, addressing priority problems identified through an assessment of local problems and assets;
- Research-based, informed by current research literature and theory;
- Multicomponent, using multiple strategies;
- Coordinated and synergistic, ensuring the efforts complement and reinforce one another;
- Multi-sectoral and collaborative, involving key campus stakeholders and disciplines; and
- Supported by infrastructure, institutional commitment, and systems.

Basic Needs Security – Students whose basic needs (such as food, shelter, and clothing) are not met are at a higher risk for non-completion of academic programs. A 2018 study conducted by Temple University in conjunction with the Wisconsin HOPE Lab found that 36% of students surveyed described themselves as food insecure, 36% were housing insecure, 9% were homeless within the past year. The same study found the majority of students who experience basic needs insecurity do not receive outside assistance. For instance, only 20% of food insecure students receive Supplemental Nutritional Assistance Program (SNAP) benefits and only 7% of students who identify as homeless receive housing assistance. (Goldrick-Rab, Baker-Smith, Coca, Looker, & Williams, 2019)

In order to support students experiencing basic needs insecurity, model colleges should:

- Appoint a Director of Student Wellness and Basic Needs;
- Grow programmatic work to create a “culture of care” on campus
- Engage community organizations and the private sector in proactive, rather than reactive, support
- Develop and expand an emergency aid program
- Ensure that basic needs are central to the institution's government relations work at all levels

Strategic Themes for the Future

First, Massasoit needs to make a commitment to addressing its students' needs with quality programming that combines to provide holistic support. The college should identify the best practices that are in place at similar institutions across the country and select a few practices that could be put into practice immediately with relatively little effort and resources, while working toward making bigger changes to institutional practices and professional development to support them over the long term. As a first step, the college should:

- Address racial achievement gaps through developing programmatic, structural and institutional support for students of color including, but not limited to, recruitment and retention of diverse faculty, staff, and administrators.
- Expand existing ESL student services to ensure proper supports for success.
- Address advising and career service deficits in order to get our students on the proper career pathway and adequate assistance in getting jobs within their chosen fields.
- Implement scalable, high-touch student wraparound services including the expansion of strategic partnerships with organizations like BAMSI as well as other wellness programs and nursing services.
- Institutionalize college readiness support across all divisions and greater utilization of available academic support technologies/services (GradesFirst, ARC, Library, etc.).
- Adopt innovative, flexible academic solutions i.e. accelerated degree models using a shorter, more intense course structure; year-round courses; pairing of developmental with credited classes; etc.
- Mandate staff/faculty cultural awareness and customer service professional development opportunities to shift culture toward inclusiveness, professionalism, and civility.
- Undertake conscious community-building internally and externally among employees, students, and greater community.
- Leverage existing membership in national organizations such as Achieving the Dream, Council of Education, and others. These organizations focus on closing academic achievement gaps, accelerating student success, and building colleges' institutional capacities. Further, these organizations provide research and toolkits to guide institutions in redesigning student supports, academic delivery and other services with the goal of enabling students to progress along their educational and career pathways.

Concept Paper 3: Cultivating a Culture of Communication

Background & Introduction

Based on feedback from Massasoit's 2016 NEASC¹ study and internal and external strategic planning surveys conducted during the 2018-2019 academic year, the college has identified the need to improve internal communication across the institution. This report outlines the need for a comprehensive policy that promotes a more productive and sustainable environment for students, faculty, staff, and administration.

It is widely accepted among faculty, staff, administrators, and students that communication should be a priority at Massasoit Community College. However, the ways the term communication is interpreted and applied creates confusion. Further, multiple flows of ideas and information across the college can cause miscommunication and frustration.

Furthermore, a disorganized or obstructed flow of ideas and information leads to an atmosphere of distrust and disengagement. Streamlining communication and providing relevant information promptly and accurately will serve to build a stronger, more unified campus community.

In order to address the issues at hand, it's important to differentiate between external and internal communication. External communication is outward-facing and includes marketing, promotions, community engagement, and alliances with stakeholders; it lets those outside of the college know who we are and what we have to offer. External communication is addressed by other strategic planning committees and therefore is not the focus here.

Rather, the focus of this report is internal communication. If effectively executed, internal communication can inspire unity around the mission and strategic plans for the college, disseminate relevant information, validate contributions, promote positive morale and personal investment, and build community both internally and externally. In order to be effective, internal communication must reach its intended audience, streamline and clarify issues that impact the college, demonstrate transparency, and follow clear protocols.

Internal avenues of communication in place, as well as those utilized in the past are:

Publications and Newsletters are a longstanding method of communication at Massasoit. A biannual magazine *The Associate*, has been produced in different forms since 2000 with occasional gaps. The publication typically includes a message from the President, a student spotlight, an alumni profile, staff/faculty profiles, and various campus highlights. Copies of *The Associate* are available on campus and sent to a specific mailing list of alums, employees, and stakeholders.

Massasoit News (<https://massasoitnews.wordpress.com/>) link on the front page of the college website appears to be mainly outward facing, but this link does include some internal information (such as new hires, dean's list, honors, awards, and ceremonies).

Various departments across campus develop **paper and/or electronic newsletters**, or **webpages** to keep colleagues apprised of departmental news. However, there is no consistent campus-wide format, nor do these communications often cross departmental lines.

President Glickman launched **Footnotes** in March 2019 as a weekly college update. Distributed via All-College email each Monday, this communique includes photos, events, ideas, and student and employee highlights.

Email is the primary information pipeline at the college. Many newsletters are delivered via All-College or All-Department email, but may be overlooked due to the volume of emails received. Often constituencies on campus communicate strictly through email to announce upcoming events, report on activities and outcomes, and provide other information. Unrestricted (or minimally screened) "All-College" emails, corrections, and erroneous "Reply All" responses clutter email inboxes causing information saturation and fatigue.

¹ As of August 1, 2018, the New England Association of Schools and Colleges Commission on Institutions in Higher Education (NEASC-CIHE) became NECHE, the New England Commission of Higher Education. Documents produced during the 2016 accreditation process reflect the NEASC name. Forward-looking materials are reflected as NECHE.

Employees have two email addresses (@massasoit.mass.edu and @massasoit.edu), contributing to confusion and clutter.

A **Common Calendar** was suggested by President Glickman in a March 2019 email. An All-Campus calendar resides in the Portal, however, it is not comprehensive and ownership is scattered. Outlook calendars (primarily used for internal scheduling by faculty, staff, and administrators) are generally not accessible to students or the external community. Lack of access to a common calendar contributes to disorganization and an ongoing sense of isolation.

The **MyMassasoit Portal** was instituted approximately 10 years ago. The current format was revised 5-6 years ago and houses most, if not all, active employee- and student-related information and communications. Complaints about the Portal have resulted a redesign, which is scheduled to launch in October.

Technology has enhanced communication over the past 10 years e.g., the webpage, Portal, and social media such as Facebook and Twitter, which is effective for external communication (and possibly inward-facing community-building), but not internal communication.

In May 2019, the President initiated Massasoit's **Governance Task Force** to mold a format for campus policy and create standardized procedures. The goal of the Task Force is to expand on the current governance system (Academic Senate, Standing, and Steering Committees, in concert with the Student Senate), by including professional staff and support personnel in decision making.

Lessons Learned

Two fundamental lessons have been learned about internal communication:

1. A comprehensive policy for more streamlined, timely, and forthcoming internal communication is needed; and
2. Massasoit needs to expand the structure and transparency of shared governance, which is the foundation for effective internal communication.

These lessons are supported by the 2016 NEASC study, 2018-19 focus groups, surveys, and Massasoit's Senate Ad Hoc Committee report.

Surveys conducted during the 2016 accreditation process indicated widespread concerns about communication processes at the college. 2019 focus groups revealed a need for improved internal communication:

Q.: What challenges does Massasoit need to address over the next five years to achieve excellence?

A.: Improvement of internal communication and a change to current top down decision-making structure to be more inclusive.

Q.: What emerging trends does Massasoit need to be responsive to?

A.: Marketing and communication.

Q.: What key focus areas should Massasoit concentrate on to improve student success?

A.: College communication, collaboration between departments, collaboration among faculty, and student support.

During Fall '18 convocation, only 3% of respondents indicated a need for better internal communication. However, comments aligned with the 2016 NEASC report and the 2019 focus group responses, suggesting the need to "break silos," "increase transparency," and create an effective communications process by optimizing available resources already in place.

Regarding governance, the NEASC study questioned whether Massasoit's system of governance involved the participation of all appropriate constituencies. Responses indicated:

- 40.3% of respondents agreed or strongly agreed
- 32.4% indicated a “neutral” response
- 27.3% of respondents disagreed or strongly disagreed

However, responses also showed a lack of knowledge about the college’s governance system:

- “I am not involved or educated on how Massasoit’s system of governance works, so I’m not able to give a valuable answer.”
- “I do not know MCC system [of] governance.”
- “I have no idea what our system of governance is.”
- “I’m not sure what the system of governance involves.”
- “I’m unclear what you mean about ‘governance.’”

Results from the Fall ‘18 focus groups indicated that 6% of respondents believe Massasoit needs to address governance in order to achieve excellence.

Massasoit’s Senate Ad Hoc Committee’s 2017 Final Recommendation Report, specific to governance, advocated a position to maintain the status quo of the current Academic Senate in order to “respect the tradition of governance at Massasoit.” However, after conducting an analysis of the college’s strengths, weaknesses, opportunities, and threats, the committee agreed that “Professional staff around the college do not have an obvious formal structure like the Academic Senate for participating in the governance of the college as it pertains to their interests.” These findings align with NEASC responses about unequal representation of constituencies on campus, generating the president’s launch of a Governance Task Force.

Trends in Higher Education

Studies show that internal communication has a direct influence on community engagement. Purcell’s study on “The Engaged Community College” reports that utilizing “existing expertise among college employees, strengthens internal networks, and supports the institutionalization of engagement” (105). Leveraging such expertise cultivates an atmosphere of collegiality and communication. Furthermore, a report written by Richard Boyer describes the impact good communication has on faculty, staff, administration, and students through “appropriate transparency and authentic dialogue.” He lists the benefits:

- Enhanced faculty/staff engagement
- Greater clarity and alignment on shared governance
- Enriched community involvement

Based on our research, these three areas are in line with concerns raised in the NEASC study and the convocation focus group surveys. Boyer’s view suggests a comprehensive, effective, communication policy should: “share information and solicit feedback; define shared governance; invest in web content; maintain a social presence; and develop an emergency communication plan.” He maintains that these practices “contribute to a culture in which faculty and staff members and students share a commitment to transparency, dialogue, and ultimately, respect.” Engaged faculty, staff, and administration, clarity and alignment on governance, and open channels of communication create a robust community.

Further, the 2018 South Central College *Project Plan for ‘Enhancing Internal Communications’* suggested, “The consequences for not optimizing internal communications can be dire,” citing a recent study which found that “in organizations that do not prioritize internal communications, nearly one in five employees is disengaged. Productivity and performance suffer” (Danielson and Magaw). A viable educational institution prioritizes internal communication.

Finally, *Inside Higher Ed* tackles the problem of communication with Joshua Kim’s six hypotheses:

1. Academics often lack professional communication skills;

2. Communications are consistently under-resourced;
3. Face-to-face communication is the most effective, but not the most efficient method;
4. Autonomy (and maintaining the status quo) can lead to “silos”;
5. Information saturation/fatigue produces a lack of attention; and
6. Credibility (negative baggage) influences how information is received.

Accordingly, internal communication at Massasoit could be most affected by building campus-wide communication skills and minimizing saturation/fatigue.

According to Boyer, institutions ranking high on the “Great Colleges to Work For” survey show a correlation between internal communication and employee-outlook. Effective approaches include newsletters, management office hours, a formal innovation and suggestion program for employees, and consistent faculty and staff surveys.

Information put forth by Purcell, Boyer, and Kim, as well as the project plan developed by South Central College, reflect national trends that can aid in the development of comprehensive communications policies and procedures at Massasoit Community College.

Strategic Themes for the Future

Based on Massasoit’s background, lessons learned, and national trends regarding internal organizational communication, the following strategic themes emerge:

- Timely, accurate, and forthcoming internal communication is the foundation for an engaged and empowered campus. Internal communications policy has a direct influence on student retention and employee satisfaction.

Engaged faculty, staff, and administrators = engaged students.

- Internal communication processes must be streamlined to avoid information overload leading to information saturation/fatigue. [Building on his six hypotheses, Kim notes: “The scarcest commodity on campus is attention. Any effective communications strategy needs to somehow break through the campus noise.”]
- Collaborative Action Inquiry supports “organization-wide change and leverages existing resources within the community college” (Purcell 110).

In order to prioritize internal communication, clear comprehensive policies and procedures are needed. These would:

1. Cultivate a community of trust and mutual respect that promotes productive dialogue between constituencies.
2. Address the “flow” and efficiency of internal communications by developing and enforcing clear policies and procedures.
3. Establish and maintain methods of consistent information sharing from higher level staff meeting to departmental meetings in a timely manner, especially information affecting campus operations or changes.
4. Utilize and enhance existing platforms more effectively, and provide training, updates, and communications about how to access these platforms.
5. Expand shared governance to include all constituencies on campus, and promote transparency of all related activities.

Options for prioritizing internal communication:

- Maximize use of the Portal
 - Make changes to make it more intuitive and organized; and
 - Develop protocols and training for effective use of the Portal.

- Provide a dedicated secure space for suggestions and concerns
- Establish and enforce protocol on All-College emails to reduce communication saturation/fatigue.
 - Research the pros and cons of centralizing All-College and All-Department communications, and explore related policies and procedures.
 - Consider how the use of All-College email as a “community bulletin board” contributes to communication saturation/fatigue.
 - Consolidate general announcements, information sharing, updates, and other relevant communications to assigned platforms in order to avoid information “dump” via email, repetition, and miscommunication.
 - Dispense with two email addresses to alleviate email clutter and confusion.
- Develop an accurate, accessible, and current common calendar.
- Design a consistent campus-wide approach to newsletters and information sharing to minimize repetition, missed opportunities, and email fatigue.
- Institute quarterly discussion sessions with various groups (full-time faculty, adjuncts, professional staff, students, etc.) to assess the needs of the college and strengthen morale.
- Institute and clearly publicize office hours for administrators that reflect those required for faculty. (Currently, full-time faculty hold 1 hour per week per course.)
- Develop professional development programs on effective communication by tapping into existing resources and expertise on campus through Collaborative Action Inquiry. [See *Purcell and Riel in References*.]
- Consult external communications professionals to determine how campus community members wish to receive communication. [See Phase 3 table in “South Central College Project Plan” pg 8; a link to this document is provided in References].

Short-term Possibilities

- Review South Central College’s Internal Communications Initiative Project Plan as a guide [*Link provided in References*].
- Collaborate with existing expertise, including faculty across academic disciplines, to enhance professional communication on campus.
- Utilize existing expertise to create platforms for sharing information and building community.
- Reinstitute *The Associate* as a more relevant, interactive, and consistent publication.
- Consolidate and organize newsletters campus-wide through technology platforms.
- Develop a Massasoit Community Bulletin Board online to house matters of lesser-importance to alleviate email overload.
- Investigate the Center for Collaborative Action Research and Margaret Reil’s “Understanding Collaborative Action Research.” [*A link is provided in References.*]
- Support existing initiatives to enhance internal communications across campus.

Long-term Possibilities

Recent initiatives are addressing many of the concerns raised in this report. However, many are in their infancy and must be supported to be effective. For example:

- President Glickman has created several groups to address concerns connected to internal communication, either through information sharing or community building.
 - The Campus Programming Board is looking into a Common Calendar.

- The Governance Task Force is redefining and expanding “Shared Governance.”
- The President’s Council on Diversity and Inclusion is currently developing new protocols campus-wide.
- The Strategic Planning Task Force is addressing imminent needs.
- Rebel Interactive Group is working to rebrand the college.
- Incoming Provost Deanna Yameen will encourage every division to hold a monthly meeting at or around the same time; she also plans to hold regular Academic and Student Affairs meetings beginning Fall 2019.

To build on these efforts, a communications structure must be strengthened in order to comprehensively share information across the institution.

A robust, outward facing presence hinges on a solid inward-facing policy of shared responsibility and transparency. The information here is presented in the spirit of cultivating a culture of communication by including all campus constituencies; emphasizing timely, streamlined, and forthcoming information; and creating an atmosphere of reciprocity and productive dialogue.

Effective internal communication is a shared responsibility, directly influencing attitudes, and attitudes influence identity. In order to strengthen Massasoit’s identity, to empower students, faculty, and staff to flourish, prioritizing internal communication is the first step.

Concept Paper 4: Aligning Academic Programs to Better Meet Workforce Demands, Student Needs for Transfer, and to Promote Inquiry and Scholarship at all Levels

Background & Introduction

The importance of investigating the alignment between Massasoit's academic programs and regional workforce demand continues to play a pertinent role as the evolution of industry shifts to meet the needs of the 21st century. Common feedback from employers suggests students often lack general skills, for example; critical thinking, self-direction, and a global mind set. To better prepare students for employment successes, Massasoit needs to promote scholarly inquiry at all levels and address alignment to industry needs when programs are being constructed or modified.

Massasoit has recently taken steps to investigate discrepancies between our program offerings and current workforce opportunities within the community via a program demand gap analysis conducted by Economic Modeling Specialists International (Emsi). All of Massasoit's certificate, degree, and non-credit programs were reviewed as part of the study, and focused on two counties where perspective students reside. (Emsi, 2019). Massasoit's 2016 NEASC² accreditation report further supports the alignment of our academic programs. Contained within this study is a look into our transfer relationships with both private and state institutions, core curriculum strength, and program reviews which are conducted on a five-year cycle. (NEASC, 2016)

Concerns around student transfer are influenced by many factors. First, depending on the economy and the gap between available applicants and job opportunities, a four-year degree may or may not be necessary for employment. On the academic side, the focus should be on the ability for students to choose the correct foundational program, getting the most out of their associate program within various transfer and articulation opportunities, understanding their education costs, and noting their eligibility for merit and transfer scholarships. Massasoit has participated in state-wide initiatives offering students the opportunity to take advantage of programs that transfer to a four-year awarding state institution. In addition, articulation agreements with various private four-year private colleges continues to benefit our students. Pathways, MASS Transfer Course Equivalency, MCC2BSU and Commonwealth Commitment have all offered our students a more seamless transition to their four-year institution of choice.

Massasoit continues to offer professional development opportunities for faculty, encouraging them to inspire and adopt fresh pedagogy within their courses that students would then naturally carry to outside the classroom. The goal for faculty growth is to best deliver the various methodologies to meet the curriculum outcomes while awakening and stimulating student inquiry and drive towards scholarly growth within their area of study.

Lessons Learned

Throughout the 23 interviews carried out in this area, a number of the face-to-face meetings with community partners indicated that Massasoit has room for growth with regards to internships and job placement opportunities. Many of our supporters stated that they were unsure of what Massasoit has to offer in terms of skills taught within our programs. Expanding program advisory board to reflect area partners, attending community job fairs to network with industry, and clearer communications were topics at these interviews. (Emsi, 2019)

The Emsi Economic Overview identifies 15 top industry subsectors in terms of employment for the Massasoit service area and also focuses on the employment concentration within the high location quotients. Of the 15 industry subsectors mentioned in the report, five offer strong employment opportunities for our students. Emsi reviewed Massasoit's 22 certificate programs: five of them displayed significant gaps above the 300-job level vacancy. In addition, three of Massasoit's associate programs also

² As of August 1, 2018, the New England Association of Schools and Colleges Commission on Institutions in Higher Education (NEASC-CIHE) became NECHE, the New England Commission of Higher Education. Documents produced during the 2016 accreditation process reflect the NEASC name. Forward-looking materials are reflected as NECHE.

show an extensive gap in job fulfillment. There is opportunity to adjust our program offerings to align with the regional and projected labor market demand. (Emsi, 2019)

The amount of time and effort required to establish a state-wide transfer equivalency database and pathways was significant in terms of collaboration with internal and external partners to initiate new and existing norms in the way we advise transfer students. The creation of a Transfer Coordinator position was critical in establishing a point person for the work to be completed, however, more resources would have allowed for better student visibility in transfer advising and promotion of programs and the position should be considered for a more administrative role in the future and not necessarily within academic advising.

Transfer should be seen as an enrollment function as well as a retention function. When a student applies to Massasoit, their advising should be personally tailored to their goals. Therefore, if their goal is transfer, the student's enrollment should be approached with a transfer-focus, versus a non-transfer focused student who may wish for more career-based advising. Retaining a student throughout their program requires transfer students to understand and use the transfer tools such as course equivalency databases, A2B pathways, and transfer articulation grids to understand their progress and steps towards their goal.

As for scholarly engagement within the classroom setting, findings in a 2016 Massasoit student engagement survey revealed low scores for active and collaborative learning which has the potential to stimulate inquiry and scholarly interest. Stronger promotion and encouragement of professional development opportunities may increase the way faculty interact and design their course structure for overall educational student interest and development. (CCSSE, 2016)

Although Massasoit is a brick and mortar institution, the opportunity for and delivery of distance education has experienced significant growth over the last twenty years. Within traditional face-to-face classes, faculty evaluation is carried out on a yearly basis until the faculty member reaches tenure status. To date, however, online learning has yet to implement a firm credentialing policy or procedure. As our distance education offerings continue to grow, limited ability to assess the quality and delivery of course content may present a missed opportunity to stimulate and expand the student's desire for increased depth of knowledge.

Trends in Higher Education

The Industry Composition found in the college's Emsi report focuses on the economic diversification of a specific region, which offers a clear focus for the college when looking into the needs of the surrounding community, overall region, and the college's current program offerings. The Emsi report has offered Massasoit an in-depth spotlight on the skill requirements our industry and local partners need in the workforce.

With the ever-rising costs associated with a post-secondary education, the recent closings of Massachusetts four-year colleges, and the question of whether a bachelor's degree is necessary in certain fields, the opportunity for community colleges to recruit non-traditional community college students has increased. Community colleges offer a quality education for a fraction of the price of a traditional four-year institution. For a working student whose time is limited to attend face-to-face classes, online classes also play a major role in distance learning enrollment opportunities.

There have been many studies done regarding transfer students both regionally and nationally. The Community College Research Center at Columbia University has been a leader in analyzing students in the transfer area. Their 2016 report *The Transfer Playbook: Essential Practices for Two- And Four-Year Colleges* was one of several reports that focused on the need for colleges and universities to make transfer students a priority through programmatic pathways and tailored transfer student advising. In 2018, their report *Takes Two to Tango: Essential Practices of Highly Effective Transfer Partnerships*, their findings highlighted five key findings from their research (Wyner et al., 2016):

1. Transfer outcomes are low and inequitable, and some colleges and some states do it better than others.
2. Many bachelor's degree seeking community college students don't transfer, let alone complete.
3. Transfer paths are unclear.

4. Rampant, inequitable transfer credit loss leads to extra time-to-degree, extra cost, and decreased likelihood of completion.
5. Despite credit loss, the community college route to a bachelor's degree is still cheaper if the student completes.

These findings highlight the many issues colleges find on a day-to-day basis working with students and helping them along their path to success. These findings also further highlight the necessity for transfer services to be a key component for retention.

In a 2018 Brookings report titled *Improving community college completion rates by addressing structural and motivational barriers*, community college student persistence and the lack thereof is glaring in what the report feels are the difference between the college “cafeteria-style model” versus the guided pathways approach. The report notes that student retention is often hampered too much course choice and a lack of structure versus a more step-by-step pathway approach to graduation. The report states that “fewer than 40 percent of community college students earn a certificate or degree within six years of enrollment” (Bailey et al., 2015).

In terms of professional development, non-profit organizations such as the New England Transfer Association continue to provide annual conferences, a speaking series, and membership networking for resources in transfer services. The New England Board of Higher Education is also a great resource for new initiatives in transfer such as their current project investigating the feasibility of a state-wide transfer guarantee for independent private colleges.

Transfer findings, both nationally and regionally, remain relevant and consistent in providing data for decision makers to better market, enroll, and retain students.

Professional development is continually offered at Massasoit. Half- to full-year sabbaticals are available to those faculty who meet the requirements. Attendance for conferences, seminars, and participation in the extension of faculty education are supported through the Academic Governance Academic Development Committee.

Strategic Themes for the Future

- Massasoit must commit to increased community engagement to maintain up-to-date curricula that is aligned with industry needs.
 - Further, the college should expand the possibilities for local internship opportunities and job placement upon graduation.
- Set in place strong advisory boards with members who are fully committed to the college for future community and student growth.
- Create a dedicated transfer center to offer transfer-out course advising, transfer application support, and comprehensive transfer advising, which would expand services for students. Trends in higher education all point to increased degree attainment for college students and the many ways to achieve that goal. Massasoit has the potential to be a leader in transfer services for its population as we identify, advise, retain and graduate our students to transfer success. A report for the creation of this center has been created separately.
- Expand support for transfer services as existing and new transfer initiatives become available to students, including the creation and maintenance of articulation agreements, MassTransfer phases, and the new University Center (bachelor degree programs at Massasoit).
- Review policy and procedure regarding articulation in an effort to streamline policy engagement, creation, and implementation.
- Continued presence in the college's marketing/communication plan for transfer services, highlighting both the enrollment and retention functions.
- Create a dedicated transfer center, encompassing all areas of transfer services.
- Continue to lead and consult on new state-wide and private transfer initiatives.
- Continued focus on data to drive decisions through professional development and external engagement.
- Offer and encourage faculty to become involved in workshops focused on possible changes in classroom pedagogy and how to implement these adjustments to facilitate an increased level of inquiry for expansion of scholarly interest for students in both terminal and transfer degrees.

Concept Paper 5: Creating a Culture of Evaluation and Data-driven Improvement for All Areas of the College

Background & Introduction

Demonstrating the effectiveness of Massasoit both holistically as an institution and at the individual program and department levels is increasingly important for a variety of reasons. Not least among these, the college's 2017 NEASC³ re-accreditation letter requires the college to submit a report in spring 2020 that "gives emphasis to the institution's success in:

1. implementing a comprehensive and consistent approach to assess institutional effectiveness and student learning outcomes with emphasis on building capacity to use evidence for institutional improvement;"

Massasoit acknowledged this deficiency in its self-study in advance of the NEASC visit. The college included "[c]ontinual data collection, assessment, evaluation, and improvement are not currently institutionalized as part of the College's culture" as a challenge facing the institution under Standard 2 Planning & Evaluation.

Other drivers that are putting pressure on the institution to increase the use of data and assessment to drive decision-making include the Massachusetts Board of Higher Education's move to performance-based funding and its increasing requests for data to set statewide strategic priorities. The Commonwealth's Vision Project has established metrics that must be tracked and aspired to in areas of student performance, with a focus on college completion.

Further, there is a growing expectation at the state and national level that colleges will use data to drive decisions, including those about overall institutional expenditures, needed investment in innovation, and the tie between these dollars and student outcomes. Given that the NEASC letter also asks Massasoit to emphasize and report on financial stability, widespread use of data and evaluation would help to allocate college resources more efficiently. Programs that are demonstrating measurable results would be allocated sufficient funding to scale up the most effective activities, while those that are less impactful could be scaled back or phased out.

Through informal interviews with faculty, staff and administrators, it is apparent that there is an awareness of the lack of the use of data in planning and evaluation except for the broader college data points that are required to be reported at the state and federal level. Academic program reviews require the collection of evidence; however, the same types of reviews are not conducted at the project level or institutionally by department to weigh effectiveness. Although elements of the process are in practice in pockets across the college, there is consensus of the need to better understand how to use data to inform program design and to conduct an effective assessment of outcomes.

Lessons Learned

While higher education institutions regularly collect data for external reporting purposes, how and when to use it internally is often not well understood. For many colleges, research shows that the data most commonly referred to by faculty and administrators were enrollment statistics (Jenkins & Kerrigan, 2009). There is also the common challenge of getting usable data into the hands of staff, faculty, and administrators – what data, how often, and through what channels. Data sets also are often looked at independently when they must also be examined holistically. For example, enrollment, spending, and student outcome data are frequently addressed as separate items when they should be intertwined for decision-making purposes.

Decisions also happen too often in the absence of data. Massasoit has instituted a number of small and large programs and initiatives designed to improve on its performance. While projects may have solid action plans, many are based on assumptions, and most do not include a plan to assess their impact.

³ As of August 1, 2018, the New England Association of Schools and Colleges Commission on Institutions in Higher Education (NEASC-CIHE) became NECHE, the New England Commission of Higher Education. Documents produced during the 2016 accreditation process reflect the NEASC name. Forward-looking materials are reflected as NECHE.

Additionally, faculty and staff understand the need to assess student-learning outcomes, but many fail to recognize that assessment is required in other areas as well, or if they do, how to achieve this. When called on to report on progress, the most common response is to recount the activities that were conducted, rather than what the activities resulted in – for example, the number of students served or the number of staff hours spent doing something. These data do not provide any insight into whether these activities result in any changes for our students' success or any increased efficiencies for our processes.

A major challenge to adopting a culture of data-driven decision-making and evaluation is a lack of institutional experience in conducting programmatic assessments. Massasoit, like many institutions, has historically relied on anecdotal evidence – *I heard* or *I think* – rather than the use of data when assessing performance and introducing new programming (Achieving the Dream, 2012). Massasoit needs to identify clear metrics at the program and department levels to ensure it is making timely progress toward its strategic goals, and that its methods are actually leading to the intended outcomes. Focusing on outcomes rather than activities will represent a change in thinking for Massasoit. While it is easy to discuss *what happened* during the course of a project or in a given timeframe, it is much harder to verify the *impact* that these actions resulted in.

While the collection of data itself may be made achievable with the support of the Office of Institutional Research, the time and skills needed to identify what data to collect and how to analyze and relate it to program effectiveness represents a barrier to fully implementing an outcome-based strategy to improve institutional effectiveness. Added to this is the time and effort required to then use the results to make meaningful changes to how we operate.

A well-supported, structured culture of data use requires a willingness among faculty, staff and administrators to embrace this change. Many fear the inclusion of a framework for measuring project impact as means to make staff more accountable (Morest, 2009). Faculty and staff need to understand that evaluation is a tool for ensuring progress toward meeting outcomes and not a tool for assessing their performance. Using assessment to assign blame will drive attempts to incorporate data collection and evaluation into institutional processes to fail.

Trends in Higher Education

Research indicates that, in general, campuses have struggled with how to promote performance and effectiveness at their institutions (New Leadership Alliance for Student Learning and Accountability, 2012). The necessity of campus expertise in effectiveness strategies and the lack of faculty and staff understanding of planning and assessment practices have been cited as major institutional challenges to responding to the demand for greater accountability (Skolits & Graybeal, 2007). To begin to address this roadblock, many institutions are creating positions that are responsible for looking across the institution for opportunities for implement improvements that are data-driven to assess current programming. This position works across the institution, which provides a big picture perspective, and the ability to dive deeply into the details to help faculty and staff move from strategy to execution to evaluation in a continuous improvement cycle.

To ensure that data is used for institutional improvement, institutions are adopting a policy of Outcome Planning. This strategy moves institutions from a focus on the present to a focus on the future, increasing institutional effectiveness as it does so (Taylor, Machado & Peterson, 2008). This is because evidenced-based planning requires decision-makers to look at data both before and during the improvement process, and to use it to make progressive changes as needed. Although the term “planning” denotes forward thinking, in outcomes planning, adequate reflection is critical. Outcomes are not static, and must be reviewed regularly for relevance and to ensure they continue to address priorities and need (Chaplot & Stute, 2008).

Presenting data often and demonstrating its use helps to stress the importance of using data to inform decisions, and helps to solidify a culture of evidence that incorporates outcome planning. Many institutions find that providing a forum that encourages the use of data in planning, such as a faculty innovation group, helps to drive the culture of evidence-based decision-making forward (Achieving the Dream, 2012). Other ideas include holding an annual data summit to focus faculty and staff awareness on data and its implications on student success. Acknowledging individual efforts with stipends, release time

and public recognition also aid in the adoption of outcome planning principles. Spreading assessment data and results through newsletters or other channels helps to promote success, build support, and increase knowledge about the process and the outcomes. These efforts have resulted in staff, faculty, and administrators who act as institutional “intrapreneurs,” (Dowd, et al., 2018). Intrapreneurs are innovators who reconfigure the use of organizational resources and question whether existing practices are working and, if not, why.

Colleges that embrace a culture of evidence also allocate sufficient resources to the collection and analysis of data (Dowd, 2005). Time and effort on this task can be daunting. So, while evaluation strategies should be driven by the desire to accurately assess programmatic impact, they can be balanced by the available resources to devote to the process. Institutions need to determine what level of validity is required for outcomes to be attributed to the program in order to determine the appropriate level of resources to invest in the program assessment. It is also helpful to understand the difference between evaluation and research.

Colleges are moving beyond leadership and management practices that are based largely on tradition that keep discussion on cost and quality isolated to those in planning and decision-making roles. Forward-thinking colleges have begun engaging their faculty and staff in informed decision-making that combines consideration of mission, quality, cost, and revenue (Soares, et. Al., 2016). To achieve this, financial data must be made accessible to the whole college community.

Additionally, a number of institutions of higher education are utilizing zero-based budgeting (ZBB) to incentivize data collection and analysis. The ZBB model “zeroes out” each budget line every fiscal year and requires each organizational expense be justified through data aimed at assessing programmatic effectiveness. Thus, no year-to-year funding is guaranteed, thereby allowing institutions to make decisions that connect funding allocation to defined measures of success.

Some institutions are moving beyond the annual budget cycle to more time-effective and responsive practices such as activity-based costing (ABC) (Soares, et. Al., 2016). The ABC approach bases spending decisions on activities and outcomes rather than divisions or functions. The benefit is campus engagement in illuminating spending and possible cost savings of scarce resources in alignment with campus goals.

Recognizing that limited proxy representation on governance boards for faculty and staff is frequently narrowly focused on personal priorities, colleges are de-centralizing decision-making so that frontline faculty and staff are given access to data to develop interventions to address problems that they identify as priorities (Soares, et. al., 2016). On-demand availability of performance information (data) is necessary to empower effective decision-making throughout the organization.

Strategic Themes for the Future

In developing Massasoit’s strategic plan, it is not enough to state what the college hopes to achieve; the college must also understand whether it is achieving its goals and use that knowledge to make continuous improvements. To establish a culture of evidence, staff at all levels of an organization must adopt the use of data to inform decision-making and practice regularly. Establishing a culture of evidence is a long and complicated process. To become more effective, it is critical for all stakeholders to understand how the institution is currently doing, what measures are used to make this determination, and then how adjustments can be made to improve. Essentially, this calls for greater transparency and the use of evidence to inform all stages of the improvement process. For Massasoit to embrace a path to institutional effectiveness, the college must make a commitment to setting goals, assessing performance relative to those goals, and working to improve results.

On the program or project level, the college often falls short in how data is used to inform decision-making and to improve outcomes. This is partially through a lack of understanding on what data should be looked at and what should be measured. Often, what gets measured is what was done. Massasoit needs to shift its focus from measuring how many activities are undertaken to how much is gained by the activities. The college should undertake a comprehensive training program that provides a framework for

developing projects using outcomes metrics and that could be implemented at the department level. This would encourage project developers to adopt some of the essential elements of outcome planning that should inevitably lead to more effective programming.

Massasoit should also consider adopting an Outcome Planning framework. Outcomes are the observable results (evidence) of actions that are taken to make a difference (Grantcraft, 2011). Outcome planning is essentially using data to plan for results that are observable and measurable. The outcome planning process involves using data first to set goals and priorities, and then creating an action plan and timeline to meet the goals, establishing assessment measures, collecting and analyzing data to evaluate outcomes, and reacting to the evaluation by starting the process again.

Advancing outcome planning at the college can begin by introducing elements of planning and evaluation at the grass-roots level. Adding outcome planning and assessment as new programs are developed will begin the cultural shift toward embracing evidence-based decision-making and ongoing assessment. By helping interested parties to begin to think about how to measure success at the project level, research indicates that these practices start to spread beyond individual projects and areas of interest as these parties interacted with their peers on projects of larger scale.

It is important not only to use data to inform programming development, the college must make a practice to establish a strategy for assessing the project's impact during the planning stage. By clarifying objectives and establishing the means of demonstrating success from the outset, faculty and staff will be much better positioned to stay on track throughout the course of a project and to verify end results.

Outcome planning and assessment not only ensures that goals are being met, but it supports allocating resources more effectively. Too frequently, the budget drives the plan, when the opposite should be the standard. This will require widespread improved understanding of costs at the program and course level and the return on investment in terms of student outcomes, as well as require candid justifications for proposed spending plans.

Massasoit could incentivize departments to adopt assessment activities by tying budgets to these activities. Departments that implement an approved assessment strategy and make formative adjustments based on these data could receive additional funding to support their efforts. Knowing results were achieved or not is of little use unless corrective actions are taken or successful practices are maintained or replicated.

All of this will require a commitment from leadership to model this practice and to ask to see the supporting data before approving new initiatives.

Substantial professional development for faculty and staff on identifying how to set appropriate goals and their associated metrics and on how to use this information to make changes that yield better results.

Annualized goal-setting tied to student success should be required for every department. It is critical that this is then followed up with the evaluation of said goals, and formative programmatic or process changes that will lead to better outcomes for students.

Massasoit should consider tasking departments and personnel with supporting a more effective planning and assessment process. These may include staff who are responsible for institutional research, strategic planning, resource development, grants, and assessment. These areas have the appropriate skill-sets, and aligning their responsibilities within a mandated framework will support the advancement of a culture of evidence.

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Appendix D



The Commonwealth of Massachusetts

MASSASOIT COMMUNITY COLLEGE
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OFFICE OF THE PRESIDENT

January 21, 2020

Dr. Barbara Brittingham
President
Commissions on Institutions of Higher Education
New England Association of Schools and Colleges
3 Burlington Woods Drive, Suite 100
Burlington, MA 01803-4514

Dear Dr. Brittingham:

Since NECHE's last visit in the Spring of 2017, Massasoit Community College has engaged in more self-reflection and collaborative work to become a more student ready institution.

We are proud to report on these efforts in the enclosed Progress Report. After an institutional overview, we have detailed our significant developments since our re-accreditation given after NECHE's site visit. These developments include a change in our organizational structures and facilities improvements necessary to support this work. We have highlighted our efforts in the following two areas noted in our self-study and our accreditation letter to focus and grow our institution. Specifically, Massasoit will continue to:

1. Implement a comprehensive and consistent approach to assess institutional effectiveness and student learning outcomes with an emphasis on building capacity to use evidence for institutional improvement; and
2. Work toward achieving its goals to increase enrollment and improve graduation rates.

This report provided us with a clear perspective as we continue to engage with our collaborative strategic planning process. We welcome NECHE's feedback as we continue to move our work forward together. As our mission reminds us, we are 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." Every opportunity to self-assess and hold our work up to professional standards is welcome and appreciated.

We look forward to learning from our peers in response to our progress report.

Sincerely,

A handwritten signature in blue ink, appearing to read "Gena D. Glickman".

Gena D. Glickman, Ph.D.
President



MASSASOIT
COMMUNITY COLLEGE

Brockton
Canton
Middleborough

STUDENT CENTRAL

NECHE
INSTITUTIONAL PROGRESS REPORT
SUBMITTED JANUARY 2020

Prepared for the
New England Commission of Higher Education (NECHE)
3 Burlington Wood Drive, Suite 100, Burlington, Massachusetts 01803-4514

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Section 1: Introduction & Background

Introduction and Process

This progress report has been developed under the guidelines of NECHE, with comprehensive input from all college departments. A committee, broadly representative of departments and divisions across the college, was formed by the Office of the Provost to collect and consolidate relevant information from departments and staff members. At three different points the report was sent to relevant offices and stakeholders for review and input. Additionally, feedback was solicited college-wide.

The following report is divided into three distinct sections. The first includes background information and details significant developments since Massasoit's reaccreditation in 2017. Section two outlines the college's progress on the two areas of focus outlined in the Commission's July 2017 accreditation letter:

- implementing a comprehensive and consistent approach to assess institutional effectiveness and student learning outcomes with emphasis on building capacity to use evidence for institutional improvement and
- achieving our goals to increase enrollment and improve graduation rates.

The third section includes two additional areas of special emphasis for the five-year interim report:

- our strategies for strengthening financial stability and
- our efforts toward improving academic advising through professional development opportunities.

NECHE Progress Report Committee

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Institutional Overview

Founded in 1966, Massasoit currently offers 44 associate degree programs in arts, sciences, and applied sciences; 16 certificate programs; and three Board of Higher Education-approved certificate programs. The College also offers non-credit workforce development certificate programs, corporate training and adult basic education courses, and personal enrichment classes.

The College has three locations with modern classroom facilities, laboratories, and computer centers for students who take a variety of core and specialty courses as noted below:

- The 100-acre Brockton campus offers six academic buildings, a student center, library, childcare center, two theaters, radio and TV studios, and a field house which houses a swimming pool, basketball court, racquetball court, and a weight room.
- The Canton campus, a multi-level facility on 18 acres, features a library, specialized CAD and Mac computer labs, and ceramic and sculpture studios. Additionally, the campus is home to brand new, state-of-the-art lab space for the Veterinary Technology and Engineering programs. The Canton campus also hosts the only degree-bearing Diesel Technology program in the state.
- The Middleborough Center opened in 2010 and houses the college's Emergency Medical Services Educational Suite, a space devoted to our EMT and Paramedic programs. Additionally, the Mobile SimLab, a modified ambulance that is used to train paramedic students, is in residence at the Middleborough location.

The Massasoit Theatre Company produces a season of musicals and plays for and with the community, and the Center for Lifelong Learning operates programs for individuals age 55 and over.

The college's mission statement guides us in all decision-making: *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.*

Significant Developments Since Reaccreditation

Since the 2016 accreditation process, Massasoit has begun to focus more on becoming student-ready rather than working to make students college-ready. The institution needed

to stop running on tradition and be intentional both in how it is structured and how it reviews and uses data to make decisions. A series of significant organizational, facility, and fiscal developments at the college have enhanced our ability to optimally serve, support, and educate our students:

- With the appointment of Dr. Gena Glickman July 2018, the Board of Trustees set four goals for President Glickman: increasing enrollment, retention, and graduation rates; laying the foundation for major gift fundraising; a focus on supporting equity, diversity and inclusion; and building ties with the community, K-12, local business, political leaders, and potential donors (2018-2019 Year-End Report, p. 2). In order to achieve these aims, focus has been placed on a series of organizational changes; physical renovations; fiscal decisions; a review of internal governance; standardization of practices; building structures; and advancing our inclusive efforts to feature voices from across the college in decision-making processes.

Further, the Massachusetts Department of Higher Education (DHE) has adopted a state-wide Equity Agenda. This involves developing a strategic plan for all Massachusetts institutions of higher education that is focused on equity being reflected in all policies, programs, and initiatives. By doing so, the expectation is "...the Massachusetts system of public higher education will enhance economic and social mobility for all citizens, but particularly for those that have historically been underserved and underrepresented, especially students of color, throughout all levels of education." The Provost/Vice President of Academic & Student Affairs and the Provost's Fellow have both been named to the DHE's Equity Steering Committee.

- Massasoit has adopted a one-college model across all sites and locations. All academic and non-academic reporting structures, policies, and procedures are college-wide and not determined by site. This structure ensures that as we implement changes to positively transform elements of the college for our students, those changes are implemented college-wide, instead of only in pockets of the institution, and will be consistent regardless of location.
- The College began engaging in a comprehensive Strategic Planning process in fall 2018. The process to identify the strategic goals requires buy-in from all sectors of the college and the external community, and therefore has included broad participation from all constituencies. Concept Papers were developed based on the themes that emerged in Strategic Planning forums held at the May 2019 Convocation, and a Vision Conference is planned for spring 2020.
- In April 2018, prior to Dr. Glickman's arrival, a new Division, Student and Academic Support Services, was created to organizationally align all programs that directly support student academic success. This necessitated the creation of three new positions: an Associate Vice President of Academic Affairs; an Associate Dean of Early College to lead and oversee the growth of all Early College initiatives, which were inconsistent and spread throughout the institution; and an Associate Dean of Student Success to lead four student support programs and manage college retention and completion initiatives.
- In fall 2018, President Glickman implemented a Provost structure, which brought Academic and Student Affairs into one division under the leadership of a Provost with a Vice Provost and Dean of Students reporting to the Provost. This reorganization assists us in meeting the student access, retention, and graduation

goal of the Board and fosters greater collaboration across departments, particularly in the areas of advising and retention. In addition, we moved the Dean of Students under the Provost's office and also moved the Dean of Enrollment Management to the Administration and Finance division for better alignment between enrollment, admissions, and financial aid. This placed all the student administrative services together and better aligned enrollment and admissions with financial aid and student accounts, which were already housed in Administration and Finance. In this way, all departments that move students toward matriculation were brought together in one division (Academic and Student Affairs Organizational Chart, Administration and Finance Organizational Chart).

- A significant revitalization and reorganization of the College Advancement office (Advancement Office Organizational Chart) also occurred under Dr. Glickman's direction:
 - The college partnered with The Registry, a consulting organization that fills positions at colleges and universities, to contract with a Chief Advancement Officer. This position leads the college's efforts to create giving policies, gift agreements, and scholarship processes, and to acquire funding. In the first year of this reorganization, the department has secured new funding in the following areas:
 - Cash gift income of \$223,000 in FY19, on track to exceed \$330,000 in FY20
 - Two endowed scholarships (>\$25,000 each) and the largest personal donation in history of college in the form of \$100,000 for scholarships
 - New \$25,000 Educational Enrichment Fund for study trips, field trips, internships, conferences, and symposia
 - The college's Grants department was moved under the Chief Advancement Officer to better align all departments charged with acquiring external funding for the college.
 - A reconfiguration of the Massasoit Community College Foundation, Inc. occurred in 2018, which allowed the college to add new members.
 - A new position, Associate Director of Corporate and Community Engagement, was added to the Advancement Office. This Associate Director is responsible for establishing new community partnerships, expanding and strengthening those already made, and working with community partners to enhance our internship offerings, particularly to secure additional internship partners. A member of the Advising, Career & Transfer Center works with students to match them to these opportunities.
- With the appointment of a Vice President of Corporate and Community Education, the Division of Corporate and Community Education (Corporate and Community Education Organizational Chart) was elevated to report directly to the President (prior role was a dean reporting to the academic vice president). This placed an emphasis on building new relationships and strengthening existing ties with the community. A critical element of this division's work has been centered around the

college's upcoming tenancy at the new building at 226 Main Street in downtown Brockton.

- The College Communications office has seen significant investment. Through additional staffing and engaging forward-leaning partners, the office has increased capacity and reach.
 - Rebel Interactive, a third-party marketing firm, developed a marketing campaign, *Let's Discover Your Extraordinary*, to improve Massasoit's brand awareness. New marketing initiatives have since been implemented, including a comprehensive digital advertising campaign across mediums such as Google AdWords, social media (Facebook and Instagram), and Spotify (digital radio). In addition to the digital advertising, the agency developed and implemented a traditional marketing campaign through television ads (Xfinity) and digital billboards. Finally, the firm worked closely with the department on a college rebrand.
 - A Director of Marketing was added to support the branding and overall marketing strategies of the college.
 - A Public Relations Specialist was added to focus on all aspects of media and social media and to tell the stories of our students and alumni.
- Included in the new strategic developments was a more systematic approach to communicating with students. Working with the input of our Student Trustee and the Student Senate, the college implemented direct text messaging as a means of communicating with the student body.
- A number of developments have resulted in enhanced fiscal stability for the college. Two in particular were difficult decisions, but had to be made in order to better serve students. While acknowledging the dwindling number of traditionally-aged college students over the next decade, the institution began to take a close look at fiscal expenditures and committed to investing in those expenditures that supported students and discontinue those that diverted resources away from student success. For example, both the college's cafeteria and separate conference center had been subsidized by the college, meaning that these two areas were subsidized by students. In response, Massasoit privatized food services – a lengthy and consuming process - and closed the Conference Center. These two decisions, coupled with better enrollment projection processes (which offer more realistic budgets), provided much needed fiscal stability for the organization and focused resources directly on student success.
- In AY 2018-2019, the College commissioned Emsi to conduct two studies, the first measuring the economic impact created by Massasoit on the business community and the second an overview of the economic value of Massasoit coupled with a program gap analysis. Results from the study are being used to make academic program changes that are further delineated later in this report (Emsi Economic Value Executive Summary, Emsi Economic Overview and Program Demand Gap Analysis).

Along with an administrative structure aligned with making the college more student-ready, physical plant changes were also deemed necessary.

- Student Central was constructed in the Student Center in Brockton adjacent to the dining hall and serves as the college's centralized enrollment center. It opened in April 2019 and has allowed the college to co-locate and integrate all student-facing enrollment-related functions – Admissions, Financial Aid, Registration, and Student Accounts – into one centralized space (Enrollment Services Center White Paper, p. 2). This provides a single point of service for students seeking to enroll at Massasoit or conduct ongoing enrollment business. In-person services are complemented with self-service kiosk stations to enhance efficiency and customer service. This has eliminated shuffling between buildings and has made all enrollment-related services more accessible to students. In this way, college staff, services, and offices were combined based on student need as opposed to institutional convention and tradition of having students navigate among four separate offices. Student Central has also been created at our Middleborough instructional site. The Canton campus' Enrollment Center operates similarly to the Student Central locations, handling the same four student-facing functions.
- Numerous cross-campus office relocations were implemented to ensure that all student-facing services would be housed in the Student Center building. These moves ensure that students can access services and be referred between services more easily. The remaining office relocations necessary to complete this initiative will be completed during the spring 2020 semester. Administrative offices and back office processing that are not student-facing were all moved to the Administration building, to better align those offices and functions.
- A number of facilities improvements have focused on student needs and reflect a campus that is designed for students: in Brockton, the cafeteria has been transformed into a new state of the art dining hall, the Student Lounge has been updated, and there have been several ADA improvements such as making the campus quad outside the Student Center fully accessible. In Canton, the main entrance has been transformed into a space for students with comfortable furniture. The space will also serve as a gallery for art by students and faculty. In Middleborough, establishment of Student Central required reconfiguration of existing space.

These significant realignments in administrative structure, physical plant, and finances are a commitment to progress. The groundwork has been laid for the institution to address NECHE's two areas of special emphasis for our two-year report as well as the additional two areas that will be addressed in our five-year report.

Section 2: Response to Areas of Special Emphasis

Update on Focus Area 1

An area of focus and concern after the 2016 reaccreditation was that Massasoit, as an institution, had not developed a comprehensive, systematic approach to access and to the use of available data. This concern is listed in the Commission's July 2017 letter to former Massasoit President Dr. Charles Wall, under the requirements of this progress report:

“1. Implementing a comprehensive and consistent approach to assess institutional effectiveness and student learning outcomes with emphasis on building capacity to use evidence for institutional improvement.”

The following section of the report addresses how Massasoit has, since reaccreditation, advanced its approach toward data collection, distribution, and ease of access with the goal of assessing institutional effectiveness. It also provides updates on how Massasoit has improved its capacity to use collected data and evidence toward institutional improvement, and its plans to continue to improve this capacity.

Several new initiatives, and updates to existing efforts, have been implemented to better assess our effectiveness as a college and to meet the requirements detailed during accreditation in 2017. The bulk of our efforts center around expanding access to data provided by departments across the college, including data gathered by the Offices of Institutional Research and Enrollment Management, and housing the data on the college website and/or within the faculty and staff portal. All reports and data referenced below are now readily accessible for institutional and public use.

Building Infrastructure for Evaluating Educational Objectives

Strategic Planning Process

One development that has enabled us to actively start building a comprehensive infrastructure for using data has been Massasoit Community College's new strategic planning process. In fall 2018, two co-chairs – the college's Chief of Staff and the President of the Academic Senate – were appointed by President Glickman for a planning task force. It was decided that the process would be inclusive, transparent, sustainable, and data driven. To achieve this, the task force adopted a five-phase approach based on *Collaborative Strategic Planning in Higher Education* (Sanaghan, 2009):

Phase I: Getting Organized. Establishes a strategic planning task force, committing the resources necessary to support the process.

Phase II: Data Gathering and Engagement. Facilitates discussion and dialogue with stakeholders.

Phase III: Making Sense of the Issues. Based on the information gathered, the task force identifies major strategic themes and develops a concept paper for each one.

Phase IV: *Vision Conference.* A one-day meeting of all stakeholders to discuss the concept papers.

Phase V: *Goals Conference.* the planning task force creates goals for each of the strategic themes which form the basis for an action plan and an implementation plan.

Following this approach, the college embarked upon a comprehensive organizational period leading to the formation of a representative task force (Phase I); and then engaged in a data-gathering effort that included the creation of four large focus groups with representation from across the college, as well as the commissioning of the Emsi study to perform an environmental scan examining the College's economic impact and a program gap analysis (Phase II.)

Each strategic planning concept paper, developed during Phase III, begins with background on the issue, a review of previous practices at the college, and data justifying the topic's respective theme as a key concern. Each paper then summarizes lessons learned and examines national trends. Finally, each paper ends with a list of potential options for addressing the issue. The five papers were presented to the college community at the beginning of the fall 2019 semester. Feedback from the community, both internal and external, was used to finalize the concept papers. The final versions will frame the discussions during the Vision Conference, the Phase IV key event, is planned for spring 2020. The College has also engaged the Massachusetts Commissioner of Higher Education in this process as delineated in Massachusetts Department of Higher Education policy.

Each concept paper addresses one key area of concern for the college:

- Building community and improving business and community relations through consistent, outward presence;
- Improving student support to foster students' educational aspirations;
- Aligning academic programs to better meet workforce demands, student needs for transfer, and to promote inquiry and scholarship at all levels;
- Cultivating a culture of communication; and
- Creating a culture of evaluation and data-driven improvement for all areas of the college.

The last concept paper topic is particularly relevant to NECHE's recommendations and the requirements for this report (Concept Paper: A Culture of Evaluation and Data-Driven Improvement). During our Self-Study in preparation for our 2016 accreditation, the college concluded, "[c]ontinual data collection, assessment, evaluation, and improvement are not currently institutionalized as part of the College's culture" as a particular challenge facing the institution under Standard 2, Planning and Evaluation. The fact that this topic now appears as a significant part of our Strategic Planning process speaks to the consensus across the college of the need to better understand how to use data to inform program design and to conduct an effective assessment of outcomes.

Through informal interviews with faculty and staff, and by identifying trends in higher education, the Strategic Planning team tasked with addressing this area of concern has concluded, generally, the following:

- outcome planning includes using data to plan for measurable, observable results;
- advancing our outcome planning capabilities can begin by introducing elements of planning and evaluation at the grass-roots level, including for new program development;
- establishing a strategy for assessing a project's impact during the planning stage, which requires the comprehensive use of data, will need to be institutionalized as college practice; and
- a commitment from leadership to model the practice of using data, and to require supporting data prior to approving new initiatives, will lead and grow these efforts.

Data Dashboards and Reports/Data from Institutional Research

Data reports and information provided by the Office of Institutional Research are now housed within a centralized space in the Massasoit portal. The documents here include, among other relevant links and presentations:

- The IR Factbook (*see the following section for further details*)
- Graduating Student Surveys from 2013-2017
- Historical Enrollments
- Student Transfer Statistics
- Course Completion Data
- Enrollment and Demographics by Campus
- The Noel Levitz Student Satisfaction Inventory
- Linear Trends for all Massachusetts Community Colleges
- Emsi Studies, commissioned in 2019

These reports, summaries, and data sheets have been used across the college to provide relevant information for program reviews, the development of the forthcoming Strategic Plan, planning within the Enrollment Management department, and other areas. Constituents across Massasoit, whether teaching in an academic program, providing student support, or managing enrollment services, are encouraged to review the documents, and especially to look at the demographics of their programs, time-to-degree, ESL population, transfer-out tendencies, apparent gaps, and all data that will assist in developing new services or expanding existing services in order to promote retention and success. Having the data readily available on Massasoit's portal also promotes timelier completion of academic program reviews and provides initial data for assessment projects. Previously, program review data had to be accessed through Institutional Research. Now, this data can be accessed and used on a continuous basis.

Additionally, during AY 2018-2019, in response to the Massachusetts Department of Higher Education's Equity Agenda initiative, we found that through our recent efforts, Massasoit now scores in the top quartile of all the initiative's success measures. Nonetheless, IR was asked to assess our data to gain a more granular look at these results (i.e., disaggregate by gender and special racial or ethnic group rather than in simply aggregate form). The reality remains that Caucasian women still outscore all other groups, especially men of color; which means that there is still much work to be done to achieve equity at Massasoit.

Over the next 18 months, the following steps will be taken to study and correct any policies or procedures that reinforce disparities in student success:

- The Provost will send a formal request to IR so that all student success reports will be disaggregated by demographic categories included in the Equity Agenda initiative.
- The Provost's Fellow will work with faculty and administrators to include disaggregated data reports and success measures in all academic program reviews.
- Research will be conducted on student success in and following developmental course work in reading, writing, and math. These results will be forwarded to the English and Mathematics departments, the Academic Deans Council, and the Student Success Task Force for their review. They will also be asked to create a formal response/action plan. This plan will be forwarded to the Provost's Office for tracking and a request for any needed resource allocations.

In 2018, Institutional Research published the first institutional Fact Book (IR Factbook FY18-19), as well as related topical data sheets. The Fact Book, the most comprehensive and complete overview of the college, includes detailed figures on enrollment and retention, demographic information, credit enrollment summaries, enrollment by academic division and student type, financial aid information, transfer statistics, and more. This document is set to be published every January and July. The data sheets provide a user-friendly look at topic data, including current and historical trends for context. Topics include: At-a Glance; graduation statistics and trends; enrollment by major and trends; special populations; retention at one year with transfer-out data; graduation and transfer rates (IPEDS traditional cohort); and more. Faculty and staff can use this collected data in discussion and decision-making for college-wide initiatives, program reviews, assessing student services, evaluating student success, curricular redesign and modification, and evaluating and instituting equity, diversity, and inclusion across all departments. These documents have already served as important tools in improving institutional effectiveness. The Fact Book and data sheets are readily available to staff and faculty on the college website. The placement of this data on our public website also benefits prospective students, staff, faculty, employers, and donors by aiding them in their respective decision-making about Massasoit (e.g., attending classes, working at the college, hiring students and alumni and/or giving money to support our efforts).

Incorporating Processes for Assessing Student Learning Outcomes

In fall of 2017, a new Program Review Template was established (Academic Program Review Template), which requires program reviews to utilize a more comprehensive set of data, including results from student surveys; responses from student focus groups; an external auditor's report; projected regional labor markets for program graduates based on readily available workforce data and research; ten-year trends; and demographic information.

To analyze Student Learning Outcomes (SLOs) and create stronger connections between Massasoit's revised Institutional Learning Outcomes (ISLOs) and SLOs, the template focused on three aspects: 1) using data in order to make data driven decisions, 2) shortening the program review process so that data remains active, and 3) analyzing SLOs in relation to ISLOs and Program Learning Outcomes (PLOs). The revised process includes a shorter timeline (12 as opposed to 18 months), a stronger emphasis on assessment planning for years between program reviews, and a new section where programs map SLOs to ISLOs and PLOs. In addition, each section focuses on a specific question. For example, the pieces in Section II: Outlook for Program Graduates connect to "How well does the program prepare students for the opportunities available to its graduates?" to guide the review away from summary and towards analysis. Section V: Program Student Outcomes Review, of the

updated Program Review template, specifically requests that reviewers provide information about SLOs within the context of labor market demands and the expectations of four-year academic degree programs. Further, the program review process asks for a program action plan to connect the analysis to the program's plans for the future and to highlight the need for continual assessment and yearly program goals tied to other layers of the college.

Under the previous program review process, many programs, particularly those that are not nationally accredited, had not been reviewed within the established five-year review period. To address this, the revised process includes an updated calendar for all program reviews, and its section on the leadership of each program emphasizes the need for continual assessment and for completion at the five-year timeline. Currently, several programs, including Theater Arts, Engineering Transfer - Electrical, Psychology Transfer and Social Science Transfer are starting the revised process. Every program should have completed the new process by June 2022. As academic programs go through this new process, results will be analyzed and used to make program changes as warranted.

Our Curriculum Committee, part of the Academic Senate, has adopted new policies for course additions, modifications, and academic program changes. All proposals are now required to include a rationale for how all additions and modifications conform with the requirements of the core curriculum and enhances core competencies. Course proposals and modifications must also include a sample course outcomes matrix, which includes a list of outcomes, activities used to reach those outcomes, and assessment tools. The outcomes list in the matrix also requires the outcomes to be coded to ISLOs in order to connect SLOs to PLOs and ISLOs. The new codes will help departments and programs complete the curriculum map in the revised program review process and identify gaps to address between program review cycles.

Two student service areas, the Writing Center and Massasoit Libraries, undertook a formal assessment initiative during spring and summer 2018, scoring 103 student research papers against the Information Literacy and Written Communication LEAP VALUE rubrics adopted by Massasoit in 2014. The artifacts were solicited from students through Canvas and by in-person submissions in the libraries, Writing Center, and the Canton Academic Resource Center (ARC). ARC staff members, librarians, and two deans from Academic Affairs scored the samples during summer 2018, and Institutional Research analyzed the data. Student papers came from all six academic divisions, with English and Social Sciences accounting for 71% of submissions.

Analysis of the artifacts revealed that, more than any other information literacy process, Massasoit students struggle with the ability to “evaluate information and its sources critically.” Deficiency in this skill is a nationwide issue that stems from an inherent confirmation bias in social media, fake and hyper-partisan news sources, and a lack of skill building in K-12 education. In response to this finding, librarians revised the SPCH 105 class curriculum to incorporate a group discussion of the media bias chart and exercises from the Stanford History Education Groups Civic Online Reasoning site. Tis new curriculum component taught students how to recognize bias and evaluate social media claims for authenticity, enhancing their ability to “evaluate information and its sources critically,” identified as an area needing fortification through the assessment initiative.

Formal discussions to standardize this curriculum in the speech department are underway. A second research-paper assessment project is currently underway in collaboration with the Nursing program.

Another new position –, a Provost Fellow who was recruited from among our faculty – was created in fall 2019. The Provost Fellow will assist in our current and ongoing assessment practices, program reviews, and decision-making processes.

For 2019-2020, the Provost Fellow will focus on program and student learning outcomes with the Provost, academic deans, and department chairs. The Fellow has worked with this group on program reviews and will hold workshops for program review preparation and program outcome revisions. Finally, they will hold an assessment presentation with the President's cabinet in spring 2020. This Fellow supports all departments and programs and serves on statewide committees, such as Advancing a Massachusetts Culture of Assessment and the Taskforce for Statewide Assessment. The next phase of this work will involve having the Fellow provide professional development to all faculty and staff and integrating assessment with the state's equity and diversity agenda.

Due to the revised program review process and the new section on curriculum maps, where programs connect their PLs to SLOs and ILOs, it was determined that stronger PLOs are needed to complete the process and to help revise and code the SLOs. Though new courses are following the matrix and coding format mentioned above as part of the curriculum approval process, other courses have not been coded. When they are coded, the outcomes are often reviewed and revised in light of the PLOs and SLOs. At the moment, the comes ISLOs will serve as a strong foundation for future outcomes assessment practices; however, the PLOs and SLOs need additional revisions. In addition, more guidance is needed in order to complete the programs reviews and use the data available from IR on the portal, on the website, and by request. The Provost Fellow will create a workshop series specifically for deans and department chairs focused on connecting data, ISLOs, PLOs, and SLOs. This approach will allow the deans and department chairs to work with faculty on the program reviews and create research questions for their annual assessment projects.

In addition, Massasoit is taking an additional administrative approach to assessment and the Provost Fellow is helping with this process to create a culture of assessment. The Provost Fellow will create a professional development workshop for the vice presidents and cabinet so that they can also participate in the process and provide input into the new assessment practices. Creating a common vocabulary and understanding focused on student learning outcomes assessment at all levels of the college is vital to maintaining the use of data and supporting our academic programs. The spring 2020 deans and department chair workshops as well as the additional administrative workshop will begin the SLO process for late spring, summer, and fall. Each academic division will create an individualized assessment plan for 2020-2021 and receive updated resources to accomplish their goals.

Using Research and Data for Improvement

Emsi Reports

In AY 2018-2019, two Emsi studies were completed which show the college's economic impact on the South Shore (Emsi Economic Value Executive Summary, p. 3). These reports detail gap analysis data for the job market. Both reports provide the institution with a blueprint for building our capacity. Several programs at the certificate, associate, or transfer degree level were noted as areas of opportunity for development and growth, including general office occupations, HVAC, EMT, and culinary arts (Emsi Economic Overview and Program Demand Gap Analysis). For associate degree programs, significant gaps were noted in business administration and management, culinary arts, and hospitality management.

For transfer programs, gaps were identified in business administration, childcare, and computer information services.

One of the President's goals is to encourage the creation of new curriculum, or the adjustment of current curriculum, to better align with current and projected labor market demands. Several academic departments and divisions addressed these gaps with modifications to existing programming, creation of new certificate options and courses, and the merging of degree programs. Further, the College has subscribed to Emsi Analyst, a comprehensive labor market analysis software that provides labor market data needed to align programs with current market demand.

These reports are being used for the development of the college's updated Strategic Plan, and will be a central focus of our efforts moving forward into 2020. The Emsi studies have been particularly useful thus far in validating the findings of the HVAC program review (HVAC Program Review 2016, p. 6), which identified significant enrollment decreases, several outdated course offerings, and a gap between the program requirements and outreach to employers, which limited student access to workforce opportunities. In response, the program placed a one-year freeze on new enrollment while the review took place and structural changes were made. The department chair worked with IR to pull relevant information and developed a narrative of the program's history, including an analysis of how enrollment and workforce trends have changed since the last review. For more information, please see page 18. The department noticed that enrollment had been decreasing for the past three years. The review team contracted with an outside evaluator, and worked with the HVAC department chair from Manchester Community College in New Hampshire. The department and its advisory board worked in tandem to redesign curriculum, which included commitments from the Board to provide internship opportunities and donated equipment to complement the curriculum. The program was renamed, from HVAC, AAS to HVAC – Building Systems Energy Management, AAS. Other specific program modifications are described in detail in the following section.

Using IR Materials

Several areas of the college are actively using IR data to engage in planning and projections for their respective areas. For example, Massasoit's Veterans Services office compared the demographic data of its veteran population to veterans in the surrounding community. They discovered that Massasoit's population was largely white males, which did not reflect the demographics of veterans in the larger community, and meant that we were missing students in our recruiting efforts. In response, Veterans Services began recruiting and marketing in a more inclusive way, developing posters that are more reflective of the community demographics so that all area veterans see themselves in our marketing materials. The department will continue to assess recruitment data and make adjustments to outreach efforts as necessary.

In another example of action taken in response to IR data, Veterans Services researched how many of its students were connected to the college's Access and Disability Resources (ADR) office. IR data showed that only 3.6% of Massasoit's veteran students are registered with ADR. Yet approximately 50% of Massasoit's veterans are receiving service-connected disability benefits. The Veterans Services Coordinator's research indicated that veterans in general are often hesitant to identify as having a disability or, according to anecdotal conversations and experiences with veterans, simply do not consider a service-connected disability to be a disability. Recognizing that there is likely a population of veteran students who could benefit from disability-related accommodations, the Coordinator worked with

the ADR Coordinator to update accommodation-related language to include service-connected disabilities, and developed flyers specifically highlighting accommodations that may be available to Massasoit veterans. This flyer is posted in the Veterans Center, online, and throughout campus. The Veterans Services Coordinator also developed a training that was held in spring 2019, and will be conducted each semester going forward, to increase awareness of veterans, service-connected disabilities, and strategies to support veterans both in and out of the classroom. We will be assessing data to see if these strategies have increased the percentage of Massasoit veterans accessing ADR services.

Additionally, the Associate Dean of Student Success worked with Information Technology Services (ITS) to prepare a series of reports in Argos (a cloud-based software that allows the creation of data blocks and customized reports so that users can easily access and update reports in real time) that provide program directors and coordinators the ability to run student success reports on demand. This “Success Toolkit” was rolled out to the Student Success cohorts in the spring 2019 semester. Beginning in late summer 2019 and continuing now, ITS has been expanding the toolkit for use by other offices, including ESL, Access and Disability Resources, Ubuntu Scholars, International Students, and Athletics. The Success Toolkit reports are:

- 1) Non-returning Students
- 2) Grades Report
- 3) Student List
- 4) Purge Candidate Review
- 5) Purged Students
- 6) Intent to Graduate
- 7) Graduates List
- 8) Course Repeats

Success Toolkit data will be used to monitor and analyze programs’ respective students’ success, and to create interventions as needed. However, the Toolkit also benefits students and staff by enhancing the efficiency of some of our student success processes. For example, the Athletic department must track the GPA of every student athlete in order to confirm athletic participation eligibility according to National Junior College Athletic Association (NJCAA) standards. Historically, that has meant using Banner (Massasoit’s student information system) system to access a screen per student, per semester, to review grades. With the development of the Argos reports, staff will be able to access all of this information (every grade for every athlete) at one time with the push of one button. The creation of this tool saves staff time and resources, and allows staff to attend to and develop additional student success tasks and initiatives.

Academic Program and Student Service Improvements

Substantial effort has been made to utilize research and data to improve academic programs, ensuring that the programs are preparing our students for transfer and career success, and meeting the needs of our local labor market. Systemic curricular improvements based on data have been a focus in general/developmental education and in academic programs. By focusing on developmental education and students’ entry into, and success in, the core curriculum, the college has used national and local research to impact the academic lives of every student on campus. While doing so, academic divisions are employing the use of data and planning in improving, redesigning, and creating new programs. Every academic division has used the increased capacity to use evidence for institutional improvement by enhancing curriculum and academic program offerings. This

section of the report highlights specific examples, from several academic divisions, of using this increased capacity to enhance program offerings for students.

A key to student success at every community college is success in developmental education (Math & English) courses. National research has focused a great deal on developmental education courses and their impact (both positive and negative) on student success. Massasoit has committed to using this research to design better programming and courses to increase student retention and graduation rates.

The Mathematics Department, within the Division of Science and Mathematics, has developed three new strategies for improving student success and accelerating the path into credit-bearing math courses for students placed in developmental mathematics:

1. An accelerated developmental pathway, MATH 060, Math Literacy, was designed for students who need to complete MATH 158 Introduction to Statistics or MATH 152/MATH 153 Topics in Mathematics I or II. This course combined essential material from MATH 011 Introductory Algebra and MATH 012 Intermediate Algebra into a single course, reducing the developmental pathway from three semesters to two, and eliminating a number of high-level concepts that are not required for success in Statistics or Topics. The success rate in this course in the spring of 2019 (62%) was equivalent to the overall success rate (61%) in the traditional developmental classes.
2. The department has continually assessed their self-paced ALEKS® classes (a web-based educational environment, also known as an emporium-style class) compared to traditional developmental classes. Spring 2019 analysis revealed a higher percentage of students withdrawing from the emporium-style classes (23%) compared to traditional classes (17%). Feedback from instructors revealed that many students were withdrawing from the emporium-style classes due to their inability to purchase the access code required to use the ALEKS® system. Without the access code, students are unable to participate in the class and have to withdraw, or receive an F. To address this issue, Massasoit partnered with Barnes & Noble Booksellers (the college bookstore) and McGraw-Hill (who provides the ALEKS® system) to develop a system that included the cost of the ALEKS® access code in students' tuition and fees, eliminating the issue of students not being able to pay for the access code. This system went into effect in fall 2019 for these classes. Massasoit will reassess the withdrawal rate at the end of the fall semester to see if the new system reduces the number of withdrawals and provides a success rate comparable to the traditional lecture-based developmental classes.
3. The final strategy implemented by the mathematics department was to develop a series of co-requisite courses, which allow students to register for a credit-bearing math course alongside a support course, regardless of a student's math placement. The two courses developed were MATH 065 Algebra Support and MATH 061 Non-Algebra Support), which pair with MATH 203 College Algebra and MATH 158 Introduction to Statistics, respectively. These courses were piloted in fall 2019. Further assessment will occur throughout and after the semester in order to determine if this strategy was effective in helping students succeed in a timely manner.

The English Department, within the Division of Humanities and Communication Arts, has been working for years on reviewing national research and local student data to improve

developmental English curricula and gateway courses. This year, the department will finalize its strategic plan which recognizes the foundational role language plays in the curriculum.

In 2018, the department developed a series of goals for reform and restructure. Using available IR data, the department found 66% of incoming students tested into non-credit developmental courses, and a 32% withdrawal rate from first-year composition courses. To address these areas of concern, the department has recommended significant restructure and reform of the English curriculum across the writing sequence to better meet the needs of students, to reflect current pedagogy and praxis, and to meet or exceed the charge of the DHE. The primary objectives include:

- Scale up co-requisite and accelerated course offerings, which offer students the possibility to begin credit-bearing courses during their time in developmental courses, and a faster pathway to credit courses;
- Obtain and provide increased lab support across the writing sequence, which would allow for students requiring additional supports outside early writing courses to enroll in a one-credit lab course;
- Develop pathways for Composition II courses. Rather than simply introducing students to standardized canonical literature, these courses would follow specific focuses, and students would enroll based on degree program and interest. Examples include Literature Focus, Non-Literature/Critical Thinking Focus, and Discipline-Focused courses (Health Science, Criminal Justice, etc.);
- Integrate reading, writing, and reasoning outcomes into courses across the writing sequence, rather than address these outcomes individually in standalone courses; and
- Reform the ESL program to better serve the increasing population of English language-learners. Based on IR data and evidence from national trends, the English department has requested a strategic plan be developed for ESL, with a commitment toward more comprehensive supports; funding reform; assessment development and improvement; and funding growth.

In addition to these efforts to use data to reform our developmental education, we have also enhanced our use of data to review and revise some degree programs.

Within the Science and Mathematics and Business and Technology divisions, some degree programs host large numbers of students and multiple course options. Current research suggests that too much choice is antithetical to student success. In response to this research from the Community College Research Center, two academic divisions delved into the student data and designed pathways based on student need:

- Based on institutional research of our STEM offerings, transfer options, advising procedures, and student feedback, it was decided that the Liberal Arts Transfer – Science program was too broad for many of the 1,500-2,000 students enrolled. Three new transfer programs were proposed by the respective academic departments and approved by the President in 2018. These programs were developed in order to better meet the needs of those students seeking a more targeted degree program. The new associate in science programs - Biology Transfer, Chemistry Transfer, and Mathematics Transfer – offer students a more clearly delineated pathway to

achieving their academic goals, and they allow for more precise monitoring and advising from faculty and staff. These degrees have been integrated into the STEM Starter program, and enrollees are encouraged to participate in the STEM Scholars program, a cohort that fosters community and provides exposure to STEM career pathways.

- Within the Division of Business and Technology, the Business and Administration department worked with the department's advisory board and Bridgewater State University (BSU) on a new course and course and program modifications to better serve their students. The department created a new course, ACCT 104, which is designed for non-accounting students and modeled after a similar course at Bridgewater. This course adopts a user perspective in using information to make decisions that aligns with business career programs. The department also worked with their advisory board to modify the sequence of accounting courses in order to better prepare students to use business software applications in accounting and other business courses. Modifications were also made to core course requirements in programs in order to allow for more flexibility and to enable students to transfer more seamlessly between programs. Finally, at the beginning of 2019, the department designed a new management program, as a result of the merging of the previously existing Supervisory Management and General Business degrees. Changes to the accounting program will be implemented for fall 2020.
- Also within the Business and Technology Division, the Computer Technology Information Management (CTIM) department is making revisions after reviewing data and conducting research. The department realized that enrollment in two of its associate degree programs, Computer Information Systems – User Support and Computer Information Systems – Programming had been steadily decreasing, raising concerns about their sustainability. By contrast, enrollments in its Computer Science Transfer degree have been steadily increasing:

	Fall Enrollment by Program						Program Change 2015 - 2019
		2015	2016	2017	2018	2019	
CISP	CIS - Programming	93	105	108	86	72	-23%
CISS	CIS - User Support	55	57	51	52	41	-25%
CSTR/LATC	Computer Science Transfer	104	120	122	126	138	33%
		Source: Massasoit Fall 2019 Enrollment Statistics Update, Office of Institutional Research, October 2019					

In addition, the department discovered that CIS graduates were not finding jobs in their field of study. A department study of 25 recent CIS graduates revealed that only four of the 25 were able to find jobs in CIS, and that, of those four, only two were in their specific field of CIS study. Burning Glass Technologies Deep Dive Data (9/1/2017 - 8/31/2018) also revealed limited employment opportunities for our CIS graduates.

Within the local Plymouth, Norfolk, Bristol and Suffolk Counties, there are only 122 jobs available for User Support graduates and 10 jobs available for Programming graduates:

CIS - User Support Specialist (15-1151)

218 Jobs in Plymouth, Norfolk, Bristol and Suffolk Counties
accept associate degree
56% of those jobs (122) will accept 0 - 2 years of experience

CIS - Programming (15-1131)

20 Jobs in Plymouth, Norfolk, Bristol and Suffolk Counties
accept associate degree
50% of those jobs (10) will accept 0 - 2 years of experience

Realizing that there were not sufficient jobs in the area for User Support and Programming graduates, two CTIM professors examined employment opportunities within Computer Science through June 2019. As a result of their study, they developed two new Associate of Science degree transfer options: Computer Science: Cyber Security and Computer Science: Data Science.

The CTIM department is reviewing the curriculums of the existing User Support and Programming options to determine the best course of action. Possibilities include the deactivation and teach-out of the two programs and the development of a single A.A.S. degree to replace those two degrees. It is anticipated that the appropriate action(s) will be taken by September 2021.

As noted in the previous section, as the result of a program review, the HVAC program (housed within our Emergent Technologies division) was closed for one year for analysis, study, and improvement. The program was modified to expand workforce networks, modernize, and to offer more relevant courses to fit the needs of students in the program. Specific modifications and updates include:

- Adding an Intro to HVAC course to ensure students develop a comprehensive understanding of the field;
- Removing several prerequisites so students can progress through the program in a timely manner;
- Articulating credits with the vocational-technical high schools;
- Combining courses in order to open up new course opportunities;
- Including a requirement of an internship course; and
- Pre-apprentice program approved by the State.

The re-modified HVAC program re-opened for the fall 2019 semester. We will be reviewing the data for the fall and spring semesters to assess the efficacy of the program changes.

Within other individual academic divisions, further modifications have been made since reaccreditation in order to increase visibility and transferability of programs and degrees, and to better meet the needs of students. Many of these modifications and additions are the direct result of program reviews, conducted and completed in Architectural Technology, Diesel Technology, Fire Science, Human Services, Media Arts, and Visual Arts - Art and Graphic Design. The results of these reviews include a proposal for a new studio lab for Architectural Technology students; and a new certificate program in Media Arts, which was designed in response to employer needs. Finally, a new certificate option in Alternative Fuels and Emissions (part of the Diesel Technology program) was launched in fall 2019.

In addition to academic programs, several student service areas have also seen an enhanced ability to use research and data for improvements, understanding that the more we can analyze what components of our services work well and which require improvement, the better equipped we are to serve and respond to students. One successful example is from Student Central. Included in the Student Central experience is a basic rating system wherein visitors, at the end of their session, are asked to push a button at a Happy or Not Happy terminal to rate their experience. They may choose from very positive, positive, negative, and very negative. Happy or Not Terminal data is monitored for satisfaction trends during time of day and peak enrollment periods and regularly reviewed with Student Central staff. The data monitoring has been used to adjust periods when staff are assigned off-desk times for project completion to allow for better frontline coverage during peak periods (Happy or Not Happy Data 4/8/19 – 12/29/19).

Since Student Central opened in April, we have achieved an overall 73% satisfaction rating from 1,661 respondents. We have identified that our peak enrollment period of August through September is our most challenging period in the enrollment cycle. We anticipate similar results for January. We have also identified that 11:00 a.m. until 3:00 p.m. is our most challenging time of day, both on volume and satisfaction. Of the 923 ratings (56% of all ratings) received during these four hours daily, 290 (31%) are negative, while 633 (69%) are positive. This compares to our overall negative rating of 27% and positive rating of 73%. Anecdotally, we have heard that the response is not always related to the level of customer service received, but often to a piece of information or an outcome that does not please the visitor. Therefore, the best and only way we can use the data effectively is to monitor trends over time in comparison with the enrollment cycle and adjust staffing coverage accordingly. Once we have a baseline for the first year, we can then compare month to month results (i.e. October over October) to monitor satisfaction more acutely.

On a more comprehensive level, during the spring 2020 semester, the Office of Academic & Student Affairs will conduct a review of our academic programs and the sites at which they are offered in light of the college's goals. The review will include how these programs connect to high school programming, especially Early College, as well as to transfer to the local workforce, four-year institutions and Massasoit's University Center (detailed further in the Focus Area 2 section). Using current enrollment and labor market data, recommendations for programmatic transformation, growth, and design will be made with appropriate resources included.

Update on Focus Area 2

A second area of focus and concern after the 2016 reaccreditation detailed in the Commission's July 2017 letter concerns the College's student-readiness, in terms of enrollment, retention, and graduation. Articulated in the letter is the requirement that the College reports on how it has accomplished the following:

"2. Achieving its goals to increase enrollment and improve graduation rates."

The Visiting Team in 2016 confirmed Massasoit's "steadfast attention to student services," highlighting Latch, TRIO, Choices, and Gateway to College, and acknowledged how these services have paved the way for student success across our three campuses. The Visiting Team acknowledged as well the College's highly-qualified faculty as the "hive of the institution," and that our graduation rates are markedly high when multiple cohorts are considered outside the traditional IPEDs data (IPEDS Grad Transfer Rates).

The next section of the report appraises NECHE on how Massasoit has advanced its mission to become more student-ready, and provides details of college-wide enrollment initiatives, marketing strategies, and enhanced efforts toward strengthening community partnerships.

Enrollment Strategies

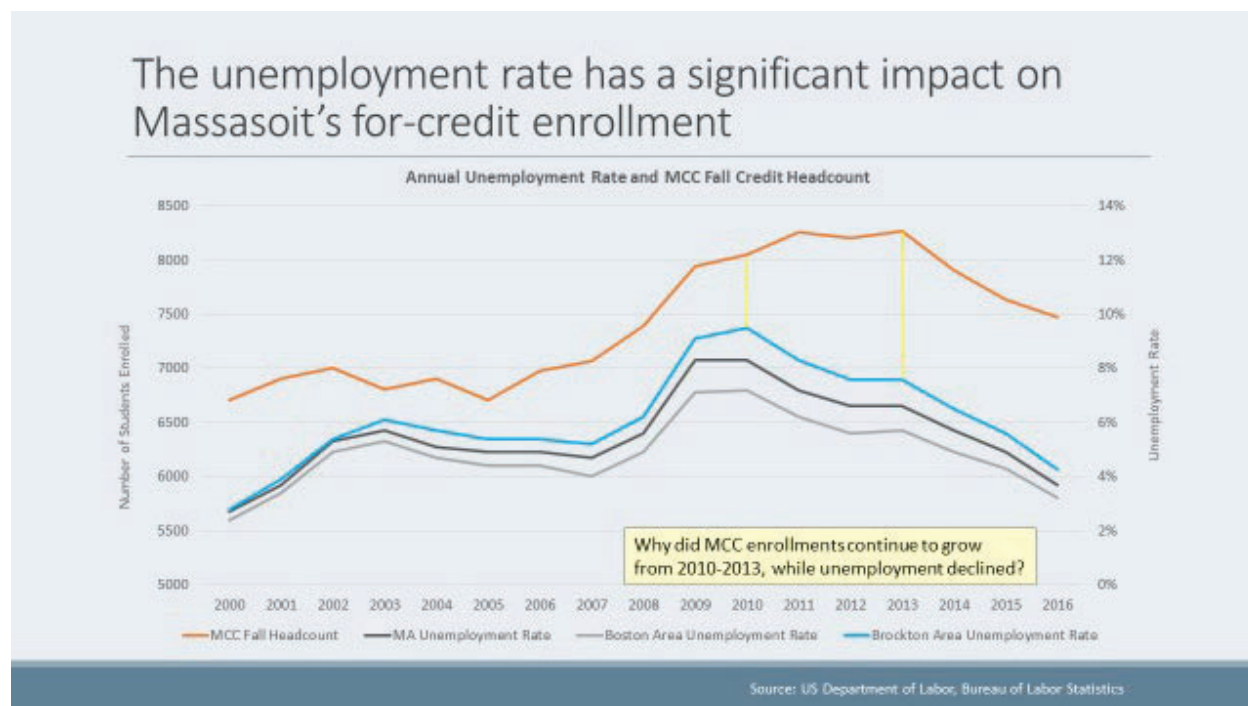
Enrollment Trends

In order for us to develop appropriate enrollment strategies, it was important to first analyze current enrollment trends. Declining enrollments across the state (and nation) have persisted, due partially to a smaller high school population and low unemployment rates. Community colleges have been hit particularly hard by this trend (down 19.3% since 2013). Compared, however, to the national average, Massasoit has done better in recruiting and retaining students (down 15.4% within the same period) (2018 Enrollment Trends & Factors).

	Headcount			Credit Count		
Term	Actual	Projected	Difference	Actual	Projected	Difference
F17	7154	7085	69	66140	65891	249
SP18	6545	6579	-34	59438	60527	-1089
F18	6995	6844	151	62702	63652	-950
SP19	6403	6354	49	55289	57568	-2279
F19	6637	6556	81	59194	58744	450
SP20		5782			50129	

The above grid shows that our projection model, first developed by an ad hoc retention committee and modified over time, has been fully implemented and remains highly accurate in headcount projection. Over the past two years, an Enrollment Projection Team has been established consisting of the Registrar, the Dean of Enrollment Management, the Director of Admissions, the Associate Dean of Early College Access, and the Associate Dean

of Institutional Research. This team has identified three points in the year for initial projection development, with the final budget projection established in March. After the fall census is taken, an additional enrollment forecast projection update will be created to determine if we are on target to meet budgeted goals and to identify if strategy changes are needed. Thus far in its work, the team has identified a significant correlation to the statewide unemployment rate in projecting credits per student, as shown in the chart below.



With this data, the team has begun to adjust the projection to account for anticipated trends in employment in the Commonwealth (Spring 2019 Enrollment Projection Update).

While retention had been improving over the past several years (about 60% for full-time, first-time freshmen), we saw a drop this year with the fall 2018 cohort returning for fall 2019 (57%). Retention rates for part-time, first-time freshmen have held steady at about 46% for the past several years. Massasoit is additionally seeing growth in both our transfer-in and dual-enrollment populations. While retention rates after the first year may fall below our community college peers in some years, one primary cause is the many options for transfer within the area. When these transferring students are taken into account, Massasoit again surpasses the segmental average. Combined retention and transfer-out rates for Massasoit exceed the segmental average for first-time, full-time freshmen (67% vs. 65%) and first-time, part-time freshmen (53% vs. 50%). (PMRS Overview, p.2)

Massasoit's number of dual-enrolled high school students continues to make up a larger portion of our new student population each year (18.4% in fall 2018). Building on the strength of its Gateway to College program, Massasoit has expanded its partnerships with our K-12 community, increased services and grant programs, and expanded contract courses and its partnership with New Heights Charter School (NHCS) in Brockton. Beginning in fall 2019, the Humanities and Communication Arts division is offering composition, literature, and theatre courses both at NHCS as well as at Massasoit's Brockton campus. The

Public Service and Social Science division is offering history courses to NHCS students on the Brockton campus. The Massasoit and NHCS partnership is the only brick-and-mortar Early College High School in Massachusetts, and has received Early College designation from the Commonwealth.

In addition, the number of enrollments in online and hybrid courses continues to see growth. Since fall 2016, total enrollments (duplicated headcount) have increased approximately 25.4% even though the growth of new courses and additional sections has slowed. The number of new subjects increased by only 3% and yet total sections of online courses saw a 2% increase for the same time period. New course development is faculty-driven and more research is needed to address the slowed growth in this area. However, enrollment increases can be linked to the college's decision to raise the enrollment cap in online courses from 20 to 25 students, which accommodates more students. As many of online courses fill to capacity, distance education continues to play a role in retention as it offers students more flexibility and options for completing their required courses and programs.

Strategies and Tactics Matrix

As a direct result of the Self-Study and subsequent NEASC visit in 2016, as well as our increased use of data provided by Institutional Research, Massasoit has developed a Strategies and Tactics Matrix. Additionally, during the 2017-18 academic year, the college began using comprehensive enrollment metrics reports to better inform the college's enrollment and retention strategies, and to provide detailed outcomes and metrics of each strategy. An outline of the key strategies, each of which has been implemented and/or are underway, is as follows:

- Strengthen K-12 and external partner focus, including creating new partnerships for onsite dual enrollment contract courses, and doubling the number of total contract courses;
- Increase lead generation and improve admissions yield rate through updated marketing strategies, create a reviewed application process, and create the Student Central enrollment center;
- Strengthen retention foundations initiative;
- Increase returning student engagement; and
- Employ data-informed strategic planning, partially through the use of the two Emsi studies, and a college-wide comprehensive strategic plan currently in development.

Dual Enrollment/Early College

The newly-established Office of Early College Access continues to operate the Gateway to College program, the Commonwealth Dual Enrollment Partnership Program, and the Massasoit Dual Enrollment Program. These Early College Programs help us to offset the decreased traditional college-age population, while providing opportunities for high school students to get an early start on college classes. 412 students took college classes in fall 2018, and 442 in spring 2019. The completion rate for dual enrollment courses was 78.6% in fall 2018 and 87.1% in spring 2019. Both of these rates were higher than the FY2018-2019 college average course completion rate of 74.4%. Summer Bridge programming for high school partners is offered, which provides students an early opportunity for students to

connect with the campus and college staff. In addition, during AY 2018-2019, Massasoit received a Performance Improvement Fund grant from the Massachusetts Department of Higher Education for \$60,000 for Early College Strategies to Enhance Learning (ECSEL), a professional development program designed to assist faculty who teach dual-enrollment courses. The ECSEL project is designed to advance all of the department's three main objectives: increase completion rates, close achievement gaps, and increase college-going rates for students who are under-represented in postsecondary education. The ECSEL program has now been implemented, assessed, and institutionalized at the college.

Online Application

In August 2018, the online non-degree application went live. This allows a student who would like to take courses at Massasoit as a non-degree (non-matriculated) student to apply online and, once processed, complete course registration online, saving time and reducing both frustration and physical visits to campus. This project was a collaboration between the Registrar's Office, the Admissions Office, Enrollment Management, and Information Technology Services. During the first year (fall 2018, spring 2019, and summer 2019), 254 students have applied through this application. Providing students with a more accessible means of applying to the college is another way that we have reduced barriers to enrollment for students.

Admit and Yield Rates

All of the above enrollment strategies, along with enhanced communication planning and the reduction of administrative barriers in our enrollment process, have allowed us to improve our admit rate and has begun to influence our yield rate (Fall 18 Enrollment Strategies and Marketing Update). Massasoit's admit rate – the percentage of students who applied to the college and were admitted – has increased by 5.9% (from 79.7% in fall 2016 to 85.6% in fall 2018). Massasoit's yield rate – the percentage of students admitted to the college who enroll – has been declining steadily since the fall 2015 semester (from 58.3% in fall 2015 to 54.8% in fall 2017, a 3.5% decline). Efforts at growing the numbers have been met with positive results, as shown in the fall 2018 yield rate: 55.5%, a 0.7% increase). The spring 2019 yield rate was 54.2%, a 5.4% increase over the spring 2018 yield rate of 48.8%.

Retention

We have engaged in a variety of strategies to retain students and ensure their academic success.

Keeping our tuition and fees as affordable as possible is a key element in sustaining retention for our students. Massasoit's tuition and mandatory fees, based on fall resident undergraduate state-supported rates at 30 credits per year, increased from \$5,850 in FY 2018 to \$6,030 in FY 2019, a total increase of 3%, which is 3% less than the weighted average of tuition and fee increases among community colleges across the Commonwealth. For FY20, a 3% increase of \$7/credit (\$6,240 for 30 credits) was been approved by the college's board of trustees. This increase maintains the college's position as the second lowest in cost compared to our peer institutions.

In an effort to further cultivate student retention and based on student feedback, Massasoit launched a fully re-designed summer semester in 2018. Previously, our summer courses were broken into two separate five-week academic terms, Summer I and Summer II. Because they were considered separate academic terms at the College, students were typically not eligible to receive financial aid to assist in covering their expenses. The new

single summer semester provides many benefits for our students and for the College. First, it allows students the flexibility to take courses in both the full semester format, which runs for ten weeks from the end of May through the beginning of August, and/or the opportunity to enroll in one or both of the five-week summer sessions. With all three sessions considered part of a single academic term, students can potentially complete between three and 12 credits over the summer semester, allowing them to accomplish more at Massasoit. Aligning with federal implementation of year-round Pell Grants, eligible matriculated students enrolling in summer semester coursework may now be eligible for both grants and loans to assist with educational expenses based on their summer enrollment level and other factors. The ability to attract visiting students from other colleges during the summer is also much greater in moving to a single semester format. This full semester option also allows Massasoit the flexibility to offer courses not previously run in the summer, due to the constraints of the five-week format.

Financial aid is an essential component of student retention. Massasoit employs a packaging policy that leverages all types of student financial aid, including the Federal Pell Grant, the Federal Supplemental Opportunity Grant, Federal Direct Loans, the state MASSGrant and MASSGrant Plus programs, the Massasoit Access/Cash Grant, and Massasoit Fee Assistance, to award students full coverage for direct educational expenses.

During FY19, all state residents who qualified for the Federal Pell Grant – and the majority of Pell Grant recipients broadly – who met application deadlines were awarded grant aid that covered 100% of the average costs of tuition, fees, and books. The expected family contribution (EFC) range of students who are offered full grant packages has expanded 33% since FY15. This has been made possible, in part, by the college's increased institutional aid through the Massasoit Fee Assistance policy. By setting aside 5% of revenue generated by fee increases, the College can ensure that the financially neediest students are not negatively impacted when fees are periodically increased. In FY15, the college set aside \$77,000 for Fee Assistance; in FY16, \$135,000; in FY17 and FY18, \$192,000; in FY19, \$231,000; and in FY20, \$273,000.

Soliciting scholarship support for Massasoit students is a high priority for the Advancement Department. This includes soliciting donors to establish new scholarship funds and conducting broader appeals for donors to contribute to existing scholarship funds in areas of personal importance to the donor. Our criteria for new scholarship funds is that they provide at least \$500 of scholarship support for at least three years, so the donor must commit to provide funding of at least \$1,500. In order to establish an endowed (permanent) scholarship, college and foundation policies specify that the minimum donation commitment is \$25,000. This may be funded over a period up to seven years.

Over the past year, key new scholarship funds have been established to provide scholarship support for students. Most notably, a \$100,000 donation, the largest individual donation in the history of Massasoit, established a scholarship for graduates of Brockton High School who are pursuing degrees or certification in pre-professional and vocational programs at Massasoit, with secondary consideration given to students studying in Allied Health and social service programs. The donor requested that as much of the \$100,000 be distributed in one year as possible with a strong indication of intent to contribute the same amount or more for the following academic year. In AY 19-20, 40 students have received scholarship funds under this gift.

The Office of the Associate Dean for Student Success has developed a new targeted scholarship, through the Massasoit Foundation, that serves a population of students who

are close to graduating but who experience a gap of funding eligibility over a final summer session. In practice, and depending on their estimated family contributions, these low-income students, who are about one class from graduating, sometimes must either increase their indebtedness during the spring semester or pay out of pocket to complete their degree and/or aid-eligible certificate; in other instances, some of these students are ineligible for federal financial aid for the summer. For students who are unable to pay or who are unwilling or unable to take out a loan, they must sometimes delay enrollment in their final class to the following fall semester, delaying their degree and/or aid-eligible certificate completion by about seven months.

The award, named the Finish Strong Scholarship (Finish Strong Proposal, p. 2), makes funding available to cover this gap and all requisite tuition, fees, and up to \$150 toward assigned course materials for their remaining credits. Approved for funding in June 2019, two awards were made to cover eligible students for their summer sessions. A proactive outreach system identifies and notifies eligible students, which we expect to lead to a significant increase in awards for the upcoming summer 2020 session.

While not a traditional scholarship, the newly-established Educational Enrichment Fund will provide funding for extra-curricular enrichment in areas such as the cost of travel to and from paid internships; field trips and study trips; leadership development conferences; research symposia; and academic competitions.

All of these efforts assist in making a Massasoit education more affordable, improving student retention, and helping to minimize the debt burden of our graduates.

Internships are another important component of student retention, engaging students in a practical experience to further their academic and career goals. Over the past year, in cultivating relationships with corporations throughout our service area, we were receiving expressions of interest from employers in collaborating with us to help recruit interns, part-time workers, and full-time employees. The Associate Director of Corporate and Community Engagement is now responsible for generating and following up on new leads in the areas of internships and career opportunities with for-profit and non-profit employers and coordinating closely with Massasoit colleagues in the career development and student advising areas who will handle the interface and advising responsibilities with our students. We will also solicit interest from employers in participating in any on-campus career fairs and will share with Massasoit's career advising group any leads from employers about job openings and career fairs they may be hosting.

During the last decade, U.S. higher education has reassessed its business model. One of the new strategies that has emerged is for community colleges to create a University Center on their campus. Such Centers partner with universities to bring advanced coursework to a community college location and thereby increase access to baccalaureate degrees. More specifically, these Centers offer a structure through which to effectively and efficiently address the fact that many careers that currently require an associate degree – particularly those in Allied Health – may soon require a baccalaureate. The University Center is an opportunity for Massasoit to create collaborations with four-year colleges in unique ways to ensure that our students are able to integrate into the existing workforce (University Center Concept Paper, p.2). This Center seeks out four-year partner institutions to offer degree completion programs that:

- Provide a clear path to a baccalaureate degree
- Provide priority registration for Massasoit graduates

- Identifies and provides appropriate supports, both academic and financial
- Guarantee transfer of up to 75% (as opposed to 50%) of a baccalaureate degree
- Tuition equivalent to, or less than, the Massachusetts State University rates
- Conduct all in-person classes on Massasoit's campuses

Currently, Curry College offers an RN-BSN program at Massasoit's Brockton campus; Massasoit Nursing education graduates are given priority admission. Further, two articulation agreements with Charter Oak State College are being developed to provide baccalaureate completion for Massasoit's Respiratory Technology and Radiologic Technology graduates.

Other articulation agreement in the areas of business, criminal justice, and liberal arts are being discussed.

Faculty across the college continue to develop and teach courses using Open Educational Resources (OER), in part to better curate a greater diversity of material for course content but also in an effort to address the high costs of traditional textbooks that are often cost-prohibitive to students. Since the OER program was launched in AY15 through fall 2019, 674 sections across dozens of subjects have been delivered as OER, saving students a total of \$1,877,713 (approximately \$300,000 a semester).

The Associate Dean of Student Success has formed a Success Task Force. The team, whose operating ethic is "Working to align process and policy with the college's culture of fostering student success," is currently reviewing the data surrounding course repeats; analyzing the number of times students repeat a course; which courses are repeated; and which students are retaking courses. The work will then focus on better advising and policy changes and appropriate intervention points to ensure student success, including sustaining and enhancing student retention.

Finally, as a part of a Student Services reorganization, the Advising and Counseling Center became the Advising, Career & Transfer Center (ACT) in summer 2019. Internships and career planning offices were moved to this office and the Center has increased its focus on career assessment and planning for students. Previously, these services existed in separate offices and in different areas of the college. The new ACT Center, based on the pathway of a student rather than traditional administrative structures, is further evidence of the college's commitment to becoming student-ready, thus enhancing opportunities for student retention.

Graduation, Transfer and Retention Rates

As a result of our enhanced enrollment and retention strategies, Massasoit's graduation and transfer rates have been trending upwards. Tracking the traditional Integrated Postsecondary Education Data Systems (IPEDS) cohort of first-time, full-time, matriculated students over three years, our graduation rate now averages 17% after many years at 15% or lower. We have also maintained an 18% transfer-out rate and about 16% still enrolled after three years. Simply giving the cohort group an additional year (four years for an associate degree; two years for a certificate program), the graduation rate jumps from 17% to 23% (IPEDS Grad Transfer Rates) and overall student success rate of 52%, compared to 51% for three years. While the total number of degrees and awards has fluctuated over the last 10 years, it has decreased in the last two years from 1097 in 2017 to 928 in 2019. This is not

surprising, given our declining enrollment numbers. Over the last 10-year period (2008-2019), the number has increased from 881 to 928 (5.33%). (Fall 2019 Enrollment Book, p. 29).

Section 3:

Areas of Consideration for the Interim Report 2021

Massasoit is scheduled to provide NECHE a five-year interim report in 2021. Many of the initiatives and implementations detailed above will be updated and included in the interim report, as well as several issues and areas of focus detailed below. This serves as a preview of our efforts and success thus far. As discussed in the Commission's 2017 letter, we are scheduled to report on our efforts to strengthen our financial stability and our increased professional development opportunities for faculty and staff related to the implementation of academic advising policies. Both of these focus areas are currently being systematically addressed.

Strengthening Financial Stability

The Commission noted in its July 2017 letter that while acknowledging "that MCC ended FY2015 with a positive \$29 million," it shared the visiting team's concern that "continued downward trends in enrollment and state appropriations could put further stress on the College's financial position." The Commission further noted its approval of the college's creation of a "think tank" to create a five-year projection model and requested that the college provide, in this interim report, its success in "implementing its enrollment projection model" (see Focus Area 2: Achieving Our Goals to Increase Enrollment and Improve Graduation Rates, Enrollment Strategies) and "strengthening its financial condition."

Massasoit Community College has continued to improve its financial position as indicated by improvement in the following financial ratios.

Primary Reserve Ratio

Expendable Net Assets (Unrestricted Net Assets + Restricted Expendable) divided by Total Operating Expenses (Institution and Component Units)

FY2017	14.2%
FY2018	18.4%
FY2019	18.9%

Viability Ratio

Expendable Net Assets (Unrestricted Net Assets + Restricted Expendable) divided by long-term debt + non-current portion

FY2017	1.44
FY2018	1.85
FY2019	1.91

All figures taken from audited financial statements without impact of GASB 68, 75.

This improved financial position was accomplished by internal resource allocation through critical needs use analysis and strategic resource allocation.

There are several examples of specific measures and strategies that we instituted to strengthen our financial stability, including:

- Flattening the college's organizational/managerial structure
- Leveraging significant funding from state sources to complete a series of needed projects:
 - Accessibility/ADA upgrades to hardscapes across campus;
 - Repair and repaving parking lots for the Field House and adjacent to the Science and Technology buildings;
 - The Dining Hall renovation included components categorized as "deferred maintenance"; and
 - Field House roof replacement study and repair.
- Closing our long-operated Conference Center. The Conference Center was determined not central to the institution's core mission and revenues were not covering expenses over for three years. The Conference Center closing saves \$450,000 annually.
- Privatizing food services. Direct expenses associated with the self-operation of on-campus food services had a significant impact on the College's operating funds each year. The privatization is projected to save Massasoit \$529,407 over the five-year contract with its new food services vendor, Lessing's Food Management Services.
- Instituting a \$7 fee increase in the FY2020 spending plan. Even with this increase, according to the Massachusetts Department of Higher Education Data Center, in 2018, Massasoit had the second most cost-effective tuition and fees amongst the fifteen community colleges in Massachusetts.

As a result of these and other strategic decisions and measures, expenditures have only risen 3.3% from FY15 (even while addressing increases related to collective bargaining, fringe benefit rates, inflation sensitive areas).

Providing Professional Development Opportunities for Faculty and Staff Related to Implementation of Academic Advising Policies

The college's 2016 Self-Study and the Commission's 2017 July letter acknowledged that academic, transfer, and career advising at the College is "disparate," and that faculty regularly express confusion about "the process by which advisees are assigned to whom and when." We acknowledge that this confusion persists, and advisees are often assigned to faculty inconsistently and seemingly without consideration of faculty expertise and relative degree program. However, the Advising, Career & Transfer Center is engaging in a number of activities, and has realized several successes, in moving faculty and staff closer to a unified academic and career advising philosophy and practice, improving the advising experience for students:

- The college has created an Advising Task Force (Advising Task Force), composed of stakeholders across the college, which convened in fall 2019 to address and respond to common advising concerns and issues. Currently, the Task Force is developing Student Learning Objectives for advising, which will enable advisors to better evaluate and assess a student throughout the advising process, and is working to integrate advising into the college's Strategic Plan. The end goal of the Task Force is to create and articulate a shared advising philosophy for the college. The Task Force's charge is to create the following:
 - A shared institutional definition of what academic advising means at Massasoit Community College;
 - Academic advising curriculum that is shared amongst staff and faculty advisors;
 - Academic advising pedagogy;
 - Student Learning Outcomes for academic advising; and
 - A Massasoit advisor training program.

The Task Force's goals are to: ensure there is a shared vision and definition across campus of academic advising; ensure all students receive equitable academic advising; and create an assessment plan to ensure academic advising is meeting its outcomes.

- To ensure that they are sharing the most current information on holistic advising, best practices in the advising field, and student success and retention, ACT Center staff routinely attend conferences, trainings, and webinars (including from NACADA and the Regional New England Transfer Association). Information learned is then incorporated into and shared internally with Massasoit faculty and staff at ACT-provided advising trainings across the college and in other forums.
- Additionally, in 2018, five ACT Center staff members received certificates in Appreciative Advising, an intentional collaborative practice of asking positive, open-ended questions that help students optimize their educational experiences and achieve their dreams, goals, and potential. This philosophy will be inculcated into all advising training for staff and faculty.

- To streamline advising professional development opportunities for faculty and staff, the ACT Center is developing an online advisor training through the college's learning management system, Canvas. The online training is designed to be accessible on-demand for faculty and staff who advise students, and will address common questions, scenarios, and issues related to the advising process. The first version of the training has been soft-launched and ACT is on pace to fully launch the online training in February 2020.
- The ACT Center has offered, since fall 2017, a variety of advising-related trainings for faculty and staff to learn more about the academic advising process and best practices (Advisor Basics), and about our DegreeWorks and GradesFirst platforms. One-on-one trainings are also available for faculty and staff. As a result of the trainings, 58 faculty participants have a better understanding of their roles as advisors, their use of academic plans and DegreeWorks, and how to effectively use GradesFirst as a faculty member.

Appendix E



DAVID QUIGLEY, Chair (2021)
Boston College

GEORGE W. TETLER, Vice Chair (2022)
Worcester, MA

KASSANDRA S. ARDINGER (2020)
Trustee Member, Concord, NH

RUSSELL CAREY (2020)
Brown University

FRANCESCO C. CESAREO (2020)
Assumption College

F. JAVIER CEVALLOS (2020)
Framingham State University

RICK DANIELS (2020)
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DONALD D. DEHAYES (2020)
University of Rhode Island

PAM Y. EDDINGER (2020)
Bunker Hill Community College

THOMAS S. EDWARDS (2020)
Thomas College

KIMBERLY M. GOFF-CREWS (2020)
Yale University

MARTIN J. HOWARD (2020)
Boston University

SUSAN D. HUARD (2020)
Community College System of NH

JEFFREY S. SOLOMON (2020)
Worcester Polytechnic Institute

ELEANOR BAKER (2021)
Falmouth, ME

PETER L. EBB (2021)
Trustee Member, Boston, MA

GREGORY W. FOWLER (2021)
Southern New Hampshire University

DENNIS M. HANNO (2021)
Wheaton College

ELLEN L. KENNEDY (2021)
Berkshire Community College

ABDALLAH A. SFEIR (2021)
Lebanese American University

JOHN M. SWEENEY (2021)
Providence College

ELAINE COLLINS (2022)
Northern Vermont University

DAISY COCCO DE FILIPPIS (2022)
Naugatuck Valley Community College

HARRY E. DUMAY (2022)
College of Our Lady of the Elms

P. MICHAEL LAHAN (2022)
Norwich, CT

DANIEL J. MAY (2022)
University of New Haven

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March 20, 2020

Dr. Gena Glickman
President
Massasoit Community College
One Massasoit Boulevard
Brockton, MA 02302

Dear President Glickman:

I write to inform you that at its meeting on March 6, 2020, the New England Commission of Higher Education considered the report submitted by Massasoit Community College and took the following action:

that the progress report submitted by Massasoit Community College be accepted;

that the interim (fifth-year) report scheduled for consideration in Fall 2021 be confirmed;

that, in addition to the information included in all interim reports, as well as the matters specified in our letter of July 12, 2017, the institution give emphasis, in the Fall 2021 report, to its continued success in addressing the matters specified for attention in the Spring 2020 progress report;

that the comprehensive evaluation scheduled for Fall 2026 be confirmed.

The Commission gives the following reasons for its action.

The report submitted by Massasoit Community College was accepted because it was generally responsive to the concerns raised by the Commission in its letter of July 12, 2017.

The Commission commends Massasoit Community College (Massasoit) for its thoughtful and detailed progress report. We are pleased to learn that the College has begun a new comprehensive strategic planning process that includes a “phase three” concept paper on “[c]reating a culture of evaluation and data-driven improvement for all areas of the College.” The housing of data reports and institutional research material in the Massasoit portal, and the creation of an academic program review template, with updated comprehensive calendar, speak to the multiple efforts designed by the College to set the foundation for assessing institutional effectiveness and student learning outcomes – and to use the assessment process and comprehensive review to build institutional capacity for improvement.

The Commission takes favorable note that the first institutional goal set by the Board of Trustees is “increasing enrollment, retention, and graduation rates.” The Commission is pleased to learn that a restructuring has brought the offices of Student and Academic Affairs under the leadership of the Provost, making implementation strategies for this goal more integrated and comprehensive. Although enrollment has continued to be a challenge for the College (down 15.4% since 2013 to 4,658.8 FTE in FY2018), we note with favor that Massasoit’s enrollment decline has been less than the national average of 19.3% during the same time period. The Commission also commends Massasoit’s multiple retention efforts. The “Success Toolkit” report, for example, is used to monitor and analyze student success in programs. In addition, curricular modifications, like the developmental math pathway, reduce the completion time required while maintaining an equivalent success rate to the traditional developmental classes. The Commission also acknowledges that Massasoit’s enhanced strategies in enrollment and retention have led to an improvement in graduation rates, now at 17% at three years and 23% at four years for the 2014 cohort.

We also appreciate the “preview” provided by Massasoit Community College about the progress made to date on the areas requested for consideration in the Fall 2021 interim report. Over the last three years, Massasoit has been strengthening its financial stability as evidenced by an increase in the Primary Reserve Ratio (from 14.2% to 18.9%) and Viability Ratio (from 1.44 to 1.91). The Commission also takes favorable note that Massasoit has created an Advising Task Force and is developing an advisor training program and SLOs for academic advising.

Commission policy requires an interim (fifth-year) report of all institutions on a decennial evaluation cycle. Its purpose is to provide the Commission an opportunity to appraise the institution’s current status in keeping with the Policy on Periodic Review. In addition to the information provided in all interim reports and the matters specified in our letter of July 12, 2017, we look forward, in Fall 2021, to learning of Massasoit’s continued success in addressing the matters specified for attention in the Spring 2020 progress report. The Commission recognizes that these matters do not lend themselves to rapid resolution and will require the College’s sustained attention over time; hence, we ask that further information be provided in the interim report.

Finally, the scheduling of a comprehensive evaluation in Fall 2026 is consistent with Commission policy requiring each accredited institution to undergo a comprehensive evaluation at least once every ten years.

The Commission expressed appreciation for the report submitted by Massasoit Community College and hopes that its preparation has contributed to institutional improvement. It appreciates your cooperation with the effort to provide public assurance of the quality of higher education in New England.

You are encouraged to share this letter with all of the institution’s constituencies. It is Commission policy to inform the chairperson of the institution’s governing board of action and the head of the state system on its accreditation status. In a few days we will be sending a copy of this letter to Mr. Robert W. Harnais and Dr. Carlos E. Santiago. The institution is free to release information about the report and the Commission’s action to others, in accordance with the enclosed policy on Public Disclosure of Information about Affiliated Institutions.

Dr. Gena Glickman
March 20, 2020
Page 3

If you have any questions about the Commission's action, please contact Barbara Brittingham, President of the Commission.

Sincerely,

A handwritten signature in black ink, appearing to read "D. Quigley", written in a cursive style.

David Quigley

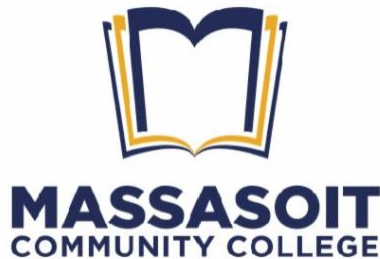
DQ/jm

Enclosure

cc: Mr. Robert W. Harnais
Dr. Carlos E. Santiago

Appendix F

From: Massasoit Community College <president@massasoit.mass.edu>
Sent: Monday, June 1, 2020 12:33 PM
To:
Subject: A Message from President Glickman



A Message from President Gena Glickman

Community Partners,

I write to you today with a weary heart. On Friday, Massasoit marked what would have been the Class of 2020's commencement. Although we plan on celebrating an in-person ceremony in December, marking the day was important for our students and for our college as a whole. If you're interested in the video we compiled for students, you may view it [at this link](#).

Yet we marked our students' joy amidst a background of national agony and sorrow.

The unconscionable death of George Floyd is, heartbreakingly, the most recent in a long list of incidents that follow the same script. Racism remains a systemic crisis in America and around the world.

To acknowledge and recognize the pain, fear, and grief our community is feeling right now feels inadequate, but acknowledgement and admission is the first and most important step.

In her book *So You Want to Talk About Race*, Ijeoma Oluo, who spoke at Massasoit in February, writes that, "When we identify where our privilege intersects with somebody else's oppression, we'll find our opportunities to make real change." I cannot know the struggles our communities of color have felt. But I can commit to building a community that does not accept incidents of racism, that commits to open dialogue and opens the floor for difficult conversations, and that has equity and justice as the backbone of everything we do.

We commit to these values and ideals as a college, and to ensuring that dialogue is happening all around us. The only way forward is together, learning from one another and dedicated to seeking equity and justice through learning.

There is little comfort to be offered in times like these, and Ijeoma Oluo's words again ring true: "Our humanity is worth a little discomfort – it's actually worth a lot of discomfort."

Sincerely,

Gena Glickman, Ph.D.
President
Massasoit Community College



Massasoit Community College | 1 Massasoit Blvd, Brockton, MA 02302

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Sent by president@massasoit.mass.edu in collaboration with



Appendix G

COVID-19 CONTROL PLAN

FALL 2020 REOPENING GUIDELINES

CURRENT AS OF AUGUST 25, 2020

MASSASOIT
COMMUNITY COLLEGE

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Plan Approvals

Fall 2020 Reopening Plans

Due to ongoing concerns around the health and safety of the college's students, faculty, and staff in light of the COVID-19 pandemic, the Fall 2020 semester will feature limited on-campus activity.

Although we provide these guidelines for the benefit of the college and our community, it is the expectation that all community members arriving on campus will be wearing an appropriate mask/face covering and will maintain all standard social distancing protocols (6 feet distance) the entire time they are on college property.

Any student who plans to be on campus but is unable to wear a face mask/covering due to an existing disability (as defined by the ADA) or a medical condition must request being exempt from the face mask/covering policy as a disability accommodation under the [Request for Modification Policy](#). Students requesting this exemption must contact [Access & Disability Resources](#). Any faculty or staff requiring the same should contact [Human Resources](#).

All students, faculty, staff, and visitors who have been on campus and who are either diagnosed with COVID-19 or who have come in direct contact with a confirmed case of COVID-19 are required to complete the [COVID-19 Reporting Form](#).

The course schedule has been designed to limit the number of individuals on campus at any given time. Students are asked to come to campus only for the purposes of scheduled in-person instruction or a previously scheduled appointment (such as placement testing). Faculty and staff are to come to campus only for the purposes of previously scheduled and approved college business. This includes, but is not limited to, working from your assigned office provided your presence has been pre-approved by your supervisor.

Hand sanitizing stations are available and regular sanitation will be executed.

Please submit any questions about the plan below [here](#).

Wellness Pledge

The [Wellness Pledge](#) is applicable for all students, faculty, and staff. Every member of the Massasoit community who plans to attend class or conduct business on any campus or college property must read and review the Wellness Pledge prior to arriving on campus. This is a one-time requirement intended to reinforce common safe practices that will contribute towards a healthier and safer environment for the entire community.

The Pledge will be circulated via email. Students will receive a copy from the Dean of Students' office; employees will receive a copy from Human Resources. The Pledge will be posted to the college's external website.

Daily Self-Health Assessment & COVID-Reporting

While the Wellness Pledge need only be taken once at the beginning of the semester, a daily self-assessment is required for all students, staff, and faculty and must be administered BEFORE arriving on campus. Individual temperature taking is a part of the self-assessment. The Daily Self-Assessment is a tool to be used by all members of the community to determine if there have been any potential changes to either their physical condition or their potential exposure to the virus. Questions in the [Daily Self-Health Assessment](#), which should be completed online, have been derived from CDC recommended guidelines.

If an individual does not pass the self-assessment, they are not to come to campus and should consider contacting a medical professional. In addition, students, faculty, and staff must adhere to the [Commonwealth's COVID-19 travel order](#).

All students, faculty, staff, and visitors who have been on campus and who are either diagnosed with COVID-19 or who have come in direct contact with a confirmed case of COVID-19 are required to complete the [COVID-19 Reporting Form](#).

COVID-19 Testing and Contact Tracing

Massasoit Community College is partnering with the City of Brockton and Fallon Ambulance to provide drive-thru COVID-19 testing for the community. Details about testing can be found are available on the City's [COVID-19 testing website](#). Contact tracing will be managed in consultation with the Boards of Health in Brockton, Canton, and Middleborough.

Academic Instruction

Fall courses will be delivered remotely with the exception of limited in-person instruction required for the purposes of completing a degree or certificate. Courses will be delivered via the following modalities:

Online

Primarily conducted through a learning management system like Canvas or ALEKS, students are able to complete their work on their own schedule. Limited activities, such as science labs or exams, may be required at fixed dates and/or times through Canvas, or by using a web conferencing program like Zoom. An optional online exam proctoring program may also be used at the discretion of the instructor.

Video Conferencing

Primarily conducted in real-time sessions at specific days and times through a video conferencing program like Zoom. Instruction may include limited required resources and other online learning activities through the Canvas learning management system or email.

Hybrid

A combination of Online and Video Conferencing. In a very limited number of cases, the combination can be either Online (Canvas) and in-person class sessions or Video Conferencing and in-person class session.

Access to Campus Facilities

The college is committed to the health and safety of all students, staff, and faculty who arrive on campus. Compliance with all college COVID-19-related policies and protocols is expected. Much of what is laid out below relies on personal responsibility for compliance and we ask that anyone coming to campus follow these guidelines.

Maps indicating the recommended foot and vehicular traffic at all three locations will be added to this document closer to the start of the semester when the schedule of on-campus courses is finalized.

Students, faculty and staff arriving on the Brockton or Canton campus without an appropriate face covering should follow the following protocol.

Mask Distribution

It is expected that all community members arriving on campus will be wearing an appropriate face covering/mask. Anyone coming on campus who does not have a mask will proceed to their designated building where masks will be readily available at the entrance.

Brockton

Anyone coming to campus for any reason must complete an online [Daily Health Checklist](#) prior to arrival. If you are experiencing any new symptoms, do NOT report to campus. Please notify your instructor or supervisor that you are unable to come to campus.

In the interests of minimizing intersecting foot traffic, students are advised to enter the campus area from the side of campus adjacent to the large student parking lot, Lot #2. The recommended flow for foot traffic on campus will be identified with signage. Doors will be marked for entry and exit. In the event of an emergency, all doors may be used to exit any building.

Faculty arriving to teach on the Brockton campus with the required face covering may proceed directly to their office and or classroom. At the start of the semester, the Office of the Registrar will consult with the Office of the Provost to ensure Campus Police and Facilities have access to the most up-to-date schedule for faculty teaching in-person on the Brockton campus for the purposes of campus safety and sanitation, respectively.

Staff and faculty coming to campus on days when they are not scheduled to teach will follow existing protocols: upon arriving on campus: the employee will contact Campus Police to gain entry to their building. Campus Police will log the name of the employee and their office number to be passed on later that business day to Facilities for cleaning and disinfecting. Prior approval to be on campus must be obtained by the employee's supervisor.

Students are required to leave campus once their class or appointment at the college has concluded. In the event that a student has to wait for their ride to arrive, they may do so in the Brockton Dining Hall, located on the main floor of the Student Center. We ask that students arrange for pickup as soon after the conclusion of their class or appointment as possible. The dining hall is accessible through the front entrance of the Student Center, next to the BAT bus stop, for the purposes of waiting briefly for a ride. With the exception of going to the restrooms, students are prohibited from leaving the dining hall while they wait. Proper social distancing protocols must be maintained at all times.

Canton

Anyone coming to campus for any reason must complete an online [Daily Health Checklist](#) prior to arrival. If you are experiencing any new symptoms, do NOT report to campus. Please notify your instructor or supervisor that you are unable to come to campus.

In the interests of minimizing intersecting foot traffic, students are advised to enter the campus area from the side of campus adjacent to the large student parking lot by the Canton Campus College Police station. The recommended flow for foot traffic on campus will be identified with signage. Doors will be marked for entry and exit. In the event of an emergency, all doors may be used to exit any building. Facilities will designate additional handicapped-only parking spots in this lot to account for handicapped spots located in the rear parking lot.

The door nearest to the Vet Tech facility will only be available to Vet Tech faculty, staff, and students.

Faculty arriving to teach on the Canton campus with the required face covering may proceed directly to their office and or classroom. At the start of the semester, the Office of the Registrar will consult with the Office of the Provost to ensure Campus Police and Facilities have access to the most up-to-date schedule for faculty teaching in-person on the Brockton campus for the purposes of campus safety and sanitation, respectively.

Staff and faculty coming to campus on days when they are not scheduled to teach will follow existing protocols that have been in place throughout the summer academic terms. Upon arriving on campus, the employee will contact Campus Police to gain entry to the building. Campus Police will log the name of

the employee and their office number to be passed on later that business day to Facilities for cleaning and disinfecting. Prior approval to be on campus must be obtained by the employee's supervisor.

Students are required to leave campus once their class or appointment at the college has concluded. In the event that a student has to wait for their ride to arrive, they may do so in the Student Commons. With the exception of going to the restrooms, students are prohibited from leaving the Commons while they wait. Proper social distancing protocols must be maintained at all times.

Middleborough

Anyone coming to campus for any reason must complete an online [Daily Health Checklist](#) prior to arrival. If you are experiencing any new symptoms, do NOT report to campus. Please notify your instructor or supervisor that you are unable to come to campus.

Given the size and modest space available at the Middleborough facility, there is limited ability to redirect or disperse the flow of foot traffic within the building. It is recommended that all students, staff, and faculty follow all recommended guidelines on face coverings and social distancing while traversing the building.

Deliveries

All deliveries for any campus are to be directed to the Facilities Building in Brockton where delivery personnel will follow already existing protocols for appropriate socially distanced deliveries. Facilities personnel will then make arrangements to disperse delivered goods and supplies as required across campus/campuses. Deliveries requiring access to buildings on campus will coordinate with the Director of Administrative Services to gain appropriate access.

Deliveries for Culinary Arts, science labs and Vet Tech should continue in accordance to existing department guidelines.

Policy on Visitors

Visitors are defined as groups or individuals with a specifically timed and scheduled in-person appointment for the date they are attempting to gain access to the campus. Staff are encouraged to arrange, as much as possible, for remote meetings. If in-person meetings are required, staff should ensure their visitors are aware of all protocols as defined in this plan. Visitors must take the Wellness Pledge, the Daily Self-Assessment, wear appropriate face covering and abide by all other steps deemed necessary by the college. Staff should also coordinate to meet visitors at specific times and locations to assist them in gaining entry to their scheduled appointment. Groups or individuals without formal appointments should not be allowed access to college property. Please see the section [Reporting and Enforcement of Non-Compliance](#) for additional information.

Reporting and Enforcement of Non-Compliance

Brief instances of accidental non-compliance are understandable, but anyone on campus at any time must comply with mask and social distance requirements as outlined above. Any student who is non-compliant will be referred to the Dean of Students' office. Any faculty or staff member will be referred to Human Resources. In the event a student or employee is being disruptive relative to noncompliance, College Police are to be notified.

Instances of non-compliance may also be reported through the [COVID-19 Concern Form](#).

Notification Process – Confirmed Case of COVID-19

In the event of a confirmed case of COVID-19, Massasoit Community College will implement the following notification protocol.

For students, the Vice Provost for Student Affairs, will notify the Board of Health in the community where the confirmed case was identified (Brockton, Canton, or Middleborough) as well as the Board of Health where the individual resides.

For faculty and staff, the Vice President for Human Resources, will notify the Board of Health in the community where the confirmed case was identified (Brockton, Canton, or Middleborough) as well as the Board of Health where the individual resides.

Each designated representative, respectively, will then notify:

1. President's Cabinet
2. Campus Police
3. Director of Facilities

The Executive Director of Communications, Public Relations, and Marketing will manage notifications to the internal community and field any inquiries from external parties, including media and community members.

Faculty & staff will be notified via the All College distribution list; students will be notified via the All Users distribution list. No identifying information will be included in the notification to protect individual privacy.

Depending on the severity of the contact – as determined by the President's Cabinet – a RAVE alert may be sent directing users to their college emails for more information.

Contact with Confirmed Case – Student, Faculty, or Staff

If a student, faculty, or staff member identifies that they have been in contact with an infected individual or is under active monitoring for COVID-19, no notification will be sent to the college community unless the individual ultimately tests positive.

Cleaning & Disinfecting

Day-to-day cleaning and disinfecting on the Brockton and Canton campuses will be performed by the Facilities department based on the following protocol.

A disinfectant cleaning service company will be scheduled as necessary to perform full-building fogging on the weekends.

Any changes to the facilities maintenance plan must be reviewed with the Director of Facilities and the plan will be continually monitored and revised as necessary. .

Staffing & Operations

Facilities employees will be made aware of cleaning and disinfection protocols. All facilities employees are required to have reviewed the informational videos posted to the [college's reopening webpage](#) and will follow recommended PPE protocols.

Classrooms

Maintainer staff schedules will be increased and adjusted to ensure appropriate coverage for the class schedule.

Once a class has ended, maintainers will disinfect the spaces. All maintainers will use appropriate PPE and maintain safe practices. Surface disinfection, including the spraying of high touch points, tables, chairs, light switches etc., will be performed with 100% water soluble disinfection tablets.

A cleaning schedule will be signed off by the maintainer(s) assigned to a specific classroom, ensuring documentation of disinfecting.

Maintainers will clean high contact touch points in hallways and other common areas multiple times per shift based on occupancy levels in a building.

Bathrooms

Facilities will clean bathrooms on the hour in occupied buildings and monitor the occupancy levels and adjust accordingly.

Vehicles

Transport vehicles and any college vehicle in use will be sanitized after each scheduled trip. Sanitizer wipes will be available within the vehicle and should be used by the primary operator.

Hygiene Protocols

Hand sanitizing stations are available in specific areas. Maintainers will monitor the stations to ensure they are functioning properly and perform maintenance as needed.

Water Fountains

Water fountains and office water stations will be temporarily placed out of order to maintain a safe and sanitary drinking source. Water refill stations will remain available as they are no-touch. Single-use water bottles will be available for those on campus.

HVAC

HVAC units are on a preventative maintenance schedule to ensure all units are inspected and air filters are replaced including belts and lubrication. All units are up-to-date.

Individual Plans for Service Delivery

Accessibility and Disability Resources

Please note that face masks/coverings are required while on Massasoit Community College property. Students are required to wear a face mask or a face covering when they are at any Massasoit campus or satellite location. If the student does not have a suitable face covering upon arrival to campus, they should proceed to Campus Police where one will be provided to them.

Any student who is not able to wear a mask and/or is at higher risk for contracting COVID-19 due to an existing health condition or disability and requires an exemption to the policy as a disability accommodation is required to contact the [Access & Disability Resources office](#) to discuss services and possible accommodations. Any faculty or staff requiring the same should contact [Human Resources](#).

Athletics

All fall sports have been deferred to the spring.

Bookstore

The bookstore will remain closed to the public during the fall semester. Additional information on ordering and receiving textbooks, devices and other items can be found at this [link](#).

Childcare

The College's Children's Center will remain closed during the Fall 2020 semester.

Enrollment & Advising Services and Course Placement Testing and Onsite Protocols

Enrollment and Advising Services at Massasoit Community College will be offered remotely Monday through Friday from 8:00 am until 4:30 pm to all current, prospective and former students. This encompasses services from the following offices:

- Admissions Office
- Advising, Career & Transfer (ACT) Center
- Financial Aid Office
- Registrar's Office
- Student Account Office
- Student Central

Students who require assistance with these services may submit a request through [this form](#).

Course Placement Testing

There are three options for completing course placement at Massasoit as listed below in order of priority:

1. Multiple Measures: All students are encouraged to use [Multiple Measures](#) if they are able to do so for placement.
2. Remote Testing: Students who do not qualify for Multiple Measures Placement and need to take the Accuplacer test can do so remotely through Zoom. Students can sign up for testing through the Testing webpage [at this link](#).

3. **Limited On-Site Testing:** As a final option, students who do not have access to the required technology or to an appropriate environment in which to complete the Accuplacer remotely, may request an on-site testing appointment at Massasoit's Brockton campus in the Testing Lab located in the lower level of the Student Center. Appointments will be requested directly through Colleen Spence, Coordinator of Testing & Assessment by email at cspence@massasoit.mass.edu. This option will not be posted publicly and will be available by staff referral only in order to limit on-campus presence to only those for whom it is absolutely necessary.

Limited On-Site Course Placement Testing Protocols

Upon scheduling of an on-site course placement test appointment, students will be sent a confirmation email reiterating date, time, location and required protocols as outlined for anyone coming on to campus.

- Students who are feeling ill must not come to campus and should contact the course placement Testing Center to re-schedule their appointment.
- Check in will be located at the lower level entrance to the Student Center accessed from the Staff Parking Lot located behind the Administration Building.
- All students/employees are required to maintain strict 6-foot distancing for all encounters.
- Guests will not be permitted to accompany students taking the exam into the building.
- The Placement Testing Lab will accommodate no more than 10 students per testing session.

Faculty & Staff Training Resources

Resources for training are posted to the [college's reopening webpage](#).

Food & Dining Services

Dining services will not be open for the fall semester. In addition, vending machines will be offline. Water bottles will be on-hand for individual use.

Furniture

College owned furniture should not be removed from College premises. If an employee requires an accommodation, they are to contact [Human Resources](#).

Human Resources

The College follows the current [interim telework guidelines](#) as issued by the Department of Higher Education.

ITS Helpdesk

ITS services are available through our [Service Portal](#). Limited in-person service is available by appointment only. More information is available on the [Helpdesk home page](#).

Library

Library services will be available on a remote basis. The most up-to-date information is available at the [Library website](#).

Office Supplies

Consumable office supplies may be ordered through the [office supply form](#) and may be picked up on the Brockton campus by appointment. Upon fulfillment of your order, the [Administration & Finance](#) office will contact the requestor to coordinate a time to pick up supplies

Personal Protective Equipment (PPE)

The procurement and distribution of all personal protective equipment (PPE) for all offices is to be managed through [Administration and Finance](#). The only exception to this is for Campus Police, who will manage their own PPE procurement.

Student Basic Needs

Individuals who are experiencing basic needs insecurity will continue to receive assistance in a remote format. Specific assistance may include referrals to community organizations and/or internal Emergency Grant processes. The Pantry will continue to distribute grocery store gift cards and may provide limited curbside pickup for clients who have received the maximum aid through the gift card distribution program. Individuals seeking basic needs assistance should complete the [online intake form](#).

Technology

Students needing technology are encouraged to complete an [Emergency and Technology Grant Application](#).

Faculty and staff who have technology needs that are not currently being met should contact the [Help Desk](#).

With the exception of already approved devices, technology is not to be removed from an individual's work space without contacting the [Help Desk](#). Each request will be reviewed on a case-by-case basis.

Travel

No college-sanctioned travel will be allowed for the foreseeable future. Exceptions will be addressed as they arise.

Plan Approval



Gena Glickman, Ph.D.
President

Date Signed

Date Effective

Plan Revisions (as necessary)

Date Signed

Date Effective

Date Signed

Date Effective

Date Signed

Date Effective

Appendix H

From: [President](#)
Subject: An Important Announcement: My Retirement
Date: Wednesday, July 1, 2020 2:17:30 PM
Importance: High

All,

I have a different kind of update today, which I share with mixed emotions. Effective this coming January, I will resign as President of Massasoit. In order to ensure a smooth transition to the spring semester, the exact date remains to be determined.

I do not make this decision lightly, nor do I take joy in stepping away from a community that has come to mean a great deal to me. Especially during this time of tremendous upheaval, I have relied on you all as a source of strength and optimism. The last three months have been the most challenging of my career – but with your support and collaboration, we have continued to advance the mission of the college.

Many of you are aware that my husband has had a series of health struggles that began during my first year at the college and have continued over the last several months. While I am reluctant to attribute my departure exclusively to his health, it was a significant contributing factor, and my decision to step down is a deeply personal one.

In my short tenure, we have accomplished so much together. As I reflect on my time at Massasoit, I know that the college is better positioned to support our students and be strong community partners. T.S. Eliot once wrote, “The end is where we start from” – although I am stepping away, the work will continue.

At this time, unfortunately, I have little to add about what comes next. The Chair of the Board of Trustees, Robert Harnais, and the Commissioner of Higher Education, Carlos Santiago, will discuss next steps. While we don't have details to share yet, we will continue to keep the college up-to-date as decisions are made.

I promise to ensure a smooth transition as I step away from my presidency, and I will do everything I can to make the most of our remaining six months. It's been an honor to serve the college and the Commonwealth and as I leave I know that Massasoit is on the right trajectory for the future.

Gratefully,

Gena

Appendix I



Statement on
College Governance
2020

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INTRODUCTION

Massasoit Community College is committed to providing broad access to information on college governance issues. In order to facilitate input, decentralize decision-making, and support college-wide communication, there shall be four governing bodies, each with the responsibility to advise on policies in the areas described in this document. These advisory bodies shall be the Academic Senate, the College Senate, the Student Government Association, and issues related to more than one senate (Executive Forum, Jurisdiction Committee, and Assessment Committee) as well as committees that fall under these advisory bodies. These bodies are subject to Massasoit Community College's operating authority processes and bargaining unit contracts as well as applicable state and federal regulations.

DEFINITIONS

For purposes of the Massasoit Community College Statement on College Governance, the following definitions are adopted:

1. Faculty are those whose primary responsibility is the classroom instruction of students in credit courses or developmental courses carrying institutional credit. Generally, faculty hold one of the following ranks: instructor, assistant professor, associate professor, or professor. Faculty positions are governed by the MCCC Day Contract in addition to college policies.
2. Adjunct faculty are those whose primary responsibility is the classroom instruction of students according to the MCCC Distance and Continuing Education (DCE) Contract.
2. Professional staff (unit professionals) are those governed by the MCCC Day Contract and whose primary duties are other than teaching.
3. Management staff (non-unit professionals) are those staff that are not governed by any collective bargaining. They may include the following positions: president, deans, academic deans, associate deans, human resources, and administrative positions.
4. AFSCME staff members are governed by the AFSCME bargaining unit contract.
5. A college student is any individual who is registered as a part-time or full-time student at the college and is taking credit courses or developmental courses carrying institutional credit.

In addition, Massasoit has many committees and task forces within the college. Many times, committees and task forces are composed of representatives from multiple areas of the college. Some of the committees are on a permanent basis while task forces serve for a temporary period of time for the specific need to be addressed. Both permanent committees and temporary task forces should ensure that their goals and outcomes are communicated to college governance committees in certain circumstances in order to not duplicate efforts.

PARLIAMENTARY PROCEDURE

Martha's Rules shall serve as the parliamentary procedure guide for all governance activities established by this document.

Additionally, a quorum for any of the representative bodies described in this document shall be based on 50 percent plus one of the representative slots filled in each committee. For example, if

there are eight seats on a committee and only seven seats are filled, then the quorum count would be based on seven, rather than eight members.

Each governing body and committee will have a common template that will be filed as a governance document and that will be used as official notes and for recording motions.

LIMITS

Individuals shall not serve on more than one governance committee as a voting member at any one time unless specifically stated in the committee member list.

GOVERNING BODIES

Each of the four governing bodies has the responsibility to advise on policies in defined areas of interest. In the event of a question concerning which governing body has authority and responsibility in relation to a policy question not otherwise enumerated in this document, the issue will be forwarded to the Jurisdiction Committee for resolution.

- Each committee shall report to its governing body.
- Recommendations will be communicated to appropriate administrators through the chair of the governing body. Taking into consideration that some proposals require administration as well as Board of Trustees approval, administrators will respond in a reasonable amount of time with any inquiries about the proposal or the acceptance or declination of the recommendation.
- The beginning and ending of terms of service coincide with the beginning and ending of the academic year, no matter the length of service.

COMMUNICATION

All structures of the college-wide governance system will maintain notes that are available through the MyMassasoit portal page or comparable platform.

PARTICIPATING BODIES

The business of governance takes place within various bodies on campus. From within these bodies, representatives to the various governance committees are appointed or elected.

These various bodies may meet regularly or, for purposes of governance, meet as needed.

Governance committee members are expected to represent their units, both soliciting input from and providing feedback to their constituencies. Governance committee members are also expected to apply any expertise and provide information to their committee work gained through their job functions as well as gathering input from and keeping informed their respective departments and divisions.

ELECTIONS

Elections for empty seats on governance committees shall occur within the last three weeks of class of the spring term for the next academic year. Available seats on committees shall be announced in March of each year and nominations will be open for two weeks. Elections shall follow the requirements written in this document, and the Jurisdiction Committee shall call for elections and facilitate elections as required.

GOVERNING BODIES

ACADEMIC SENATE

A. Purpose:

The Academic Senate shall serve as a forum for discussion of issues related to the academic concerns and interests of academic instruction. The Academic Senate shall have the authority and responsibility to discuss and recommend, as appropriate, policies that govern:

- Academic standards
- Curriculum
- Faculty professional development
- Other academic concerns not addressed through collective bargaining agreements

The Academic Senate shall consist of all members of the faculty, full and adjunct, and the Provost or designee (non-voting).

- B. The Academic Senate must meet at least once a year either in the fall or spring semester to engage in open discussion with all full and adjunct faculty or to address issues that warrant a vote of full and adjunct faculty through the Academic Senate Standing Committee process and as determined by the Academic Senate Executive Committee.
- C. A quorum for the Academic Senate shall be based on 50% plus one of full-time faculty members.
- D. The full and adjunct faculty shall elect a chair from the full-time faculty who shall preside over the Academic Senate. The chair of the senate is responsible for forwarding any recommendations of the senate to the appropriate administrator. The chair of the senate will hold a seat on the President's Advisory Council (PAC) and serve as the committee chair for the Academic Senate Executive Committee. The chair will be elected for a three-year term and then must sit out for at least three years before being eligible for another three-year term.

- E. Each division and/or department of the college shall be empowered to recommend policies appropriate to its internal functioning. Each division and/or department may prepare policy recommendations for consideration by the Academic Senate through the Academic Senate's Standing Committee process.
- F. All meetings of the Academic Senate shall be open to the public and Academic Senate meetings shall be announced through college-wide communications at least 14 days in advance.

ACADEMIC SENATE EXECUTIVE COMMITTEE

As part of the college-wide governance system, the Academic Senate and the College Senate have executive committees. Standing committees report to the executive committees, whose purpose is stated below. In addition, the executive committees shall participate in the Executive Forum as described in section IV to engage in cross governance discussions and to ensure communication about proposals that require cross governance collaboration and that have college-wide implications.

A. Purpose:

1. To call the Academic Senate to a meeting at least once a year or when necessary
2. To determine the agenda for all meetings of the Academic Senate and to maintain appropriate records thereof
3. To review items of business to be brought to the Academic Senate. Items should be submitted to the Academic Senate Executive Committee through the Academic Standing Committees. The Academic Senate Executive Committee will determine their appropriateness and place on the agenda.
4. To approve proposals from the Academic Standing Committees that do not have college-wide implications and that do not require an Academic Senate meeting for approval. The Academic Senate Executive Committee will forward these recommendations to the appropriate administrators.
5. To work with the College Senate Executive Committee on academic proposals that have college-wide implications, such as budgetary concerns and implementation procedures outside of academics

B. Academic Senate Executive Committee membership:

- Provost (non-voting)
- Chair of the Academic Senate (Elected; three-year term)
- Two faculty members from each academic division
- One unit professional

C. The chair of the Executive Committee shall be the Chair of the Academic Senate.

D. Committee members shall begin in September. Members of the committee are elected for two years, and then must sit out two years from this committee until eligible for another term of service.

ACADEMIC STANDING COMMITTEES

Each of the following committees reports to the Academic Executive Committee for approval, discussion, or Academic Senate meeting.

I. Academic Standards Committee

A. Purpose:

1. To consider matters of academic standards at the college by reviewing current policies and proposals for change and standardization of academic standards
2. To recommend new policies, modifications, or deletions of existing policies and recommend Massasoit input on any system-proposed standardized policies

B. Academic Standards Committee membership:

- Two faculty members from each academic division
- Two unit professionals
- One student

C. All committee members shall begin in September. Members of the committee are elected for two years, except for student members, and then must sit out two years from this committee until eligible for another term of service. Students are appointed on a yearly basis.

D. The committee shall elect a chair from its members for a one-year term.

II. Curriculum Committee

A. Purpose:

1. To review all courses and curricula
2. To receive from divisions recommendations for changes in, additions to, or withdrawals of courses and curricula
3. To certify general education courses
4. To determine the attributes for courses
5. To develop and implement the processes and procedures by which all courses and curricular are reviewed

6. To ensure that the processes coincide with DHE procedures for program and certificate approvals
7. To assess its internal processes and procedures for curriculum approval, changes, additions, and withdrawals every five years
8. To work with department chairs and faculty members on curricular changes such as course titles, course descriptions, and catalogue content

B. Curriculum Committee membership:

- Provost or designee (non-voting)
- Registrar or designee (non-voting)
- Two faculty members from each academic division
- Associate Director of Transfer Affairs (Ex-Officio)
- Unit professional
- One student

C. All committee members shall begin in September. Members of the committee are elected for two years, except for student members, and then must sit out two years from this committee until eligible for another term of service. Students are appointed on a yearly basis.

D. The committee shall elect a chair from its members for a one-year term.

III. Faculty Professional Development Committee

A. Purpose:

1. To organize with the Director of the Professional Development Center a professional development calendar based on areas for improvement for all faculty and on high impact classroom practices
2. To provide resources and research for current classroom practices and technological advancements in the classroom
3. To support communication for professional development events
4. To work with the grants department when necessary on possible professional development opportunities
5. To meet and discuss possible college-wide professional development opportunities with the College Professional Development committee when applicable

B. Faculty Professional Development Committee membership:

- Director of the Professional Development Center
- Two faculty members from each academic division

- Librarian

C. Committee members shall begin in September. Members of the committee are elected for two years, and then must sit out two years from this committee until eligible for another term of service.

D. The committee shall elect a chair from its members for a one-year term.

IV. Academic Technology Committee

A. Purpose:

1. To respond to technology issues as they affect teaching and learning and make recommendations based on the study of these issues
2. To advocate on behalf of faculty teaching with technology and to help faculty become more aware of current technological practices and technology issues our students face

B. Academic Technology Committee membership:

- Two faculty members from each academic division
- One unit professional
- Two Students

C. All committee members shall begin in September. Members of the committee are elected for two years, except for student members, and then must sit out two years from this committee until eligible for another term of service. Students are appointed on a yearly basis.

D. The committee shall elect a chair from its members for a one-year term.

COLLEGE SENATE

A. Purpose:

The College Senate is the main forum for discussion of issues that impact the college at large. It includes, but is not limited to, the following areas:

- Campus technology
- Safety and facility concerns
- Diversity, equity and inclusion
- Strategic planning
- Student life
- Employee recognition
- Enrollment
- Professional development

The College Senate has the authority and responsibility to discuss, recommend, and determine, as appropriate, policies related to these topics and any issues not under the mandate of the Academic Senate or the Student Government Association.

- B. The College Senate shall consist of members of the college community: unit professionals non-unit professionals, AFSCME staff, all faculty, and students.
- C. The College Senate must meet at least once a year either in the fall or spring semester to engage in open discussion with all of its constituents or to address issues that warrant a vote of its membership through the College Senate Standing Committee process and as determined by the College Senate Executive Committee.
- D. A quorum for the College Senate shall be based on 50% plus one of all of its members.
- E. This body shall elect a chair who shall preside over the College Senate. The chair cannot be a faculty member. The chair of the senate is responsible for forwarding any recommendations of the senate to the appropriate administrator. The chair of the senate will hold a seat on the President's Advisory Council (PAC) and serve as the committee chair for the College Senate Executive Committee. The chair will be elected for a three-year term and then must sit out for at least three years before being eligible for another three-year term.
- F. Each division and/or department of the college shall be empowered to recommend policies appropriate to its internal functioning. Each division and/or department may prepare policy recommendations for consideration by the College Senate through the College Senate's standing committee process.
- G. All meetings of the College Senate shall be open to the public, and College Senate meetings shall be announced through college wide communications at least 14 days in advance.

COLLEGE SENATE EXECUTIVE COMMITTEE

As part of the college-wide governance system, the College Senate and the Academic Senate have executive committees. Standing committees report to the executive committees, whose purpose is stated below. In addition, the executive committees shall participate in the executive forum as described in section IV to engage in cross governance discussions and to ensure communication about proposals that require cross governance collaboration and that have college-wide implications.

A. Purpose:

1. To call the College Senate to a meeting at least once a year or when necessary
2. To determine the agenda for all meetings of the College Senate and to maintain appropriate records thereof
3. To review items of business to be brought to the College Senate. Items should be submitted to the College Senate Executive Committee through the College Standing Committees. The College Senate Executive Committee will determine their appropriateness and place on the agenda.
4. To approve proposals from the College Standing Committees that do not have academic implications and that do not require a College Senate meeting for approval. The College Executive Committee will forward these recommendations to the appropriate administrators.
5. To work with the Academic Senate Executive Committee on college-wide proposals that have specific academic implications, such as, but not limited to, course and program issues

B. The College Executive Committee membership:

- President's designee (non-voting)
- Chair of the College Senate (Elected; three-year term)
- Two non-unit professionals
- Two unit professionals
- Two AFSCME members
- Two faculty members

C. Committee members shall begin in September. Members of the committee are elected for two years, and then must sit out two years from this committee until eligible for another term of service.

D. To provide for rotation of membership, one faculty member, one unit professional, one non-unit professional, and one AFSCME member shall have terms beginning in odd-numbered years. One faculty member, one unit professional, one non-unit professional, and one AFSCME member shall have terms beginning in even-numbered years.

E. The chair of the College Senate Executive Committee shall be the Chair of the College Senate.

COLLEGE SENATE STANDING COMMITTEES

Each of the following committees reports to the College Senate Executive Committee for approval, discussion, or College Senate meeting.

I. College Technology Committee

A. Purpose:

1. To advise on policies, acquisitions and planning concerning college-wide technology services, including educational technologies that support the delivery of instruction and facilitate learning that affect the entire college as well as technologies to support enrollment and student service functionality
2. To review and recommend proposals regarding technology

B. College Technology Committee membership:

- Two faculty members
- Director of the Library (or designee)
- Director of Information Technology (or designee)
- Coordinator of Instructional Technology (or designee)
- Chief Information Officer (Chair)
- Director of Enterprise Systems
- Director of Client Services
- Representative of College Communications
- Representative from Finance
- Representative from Student Services
- Representative from Enrollment Management
- Director of Grants
- Associate Dean of Institutional Research
- Representative from Corporate and Community Education
- Two AFSCME members
- One Student

C. All committee members shall begin in September. Members of the committee that are elected are elected for two years, except for student members, and then must

sit out two years from this committee until eligible for another term of service. Students are appointed on a yearly basis.

D. The chair of the committee shall be The Chief Information Officer.

II. Diversity, Equity, and Inclusion Committee

A. Purpose:

1. To act as an advisory council that provides leadership to advocate for and promote diversity, equity, inclusion, and cultural competency for all through dialogue and programming
2. To consider and discuss existing cultural programs, support and promote cultural growth, and encourage volunteering at the college's cultural events
3. To promote the development and communication of diversity and inclusion through existing and new policies
4. To identify and promote the development of new initiatives and strategies designed to enhance the student and employee experience at Massasoit

B. Diversity, Equity, and Inclusion Committee membership:

- Chief Diversity & Title IX Coordinator (or designee)
- Six faculty members (one from each academic division)
- Two unit professionals
- Two non-unit professionals
- Two AFSCME members
- Two students

C. All committee members shall begin in September. Members of the committee are elected for two years, except for student members, and then must sit out two years from this committee until eligible for another term of service. Students are appointed on a yearly basis.

D. To provide for rotation of membership, three faculty members, one unit professional, one non-unit professional, and one AFSCME member shall have terms beginning in odd-numbered years. Three faculty members, one unit professional, one non-unit professional, and one AFSCME member shall have terms beginning in even-numbered years.

E. The committee shall accept all members of the Massasoit community with an interest in diversity and cultural matters that wish to participate in meetings as ex-officio members.

F. The Chief Diversity & Title IX Coordinator (or designee) shall serve as a co-chair of the committee along with one faculty member and one staff member from the committee. The committee will vote on the faculty and staff co-chairs from its committee members. The co-chairs serve on a yearly basis.

III. Safety & Facilities Committee

A. Purpose:

1. To consider issues and concerns regarding college-wide safety and security as well as college-wide facilities issues and concerns.
2. To recommend to the College Senate Executive Committee areas that affect the entire college community in areas of safety and facility management

B. Safety & Facilities Committee membership:

- Director of Facilities (or designee)
- Massasoit Police Chief (or designee)
- Two faculty members
- Two unit professionals
- Two non-unit professionals
- Two AFSCME members
- Two students

C. All committee members shall begin in September. Members of the committee are elected for two years, except for student members, and then must sit out two years from this committee until eligible for another term of service. Students are appointed on a yearly basis.

D. To provide for rotation of membership, one faculty member, one unit professional, one non-unit professional, and one AFSCME member shall have terms beginning in odd-numbered years. One faculty member, one unit professional, one non-unit professional, and one AFSCME staff member shall have terms beginning in even-numbered years.

E. The committee shall accept all members of the Massasoit community with an interest in safety, security and facility issues that wish to participate in meetings as ex-officio members.

F. The Director of Facilities (or designee) and the Massasoit Police Chief (or designee) shall be co-chairs of the committee.

IV. **Employee Recognition Committee**

A. Purpose:

1. To implement a campus-wide Employee Recognition program
2. To approach employee recognition as a communication tool that reinforces and rewards the college's most important organizational outcomes. An effective employee recognition system is simple, immediate, and powerfully reinforcing. The goal is for the recognition program to be motivating and rewarding and to contribute to the success of Massasoit Community College in a way that is on-going, systemic, and institutionalized
3. To ensure that the Employee Recognition Program is fair, highly visible, and consistent.

B. Employee Recognition Committee membership:

- Director of Human Resources (or designee)
- Dean of Students (or designee)
- Two faculty members
- Two unit professionals
- Two non-unit professionals
- Two AFSCME members
- Two students

C. All committee members shall begin in September. Members of the committee are elected for two years, except for student members, and then must sit out two years from this committee until eligible for another term of service. Students are appointed on a yearly basis.

D. To provide for rotation of membership, one faculty member, one unit professional, one non-unit professional, and one AFSCME member shall have terms beginning in odd-numbered years. One faculty member, one unit professional, one non-unit professional, and one AFSCME member shall have terms beginning in even-numbered years.

E. The Director of Human Resources or designee shall act as chair.

V. **Strategic Planning Committee**

A. Purpose:

1. To develop, plan, and coordinate broad discussions of the college's goals and direction, as part of College Senate meeting agendas, special college-wide forums, or through other means
2. To summarize the results of the input and data; and to make recommendations for new or altered goals and priorities
3. To provide ongoing support for the current strategic plan and to a new strategic plan when necessary

B. Strategic Planning Committee membership:

- Representative from the President's Office
- Six faculty members (one from each academic division)
- Two non-unit professionals
- Two unit professionals
- Two AFSCME members
- One student

C. All committee members shall begin in September. Members of the committee are elected for two years, except for student members, and then must sit out two years from this committee until eligible for another term of service. Students are appointed on a yearly basis.

D. To provide for rotation of membership, three faculty members, one unit professional, one non-unit professional, and one AFSCME member shall have terms beginning in odd-numbered years. Three faculty members, one unit professional, one non-unit professional, and one AFSCME member shall have terms beginning in even-numbered years.

E. The committee shall have two co-chairs. The President will appoint one co-chair and the committee members will elect one co-chair.

VI. **Student Life Committee**

A. Purpose:

1. To serve as a forum among faculty, staff, and students for discussion, communication, and advice concerning all areas of student life and to encourage student participation in campus activities and events.
2. To help enhance the student experience through activities that include but are not limited to co-curricular activities, registration, orientation and advising.

B. Student Life Committee membership:

- Director of Student Life (or designee)
- Two unit professionals
- One non-unit professional
- Two faculty members
- Two AFSCME members
- Two students

C. All committee members shall begin in September. Members of the committee are elected for two years, except for student members, and then must sit out two years from this committee until eligible for another term of service. Students are appointed on a yearly basis.

D. To provide for rotation of membership, one faculty member, one AFSCME staff member and one professional staff member shall have terms beginning in odd-numbered years; and one faculty member, one AFSCME staff member and one professional staff shall have terms beginning in even-numbered years.

E. The committee shall elect a chair from its members for a one-year term.

F. Meeting minutes from the Student Government Association will be reviewed in the Student Life Committee meeting to ensure successful communication of minutes from SGA recommendations.

VII. **College Professional Development Committee**

A. Purpose:

1. To organize with the Director of the Professional Development Center a professional development calendar based on areas for improvement and support for the college community
2. To provide resources and research for current practices and technological advancements in college communications, work enhancement, individual professional development, and team building
3. To support communication for professional development events
4. To meet and discuss possible college-wide professional development opportunities with the College Professional Development committee when applicable

B. College Professional Development Committee membership:

- Director of the Professional Development Center or designee

- Provost Fellow for Professional Development
- Two faculty members
- Two unit professionals
- Two non-unit professionals
- Two AFSCME members
- One librarian

C. Committee members shall begin in September. Members of the committee are elected for two years, and then must sit out two years from this committee until eligible for another term of service.

D. To provide for rotation of membership, one faculty member, one unit professional, one non-unit professional, and one AFSCME member shall have terms beginning in odd-numbered years. One faculty member, one unit professional, one non-unit professional, and one AFSCME member shall have terms beginning in even-numbered years.

E. The committee shall elect a chair from its members for a one-year term.

STUDENT GOVERNMENT ASSOCIATION

The Student Government Association shall serve as the main forum for student discussion of issues related to all areas of student interest and activities. The Student Government Association shall have the authority and responsibility to discuss, recommend, and as appropriate (within the context of Massasoit policy and community college system policies) determine policies that govern the activities and interests of the student body. Students also participate in the other two branches of Massasoit Governance: Academic and College Senate.

All proposals by students to the Student Government Association will be submitted through a form created for transparency of all proposals. This will allow agenda items for meetings to be recorded with the proposal justification in the meeting minutes.

The Student Government Association Constitution and By-Laws define criteria for governance of the Student Government Association.

A. The process by which members of the Massasoit student body wish to submit items or express their opinions to student government will be done through the Student Senate email account SGA@massasoit.edu. This will allow for more voices to be heard and for there to be a monitored system of inquiry for student issues.

B. The chair of the SGA is responsible for forwarding any recommendations to the Director of Student Life as well as sending documentation of monthly meeting minutes to the chair of the College Senate Student Life Committee.

ISSUES RELATED TO MORE THAN ONE SENATE

I. Executive Forum

The Executive Forum, similar to the Jurisdiction and Assessment committees, focuses on college-wide discussions and communication across the governance system. However, unlike the Jurisdiction Committee and the Assessment Committees, the Executive Forum is a combination of the College Executive Committee and Academic Executive Committee. It is a place for both committees to meet about proposals and issues that lie in both the College Senate and Academic Senate structures and that impact each other.

A. Purpose:

1. To discuss and analyze issues from college and academic standing committees that have a cross-college impact
2. To communicate and support college issues and proposals
3. To call together appropriate administrators, staff, and faculty who may have a stake in a specific proposal in order to receive additional expertise and guidance for a proposal or issue
4. To verify the feasibility of cross campus proposals before sending feedback to standing committees or before approving proposals and submitting them to the president's office
5. To report communication from this committee back to the College and Academic Standing Committees

B. Executive Forum Membership:

- All members of the College Executive Committee
- All members of the Academic Executive Committee
- Chief of Staff in the President's Office

C. Representatives shall serve their term on their respective College or Academic Executive Committees.

D. The Chief of Staff will serve as the chair of the committee.

II. Jurisdiction Committee

A. Purpose:

1. To determine and report to constituent bodies noted in this document which policy-advising body shall have jurisdiction over policy questions not otherwise enumerated in this document
2. To conduct elections according to the Statement on College Governance

B. Jurisdiction Committee Membership:

- Two faculty members
- Two unit professionals
- Two non-unit professionals
- Two AFSCME members
- One student

C. Questions of proper jurisdiction for policy decisions may be brought to the attention of the Committee by the chairs of the college's three senates or upon a petition signed by ten members of any single constituency of the college or twenty-five members from the constituencies of the college. The Jurisdiction Committee is charged with reporting back to the appropriate senates within 15 days of being consulted.

D. Within the bounds of college governance, the Jurisdiction Committee's decision shall be final.

E. All committee members shall begin in September. Members of the committee are elected for two years, except for student members, and then must sit out two years from this committee until eligible for another term of service. Students are appointed on a yearly basis.

F. To provide for rotation of membership, one faculty member, one unit professional, one non-unit professional, and one AFSCME member shall have terms beginning in odd-numbered years. One faculty member, one unit professional, one non-unit professional, and one AFSCME member shall have terms beginning in even-numbered years.

G. The committee shall elect a chair from its members for a one-year term.

III. Assessment Committee

A. Purpose:

1. To review the annual assessment goals and reports for each academic program and student support service
2. To support the annual assessment practices and goals for each academic program and student support service
3. To assess the review process on a seven-year basis
4. To review institutional student learning outcomes (ISLOs) and propose implementation processes for ISLOs
5. To assess and ensure connections between Massasoit's strategic plan, ISLOs, mission statement, accreditation standards, and state initiatives
6. To create, provide, and maintain support for assessment practices across campus

B. Assessment Committee membership:

- Associate Vice Provost (non-voting)
- Provost Fellow of Student Learning Outcomes Assessment
- One faculty member from each academic division
- One unit professional
- One non-unit professional
- One AFSCME member
- One student

C. All committee members shall begin in September. Members of the committee are elected for two years, except for student members, and then must sit out two years from this committee until eligible for another term of service. Students are appointed on a yearly basis.

D. The committee shall elect a chair from its members for a one-year term.

PRESIDENTIAL AFFIRMATION

Policies or procedures of the Academic Senate, College Senate, Student Government Association, Executive Forum, Jurisdiction Committee, and Assessment Committee shall be considered by the College President within a reasonable time period in which the policies or procedures were recommended.

CONTEXT OF AUTHORITY

In addition to the committees and senates described in this document, there are three other levels of organization that have boards, councils and committees, and that control or influence many of the topics mentioned in this document:

A. The College President, Board of Trustees and the Department of Higher Education have the authority to make decisions concerning areas such as budget, academic standards, financial aid, hiring, facilities, planning, and so forth, for the colleges and universities in the system.

B. Bargaining Units: The contracts negotiated by the Commonwealth for the colleges determine requirements in such areas as faculty or staff workload, promotion and professional development. "Contract committees" such as the Promotion and Tenure Committee are established in accordance with union contracts.

C. Massasoit Administration: Massasoit has established committees of faculty and staff to discuss issues and provide advice on areas for which they are responsible. Committees such as the President's Cabinet, Advisory Council, and the Senior Leadership Management Team are examples. It is expected that duplication of committees dealing with the same or similar issues will be avoided, and that representatives from such committees will make reports to the four governing bodies as appropriate.

GLOSSARY

ISLO: Institutional Student Learning Outcomes

PAC: President's Advisory Council

PLO: Program Learning Outcome

SGA: Student Government Association

SLO: Student Learning Outcome

GOVERNANCE MEETING DATES

On the first Monday of every month during the academic calendar year, standing committees of the Academic and College Senate will meet. Agendas will be sent to committee members five business days before the meeting. There is an additional schedule for overflow meetings.

On the third Monday of every month during the academic calendar year, the Academic and College Executive Committees will meet to discuss reports from each standing committee. There is an additional schedule for overflow meetings.

On the fourth Monday of every month during the academic calendar year, the Executive Forum will meet to discuss reports from both the Academic and College Executive Committees. If it is determined that there needs to be an overflow meeting for the Executive Forum, the Forum will determine the date of the meeting within 5 working days.

If it is determined that any report item discussed in the Executive Forum needs to call a meeting with either the whole Academic Senate or College Senate, then this will be determined in the Executive Forum. If a report item is vetted and approved by the Executive Forum, the approval will go directly to the President's Office.

If any item in the college governance process is not approved by an executive committee, the item will then go back to the standing committee for further review.

APPENDICES

Massasoit Governance Organizational Chart

