



MASSASOIT
COMMUNITY COLLEGE

Brockton
Canton
Middleborough

STUDENT CENTRAL



NECHE

INSTITUTIONAL PROGRESS REPORT

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New England Commission of Higher Education (NECHE)
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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.

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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

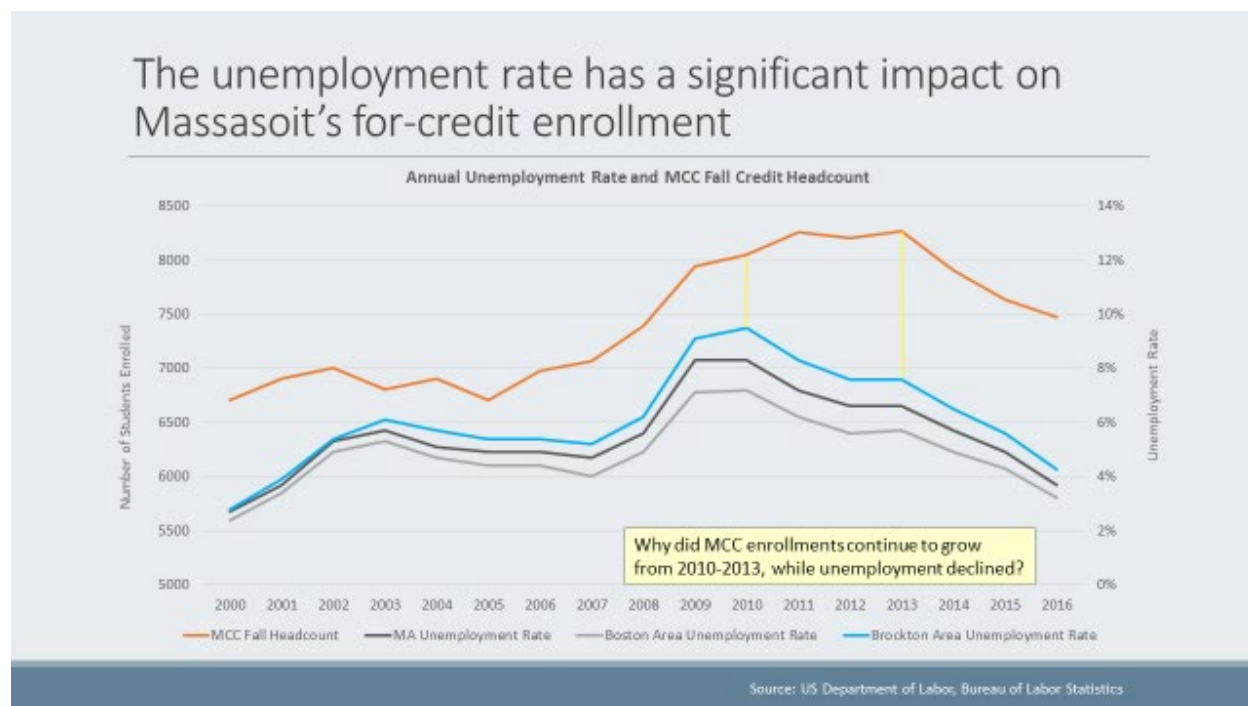
Enrollment Trends

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.

Appendices and Data Forms

2018-2019 Year-End Report
Academic and Student Affairs Organizational Chart
Administration and Finance Organizational Chart
Advancement Office Organizational Chart
Corporate and Community Education Organizational Chart
Emsi Economic Value Executive Summary
Emsi Economic Overview and Program Demand Gap Analysis
Enrollment Services Center White Paper
Concept Paper: A Culture of Evaluation and Data-Driven Improvement
IR Factbook FY18-19
Academic Program Review Template
HVAC Program Review 2016
Happy or Not Happy Data 4/8/19 – 12/29/19
IPEDS Grad Transfer Rates
2018 Enrollment Trends & Factors
Spring 2019 Enrollment Projection Update
PMRS Overview
Fall 18 Enrollment Strategies and Marketing Update
Finish Strong Proposal
University Center Concept Paper
Fall 2019 Enrollment Book
Advising Task Force

END-OF-YEAR REPORT

2018-2019

GENA GLICKMAN, PH.D.

President, Massasoit Community College

MASSASOIT
COMMUNITY COLLEGE

END-OF-YEAR REPORT

2018-2019

“The president acts within an institutional context which is determined by the attitude of the faculty, the behavior of the student body, the presence or absence of collective bargaining, the influence of alumni, legislators and self-interest groups, the degree of control by the central office in a statewide system, and most critically the extent of authority and responsibility of the governing board. An adequate appraisal of the president’s role must take into account the attitudes, prerogatives and behavior of these groups.”

JOHN NASON, AGB

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PROCESS

BOARD OF TRUSTEES

Presidential evaluations are an evaluation of how well a college is meeting its goals and the expectations of its Board of Trustees for a college's service district and are aligned with the Board of Higher Education's goals for the Commonwealth of Massachusetts. This year the end-of-year report and president's self-evaluation focus on the priorities in the presidential profile and the four primary goals set by Massasoit's Board of Trustees in October 2018.

The Trustees present to the Commissioner for the Board of Higher Education a one- to two-page executive summary of the Board's evaluation of the president that includes the following:

- A summary of the process of the Trustees to conduct the review;
- Performance data used to support your board's conclusions and recommendations;
- Board recommendation with regard to a proposed compensation adjustment;
- Summary addressing the two areas of presidential responsibility (e.g., one section for institutional goals and objectives and a separate section on statewide priority objectives); and
- Supporting materials and documents and the presidential self-evaluation are included as they relate to particular points addressed in the executive summary.

Institutional Strategic Priorities in Presidential Profile

- A vision that focuses on the mission of the college grounded in teaching and learning;
- Maintain student success as a priority;
- Strengthen enrollment, retention and graduation rates;
- Build ties with the community, K-12, local business, political leaders, and potential donors;
- Complete the revitalization of the physical plant, creating an environment that prepares students for transfer and work;
- Enhance an environment of inclusivity and appreciation of diversity in planning, campus life, curriculum, and increased representation of diverse faculty, staff and administrators; and
- Lay the foundation for major gift fundraising.

Trustee's Vision

Second draft, approved February 2019: Massasoit Community College is the first-choice college, rooted in the community, and dedicated to launching the new leaders our diverse world awaits.

College Mission

Approved April 8, 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.

Elements of the Mission

Revised October 2018: A first-choice institution to full for access, affordability, academic programs in our region

- Fully engaged in the community
- Provides exemplary programs to meet student and community needs
- A destination for educational opportunity for credit and non-credit students of all ages, and for corporate training and workforce development, and a center for community events
- Good civic partner and an economic driver
- Fully engaged inclusive community and educational leader

DEPARTMENT OF HIGHER EDUCATION: AN EQUITY LENS

“With the majority of undergraduates in Massachusetts now attending our public higher education institutions, it is incumbent on all of us to ensure greater accessibility, more robust completion, and less variation in outcomes across the diversity of students we serve. By 2022, the overall rate at which young residents earn college degrees will pivot from growth to decline unless the public higher education system can find ways to raise college completion rates for all students, including those from underserved populations and communities.”

The heart of the equity agenda seeks to:

- Identify key, underserved populations across the Commonwealth with emphasis on race/ethnicity, age, gender, socioeconomic status, and geographic region [BoT Goal#1];
- Drive decision-making on effective policy and practices, including a review of institutional funding levels [BoT Goal#2]; and
- Measure our progress toward elimination of the most glaring inequities that limit student potential and, by extension, regional economic growth [BoT Goal#1 & #4].

Big Three DHE Goals:

- Making college more accessible and affordable for all Massachusetts residents;
- Closing gaps in student opportunity and achievement; and
- Improving college completion rates.

STRATEGIC PLANNING IN PROCESS: COLLABORATIVE STRATEGIC PLANNING IN HIGHER EDUCATION

In the fall of 2018, the Board of Trustees embarked on a Strategic Planning process that began with the identification of a Vision, Mission for 2018-2023. The following is a description of the planning model and results of the Board's deliberations that the college community is using as a guide to develop the full Strategic Plan. The fully designed Plan will go to the Commissioner and Board of Higher Education for final approval in fall 2019.

The process to identify the strategic goals requires buy-in from all sectors of the college and the external community. This includes broad participation, building on existing planning documents and processes, focusing planning on what we want to be different by 2023, an awareness of the impact on unit planning, and an awareness of the impact of external change on Massasoit operations and strategic directions.

In 2009, the National Association of College and University Business Officers (NACUBO) published *Collaborative Strategic Planning in Higher Education* to guide institutions through the process. The model includes the following steps:

Phase I: Getting Organized with a Steering Committee

Recommendation: Board representation and the President's Cabinet

Phase II: Data Gathering and Engagement

Recommendation: The steering committee review/gather data initially related to the Vision Project Goals and others raised in the steering committee. Additionally, a review of the NEASC report, the Enrollment Management Plan, and other documents and reports that identify issues to address.

Phase III: Making Sense of the Issues

Recommendation: Identify and clarify dominant themes. Once the data is analyzed, create White Papers on each of the prominent themes and necessary items to address in order to create a shared vision for the future. Ensure a common language and definitions for working towards consensus.

Phase IV: Vision Conference

Brings together internal and external stakeholders to review and discuss concept papers and produce a shared vision.

Phase V: Goals Conference

Brings together stakeholders to identify a set of strategic goals.

The college community convened a Planning Taskforce in Phase I, and then in May 2019, held an inclusive meeting to share the initial results of Phase II of the process. Phase III will continue throughout summer 2019 and includes development of the White Papers based on the themes that came out of Phase II. Fall Convocation will include Phase IV, which is the Vision Conference. The entire Strategic Planning process aligns with the Commonwealth's vision and goals for higher education.

PRESIDENT'S OVERVIEW: MASSASOIT COMMUNITY COLLEGE ACCOMPLISHMENTS

Massasoit Community College is an institution constantly striving to provide an accessible and affordable quality education to meet the needs of our students and our communities. We are leaders in implementing online educational resources for students, have exceptional student learning outcomes, deep partnerships with regional high schools, and are in the process of assessing new academic program needs to meet regional workforce demands.

The college continues to plan for the future. The Trustee's goals of student success, philanthropy, equity, and community engagement are guiding these plans. Our new strategic goals and planning process will guide our budget decisions and growth prospects.

This overview, in addition to the specific accomplishments of the college under each Board goal, provides a summary of the infrastructure that was put in place this year to meet the Board of Trustee's expectations as identified in the original Presidential Profile designed for the presidential search in 2017, in the subsequent Board goals created in October 2018, and in the Vision Statement draft created in January 2019.

Strategic Planning

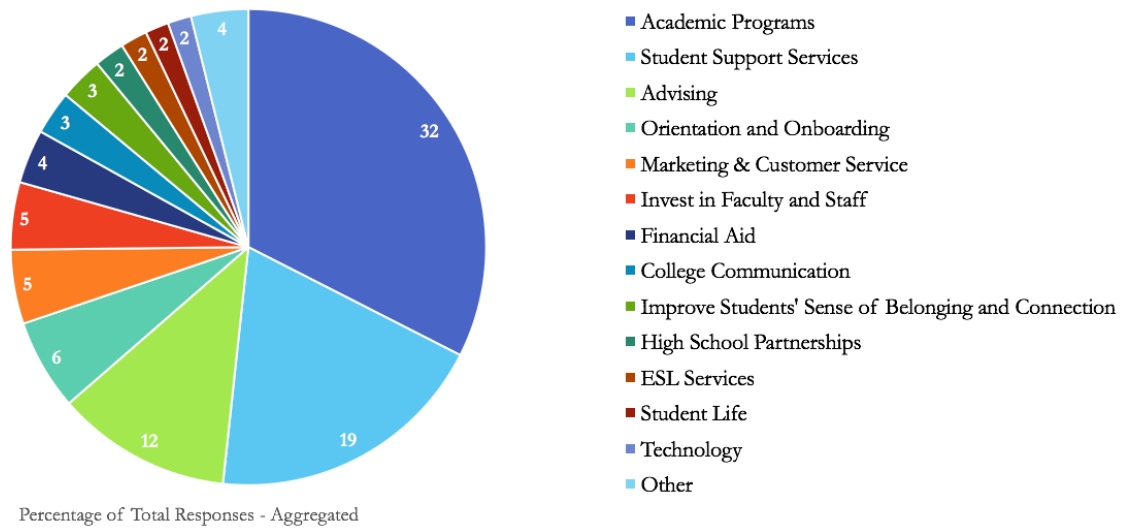
Important to the work of the strategic planning process is having the data to inform decision-making and ultimately to tie the budget to the final plan. The college moved forward with a college-wide planning process, strengthened by the implementation of the college's first Fact Book along with two significant environment studies conducted by EMSI, an economic modeling organization that works with higher education clients.

I have been meeting with small groups of individuals who are both internal and external to the college to begin to understand the culture in which we operate and where I needed to direct immediate attention. Two of those areas were in communication and standardizing policies and procedures. I also began the practice of holding Town Hall type meetings for students, attending Student Senate meetings, and have started a weekly update to the college community, all of which have proven successful in helping to open lines of communication and inform our planning.

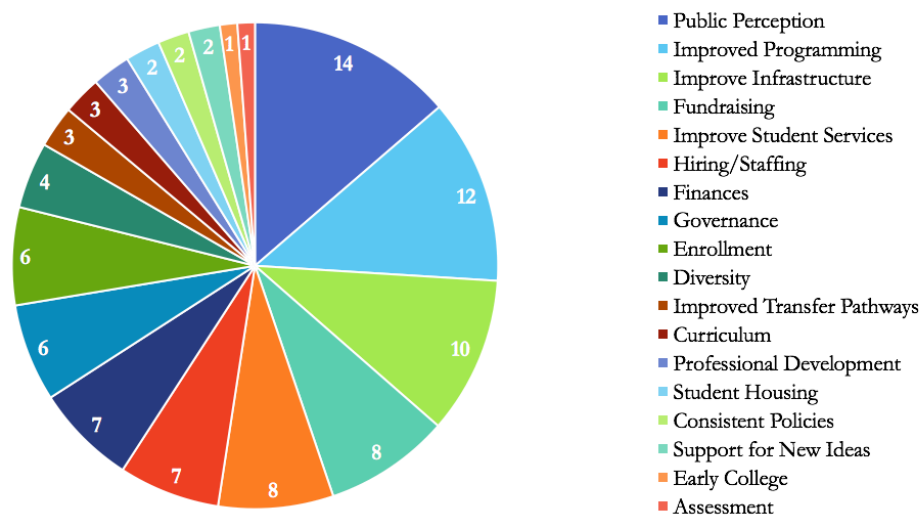
The college community and external partners were all involved in focus groups to discuss the Trustee goals and necessary data to create the right direction for Massasoit. Meetings were held with various community partners between January and May; responses to four questions were solicited. Groups included the South Shore Chamber of Commerce; the Brockton Area Partnership; South Shore Bank; several area workforce development boards; partners in the manufacturing sector; local elected officials; and various community partners. Many external community members described Massasoit as invisible. Those that do know us weren't sure about the scope of what we do, or that the college has multiple campuses.

Based on outcomes from strategic planning focus groups, the following are two charts that give a summary of focus areas to improve student success and what we need to do to achieve excellence.

Convocation Focus Group Results: Which focus areas will improve student success?



Convocation Focus Group Results: What challenges does Massasoit need to address to achieve excellence?



Telling Our Story

Accreditation

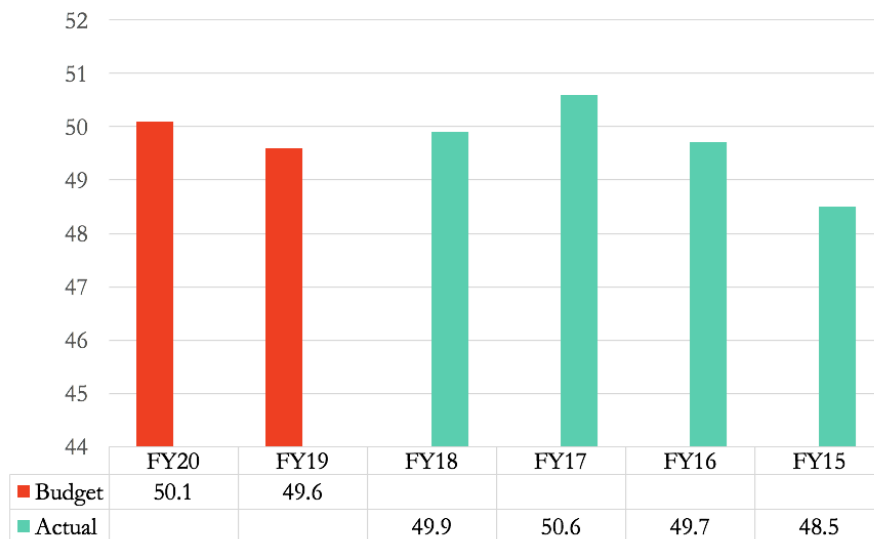
This year we've begun work on the key findings in our NECHE (formerly NEASC) self-study that provides a path forward for the college. We will be reporting on a comprehensive, consistent approach to assess institutional effectiveness; how we plan to achieve the goal to increase enrollment and improve graduation rates; provide our strategy to strengthen financial stability; and how we have created professional development opportunities regarding standardizing academic advising policies. Details of activities are found under the specific goals.

College Finances

One lens to view the story of the college is through the allocation and management of its resources. We continue to operate under sound fiscal transparency and stewardship. This past year we flattened the organization and leveraged savings to build infrastructure needed to move the institution forward. We also refocused on a one-college philosophy for our three-campus college. Services at Middleborough mirror services offered at Canton, scaled to the size of the campus.

The chart below shows spending from FY15 through projections for FY20. In light of increases related to collective bargaining, fringe benefit rates, other inflation sensitive areas, and reorganization, the College has successfully reallocated its resources within the College. Given these costs, expenditures have only risen 3.3% from FY15.

FY20 Proposed Budget vs. Prior Years' Actual Expenses



Governance, Operations & Structure

Part of communication is the lack of internal structures to bring people together. I convened a group of employees to begin the process of developing a college-wide governing body that will bring together groups of individuals and help break down silos that exist because of the lack of shared leadership and responsibility.

In addition to college-wide governance, we needed to restructure our organization to best meet the needs of our students and to ensure that we stayed within budget while instituting new initiatives and positions to accomplish the Trustee's goals. I view organizational restructuring as being two-fold – first, it standardizes practices and reduces costs, but more importantly, it creates natural affinity groups that create better communication.

Academic and Student Affairs

The implementation of a Provost structure 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 has already engendered 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.

Corporate and Community Education

Additionally, we elevated the Division of Corporate and Community Education to report directly to the president, placing an emphasis on building/strengthening ties with the community. The newly-established Vice President's position will also oversee the new site at 226 Main Street in downtown Brockton. The establishment of this site was a collaboration between the City of Brockton, DCAMM, the Brockton Partnership, the Department of Labor, and Massasoit.

Marketing and Communications

Another aspect of the reorganization was in the Marketing and Communications Department and the Advancement offices. It was clear that the college did not have the resources to meet the Board goal of community engagement and philanthropy. We built out both departments, adding a Public Relations Specialist to focus on all aspects of media and social media and to tell the stories of our students and alumni; and a Director of Marketing to support the branding and overall marketing strategies for the college – non-credit, credit enrollment, and community engagement and fundraising – with the goal of raising awareness with the internal and external community that we serve 35 communities. We also hired a new marketing firm to help us position ourselves with a comprehensive brand strategy and to provide efficiencies in advertising, social media, and creative messaging. Finally, we implemented communication with students via text message as a direct result of suggestions from the student Trustee and Student Senate. This was HUGE for our students!

Institutional Research

Massasoit collects a large amount of data about courses, programs, and students for IPEDS and Massachusetts, however, we didn't have a centralized data warehouse. We published the first institutional Fact Book and related topical 'data sheets' this year that are posted on the college's website. I look forward to updating and expanding this publication in July, and publishing each January and July thereafter. Faculty and staff have ready access to the data collected and the intention is to have this data regularly available to inform discussions and decision-making. Additionally, Institutional Research worked this year with the Writing Center and Library staff to compile and analyze their assessment data in advance of two professional conference presentations on the results. As part of the data collection, we revised the data tables that we provide for academic program review to include retention and other measures of student success. While our IR office has the capacity to do data collection on programs, services, and students, we needed to contract for external environmental scans to assist us in '*telling the story of our impact*' and determining where to spend our resources in the program area.

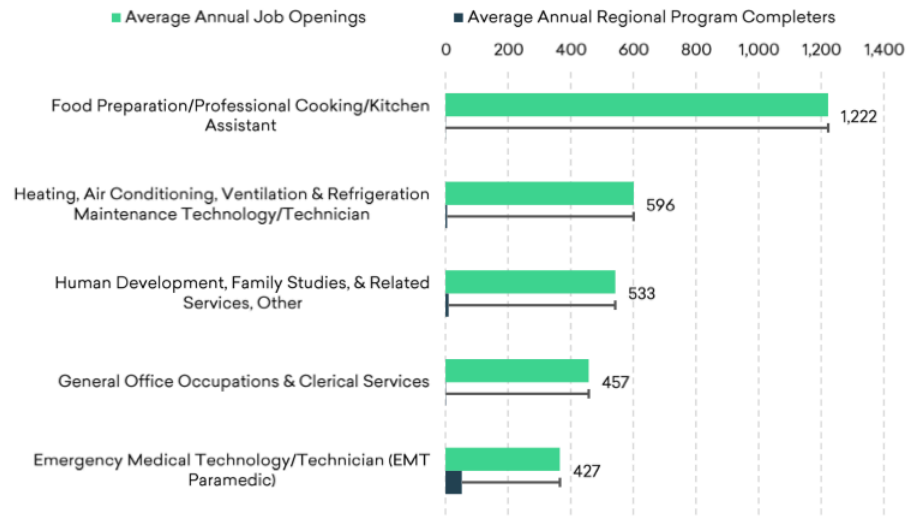
EMSI

The two reports we commissioned show the college's economic impact on the South Shore and provides data on the gap between specific degrees and job opportunities. That gap gives us an idea of where our programs are aligned with job market needs and where we need to develop new programs to meet workforce demand. The economic impact study tells the story of the significance of Massasoit Community College to our region.

Both EMSI reports – the economic impact study and the program alignment study – provide a blueprint for building our capacity. Several programs at the certificate, associate, or transfer degree level were recommended as areas of opportunity for development and growth. The goal is to create new curriculum or adjust current curriculum to better align with current and projected labor market demands.

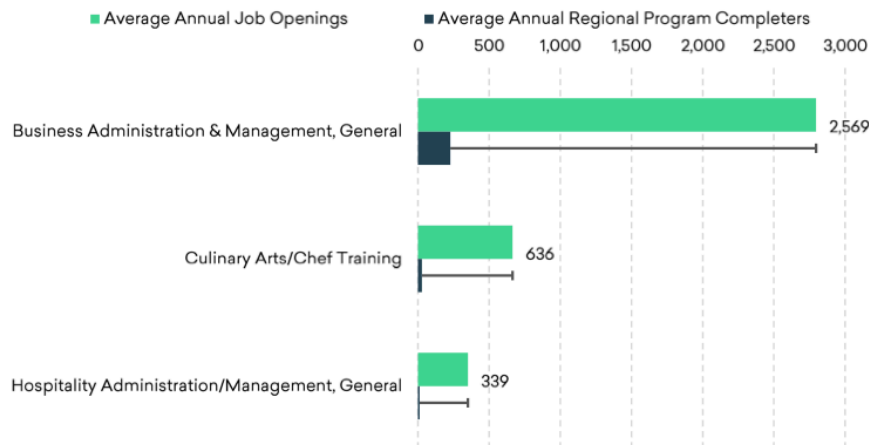
The following charts indicate the gap between the average number of annual job openings and the average annual regional program completers. Figure 1 represents certificate gaps; Figure 2 represents associate degree gaps; and Figure 3 represents transfer-track associate degree gaps. None of the programs were shown to have a significant surplus of completers. Several certificate programs were recommended as areas of opportunity including general office occupations, HVAC, EMT, and culinary arts. For the associate degree, significant gaps were noted in business administration and management, office management and supervision, and hospitality management. Transfer degrees saw gaps in business administration, child care, and computer information services.

FIGURE 1: Certificate Level Programs with Significant Gaps



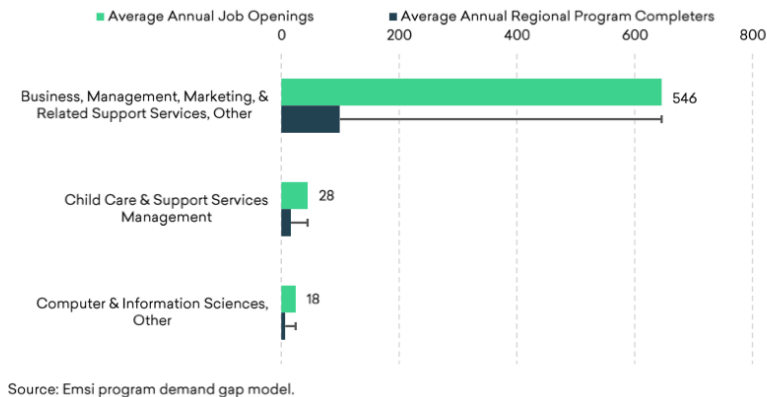
Source: Emsi program demand gap model.

FIGURE 2: Associate Degree Level Programs with Significant Gaps



Source: Emsi program demand gap model.

FIGURE 3: Transfer Track Associate Degree Level Programs with Significant Gaps



Students

Access and Enrollment: Student Central

Clearly, students are central to our mission and goals of providing excellent education and student support to our students despite dwindling resources. One of the single most impactful student administrative practices is to provide comprehensive and accessible services to students in one location by cross-trained specialists. The creation of Student Central, a one-stop enrollment center in Brockton, similar to the operation on the Canton Campus, has allowed Massasoit to co-locate and integrate enrollment-related services including admissions, financial aid, registration, and student accounts.

This project provides a centralized, modern, and welcoming single point of service for students seeking to enroll at Massasoit or conduct ongoing enrollment business. In-person services are complemented with a series of self-service kiosk stations to enhance efficiency and customer service. In this new space, we provide comprehensive, tiered-level service to students, eliminating shuffling between buildings. The centralized, modern space and improved cross-functional service model have already begun to enhance the Massasoit student experience.

Academic divisions are offering courses to run a Weekend Academy for the fall at the Canton Campus. These courses include Speech, Psychology, Introduction to Nutrition, Networking Specialist, Intro to CAD, Intro to HVAC, and Ceramics. These courses are being promoted to local high schools (Randolph, Stoughton, Canton, Milton, and Fontbonne Academy) as dual enrollment offerings.

In accordance with the Massachusetts Board of Higher Education's December 2018 Amendment to the 1998 Common Assessment Policy, and in conjunction with the goals set forth in the Vision Project, we developed a comprehensive multiple measures placement approach that will go into effect for the fall 2019 semester. This multiple measures approach allows the college to review additional evidence of student learning, rather than a single, high-stakes examination score to determine readiness for college-level coursework, with a goal of increasing student success and completion rates. The placement measures to be implemented in the fall 2019 semester include High School Grade Point Average (GPA), College Placement Tests, SAT and/or ACT Scores and prior coursework.

Retention and Completion

In fall 2018, we created the new position of Associate Dean for Student Success. This has positioned us for growth in the early college arena and for integrated retention efforts. As part of retention services, the Board Chair asked that we develop a Board/Student mentorship program, which is now in place.

All the planning and data analysis we do is ultimately to ensure we provide the services our students need and deserve. One of the most important initiatives we have undertaken is to be able to keep track of individual students along their educational journey. The Dean of Students office fully implemented the Maxient case management software package, which is currently utilized to streamline a number of processes, including student conduct; CARE Team concerns; Title IX & PAA reports; emergency medical withdrawals and tuition Appeals; grade appeals; United Student Fund requests; and various functions of the Registrar's office. Online landing pages for each process were created to ensure easy access to submit forms and reports.

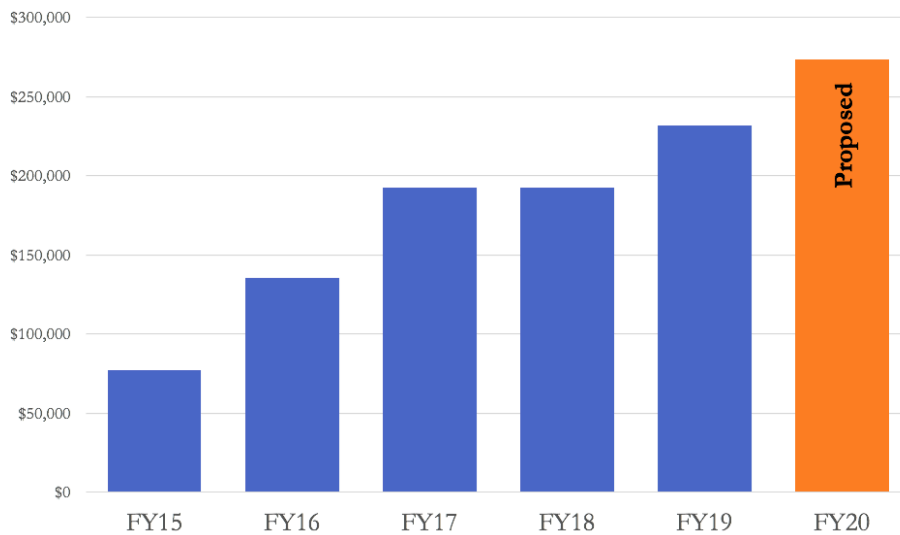
Another important component of our services, and that which helps retain students, is a partnership we have with BAMSI to provide a full-time mental health, early intervention, and nutrition counseling services. Additionally, we recently partnered with BAMSI for a series of workshops and training sessions for faculty and staff how to respond to students in crisis and those experiencing mental health challenges. Over 100 faculty and staff participated.

The Advisement and Counseling Center implemented a caseload model where advisors use intentional outreach to students using GradesFirst during crucial times of the semester. This included personalized outreach efforts to advisees during and after every Early Alert campaigns. Advisors employed Appreciative Advising techniques in all outreach.

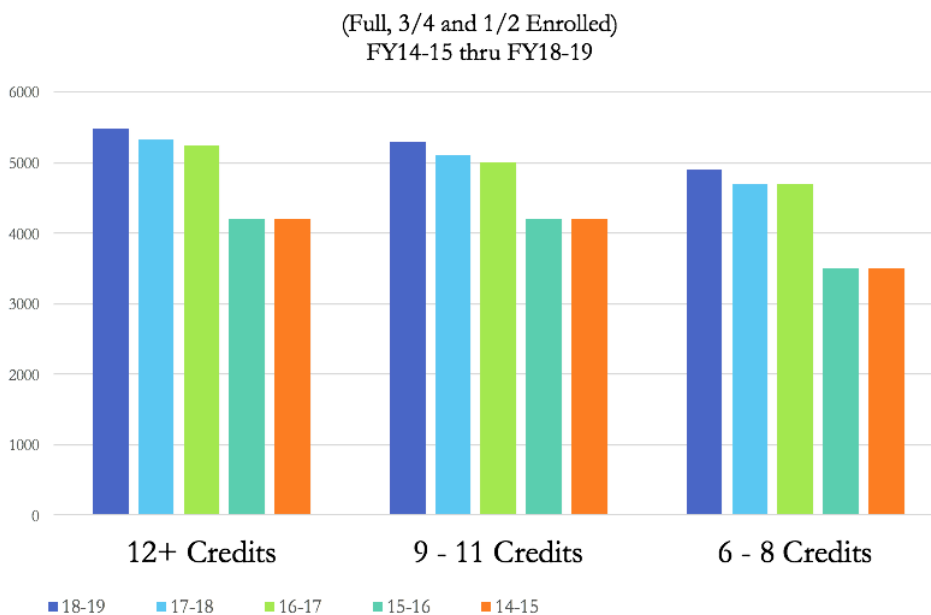
Financial Aid

Massasoit has continued the policy of leveraging all forms of grant aid (Pell, SEOG, Mass State Cash Grant, Mass State Cash Grant Plus, Massasoit Fee Assistance) to cover more student financial need. The charts below demonstrate the college's commitment to access and affordability. During FY19, the college was able to meet 100% of tuition, mandatory fees and books (grant non-loan) for those students with an Expected Family Contribution (EFC) of 0 to \$5,600. This is up from 0 to \$4,200 for FY15. In addition, the college has set aside 5% from fee increases over the last five years to help our neediest students. We currently set aside \$230,000 annually from this source.

Massasoit Fee Assist Annual Allocation



Fully Funded EFC Ranges by Enrollment, 2015-2019



Facilities & Renovations of the Student Center

One way we show we value our students is to provide state-of-the-art facilities – both in the classroom and in student spaces. Our community fruit and vegetable gardens, sustainable landscape, maintenance of our facilities, ADA compliant sidewalks, and access points all fall under this realm.

Our dining hall is one of the largest student spaces, and had been one of the least attractive, least appealing spaces, on campus. With the build out of Student Central, we knew we needed to address the food service area and the dining area. I am delighted that we were able to move ahead with the renovation of the dining hall – not a complete renovation per the older plans – but an attractive and accessible space that will also include the renovation of the food service area as well.

In addition to the renovation of the Student Center building, the college has been working with DCAMM on renovation plans for the Liberal Arts and Sciences buildings and on ADA compliance.

Equity, Diversity & Inclusion

The President's Council on Diversity and Inclusion was reconvened this year with new membership. Task forces within the 30-member committee are organized by four goals focused on specific outcomes, including a proactive approach to increasing cross-cultural and racial diversity within our staff, faculty, and administration; developing learning goals that are inclusive of equity and diversity; an emphasis on relevant and critical conversations that focus on racial equity and inclusion; and an audit of all college's written material for implicit bias. Within each of the subcommittees, a series of recommendations and goals were developed and are in various stages of execution; see Appendix A for additional detail.

The college has been very intentional in the commitment to diversify our professional staff and faculty. Although faculty and staff diversity does not reflect our student demographic, we have made positive gains. I believe that hiring is one of the most important investments we make for our organizations and have instituted a new procedure to personally interview the finalist candidates in all our full-time searches. Additionally, I've instituted a process utilizing Zoom or Skype to do initial interviews. This has the effect of expanding the initial pool of candidates to be interviewed since it is an accessible process for candidates and it is less costly for the college. I've also expanded the President's Cabinet which creates a more diverse leadership team from across the college.

College Advancement and Community Engagement

The college was woefully underperforming in the philanthropic and community engagement arenas. In order to match our sister institutions in fundraising and engagement we needed to professionalize the advancement operation, reconfigure the Foundation board, and resolve a land issue in which the college had been paying rent to the Foundation. In addition, we had lost significant relationships which we're rebuilding, for example with our delegations, mayors, and workforce development boards.

We partnered with The Registry, an organization that places interim experts in all areas of higher education, to contract with an interim Chief Advancement Officer, who agreed to extend his contract past the initial first year. We had a successful year of creating policies,

procedures, gift agreements, scholarship processes, among others. We also had Foundation board members step down, which allowed us to add new members. And, we were able to stop payments to the Foundation on the land use that borders the front of the campus and are in process of reverting the land back to the state for use by the college, allowing us to forego paying \$30,000 in 'rent' to the Foundation.

As part of the reorganization, we recently created the position of Director of Community Engagement, which will work with the Chief Advancement Officer on internships and other engagement activities, and a Development Associate who will work with alumni and scholarships. Additionally, the Grants Office will move under Advancement.

One of the new partnerships is with South Shore Bank – they have offered to supply the college with student IDs and to offer literacy programs for our students. Another partnership is with Bridgewater Savings Bank who recently awarded the college a gift to enhance our veterans programs. These relationships would not have occurred without our deliberate outreach.

Funds available from the Foundation are critical to supporting students. In the current academic year-to-date, \$26,844 in emergency aid has been distributed through the United Student Fund to 33 recipients, helping them with book costs, health insurance, and other financial emergencies. Since its inception in 2005-2006, the USF has provided \$302,028 in emergency assistance to 569 Massasoit recipients.

I am pleased to report that we have been successful in accomplishing our goals and are well-positioned to build out our community relationships and raise funds for the college going forward. Last year, zero dollars were raised by the Foundation – this year we are about to exceed our \$200,000 goal through various campaigns and outreach.

Partnerships

The college is engaged in several partnerships from our relationships with K-12, CONNECT, the Brockton Partnership, local legislators, Chambers, and service on local boards. We have programs with our local workforce investment boards, businesses, and others. The goal of this summary is to emphasize new partnerships, which brings me to the vision for a University Center Collaborative.

The mission is to expand pathways with higher education partners that meet the distinct needs of the region and support workforce and economic vitality for Massasoit graduates. The Center will increase the opportunities for our graduates, staff, and members of our service area to complete a baccalaureate degree. The Center will focus on baccalaureate completion programs, but this will not preclude the possibility of offering certificates or advanced degrees at Massasoit. The Center will be an innovative hub that builds on our current strengths, but expands access by developing innovative strategies to meet student and workforce needs.

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 compete successfully in the workforce. While the college has articulation agreements with senior institutions, the intention for the University Center Collaborative is to have students be able to complete a

bachelor's degree on our campus or via distance learning with 90 credits at the Massasoit tuition rate. The vision is to become a higher respected regional center for convenient access to choice higher educational opportunities for associate degree graduates to complete relevant baccalaureate and potentially master's degrees in nursing and other allied health fields. The first degree offering will begin in fall 2019 with an RN to BSN degree in partnership with Curry College.

Presidential External Service for 2018-2019

- Board member, College Board Community College President's Advisory Council, final year of 6-year term
- Board member, Commission on Higher Education Accreditation, elected 2018
- Board member, MetroSouth Chamber of Commerce
- Board member, South Shore Chamber of Commerce
- Board member, Old Colony YMCA Board of Directors
- Panelist for Boston Foundation – Student Internship Opportunities

Presidential Goals for 2019 – 2020

Continue to work on issues and concerns related to student access, retention, and completion. This involves assessing the enrollment process and implementing enrollment management strategies that align with what our research tells us about our market share.

Build on the work in community engagement and further engage potential donors, building out our alumni network and business partners through collaborative initiatives such as internships, coaching, and service learning.

Enhance the college's Community and Corporate Education division to enhance programs and services.

Complete the review and publication of a policy and procedural manual to provide consistency across campus.

Enhance the college's program advisory boards and create an academic plan to meet local workforce needs in the credit and non-credit arena.

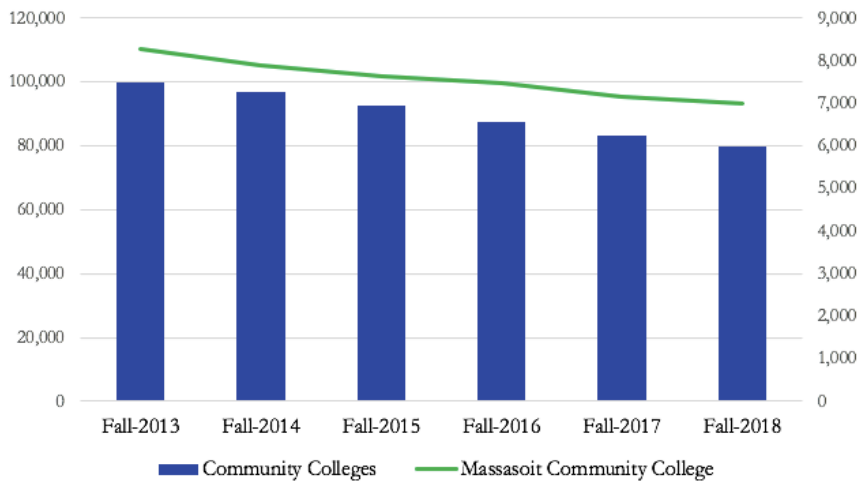
Create and implement a marketing campaign and strategies to reach deeply into our region in order to stabilize and increase enrollment. This goes hand-in-hand with creating the program mix and enhancements to meet student and community needs.

SPECIFIC BOARD GOALS FOR ACADEMIC YEAR 2018-2019

GOAL 1 STUDENT SUCCESS, ENROLLMENT, RETENTION, AND GRADUATION

While colleges across the state have been struggling with declining enrollments – driven by a dwindling high school population and low unemployment rates – community colleges have been hit harder than other sectors of public higher education (down 19.9% since fall 2013). By comparison, Massasoit is down only 15.4% and, as shown in the chart and table below, in each of the past four years, has done better than the segmental average in recruiting and retaining students.

Massasoit Community College Enrollment

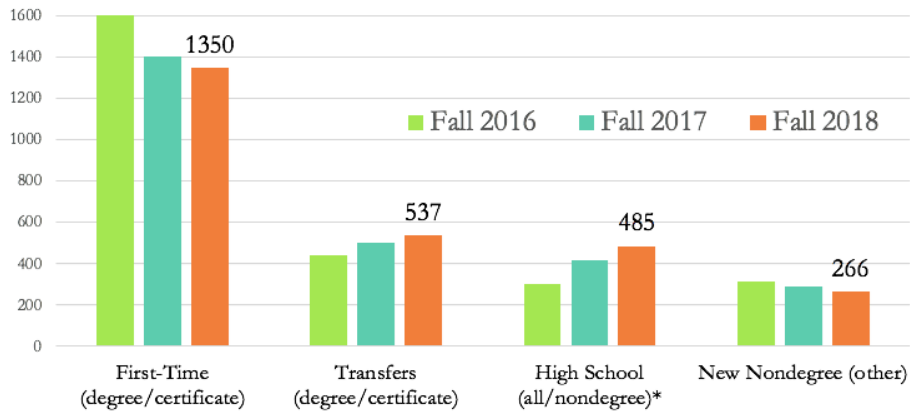


Unduplicated Headcount	Fall-2013	Fall-2014	Fall-2015	Fall-2016	Fall-2017	Fall-2018
Massasoit Community College	8,272	7,905	7,637	7,471	7,162	6,995
Community Colleges	99,786	96,887	92,671	87,526	83,397	79,948
1yr % change (Massasoit)		-4.4%	-3.4%	-2.2%	-4.1%	-2.3%
1yr % change (sector)		-2.9%	-4.4%	-5.6%	-4.7%	-4.1%

We have begun seeing a slight uptick in the rates of first-time freshmen (full-time 61% up 1% from the previous year, and part-time 47%, up 2% from the previous year) returning for the subsequent fall semester. We are also seeing higher rates of retention for continuing students from fall-to-fall, adjusting for graduation at 69.2% from the prior year at 67.4%.

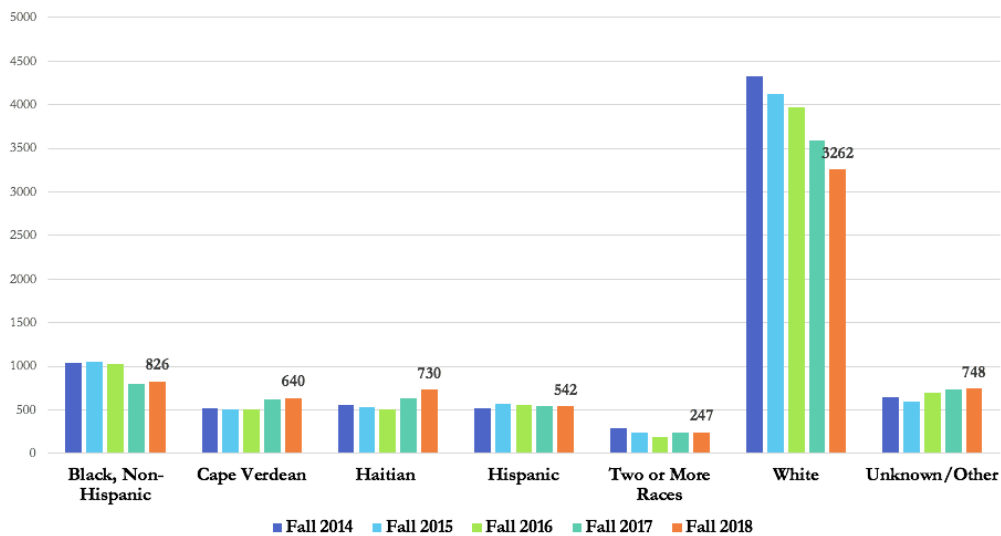
While the traditional first-time freshman population (whether attending straight from high school or after a few years) has declined, Massasoit has seen growth in our transfer population (those who started college somewhere else) as well as dually enrolled high school students.

New Students by Type: Fall Terms



Over the last several years, our population of black, non-hispanic students has declined, as has our population of white students. Our Cape Verdean and Haitian student populations have both increased since 2014.

Credit Enrollment by Race/Ethnicity



Affordability

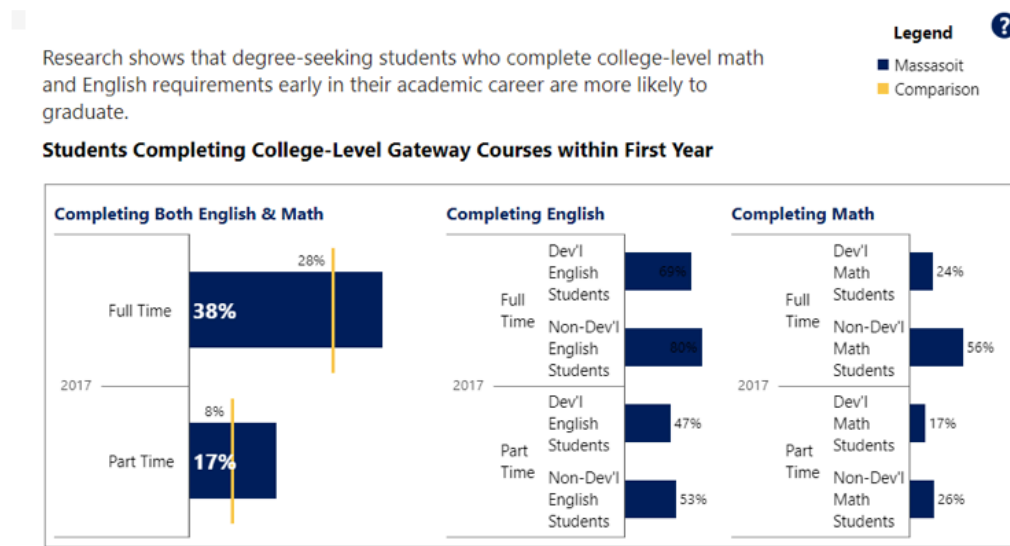
In FY19, Massasoit was the second most affordable of the 15 community colleges in terms of mandatory tuition and fees, with a 3% increase from the year before. For FY20, a proposed 3% increase of \$7/credit (\$6,240 for 30 credits) has been approved by the college's board of trustees. Even if our peers do not increase fees this year, we would remain a very affordable option – fourth in lowest cost – and well below the average of \$6,380.

Tuition and Mandatory Fees at Massachusetts Community Colleges (Based on Fall Resident Undergraduate State-Supported Rates @ 30 credits/year)			
Institution	FY2018	FY2019	1 Yr % Chg
Bunker Hill Community College	\$5,280	\$5,620	6%
Massasoit Community College	\$5,850	\$6,030	3%
Bristol Community College	\$5,894	\$6,044	3%
Holyoke Community College	\$5,760	\$6,060	5%
Springfield Technical Community College	\$6,066	\$6,306	4%
Cape Cod Community College	\$5,672	\$6,330	12%
Mass Bay Community College	\$6,360	\$6,360	0%
Roxbury Community College	\$5,480	\$6,490	18%
North Shore Community College	\$6,280	\$6,550	4%
Northern Essex Community College	\$6,400	\$6,560	2%
Berkshire Community College	\$6,450	\$6,750	5%
Quinsigamond Community College	\$6,720	\$6,780	1%
Greenfield Community College	\$6,782	\$6,932	2%
Mt. Wachusett Community College	\$6,800	\$6,950	2%
Middlesex Community College	\$5,990	\$7,400	24%
Community Colleges (weighted)	\$6,031	\$6,380	6%
Source: Massachusetts Department of Higher Education			
Weighted data calculated based on % Undergraduate FTE of total Segment and overall. FTE figures used for calculation are one year in arrears due to reporting schedules.)			
Approved Massasoit Tuition & Fees for FY2020: \$208/credit or \$6240 for 30 credits, a 3% increase over FY2019.			

Closing the Achievement Gaps: First-Year Progress Metrics

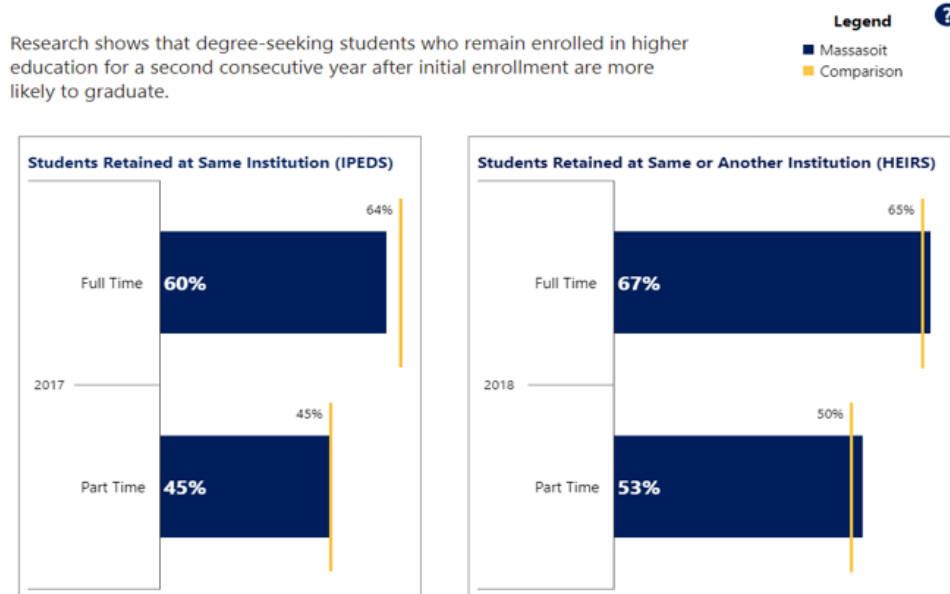
Massasoit is a leader on the timely completion of gateway courses – defined as successful completion of both an English and a math course beyond the developmental level. With rates above average (for Massachusetts community colleges), 38% of full-time matriculated students completed both English and math by the end of the first year and 45% completed by the end of the second year. While part-time students had lower rates – 17% by the end of year one and 23% by the end of year two – Massasoit was still well ahead of the segmental averages (as indicated by the yellow lines in the detail below). While further research is needed, we believe that changes in the developmental education pathways – including corequisite and accelerated models, along with the ability to choose statistics/non-calculus pathway if program of study allows – may be allowing our students to get to college level courses faster.

Timely Completion of Gateway Courses



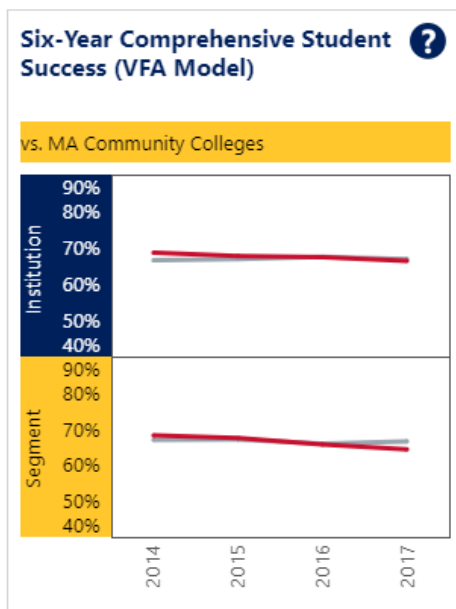
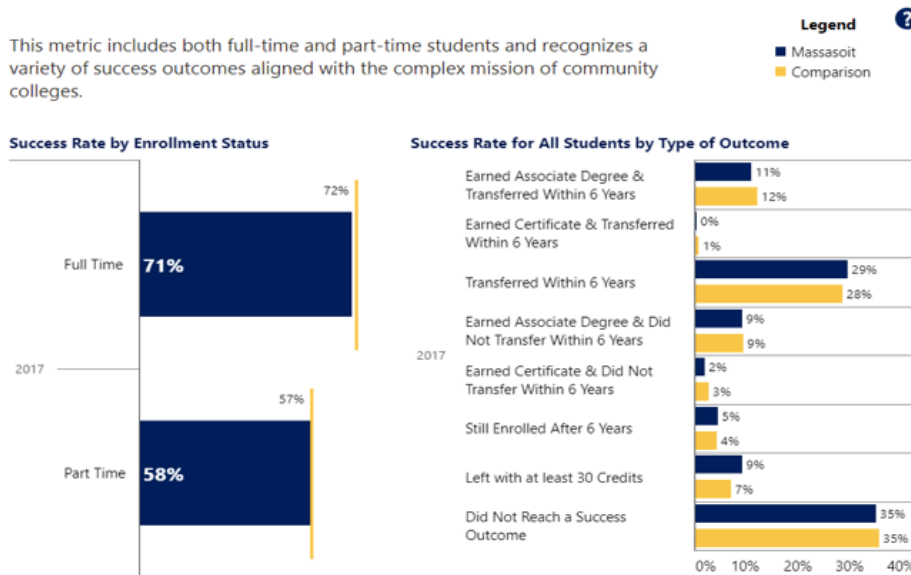
While Massasoit may be behind our peers on retention after the first year, this is not unexpected given the many options in this area for transfer. Under *Retention After First Year*, we see a significant number transferring out after only one year (an additional 7% of full-time students and 8% of part-time 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).

Retention After First Year

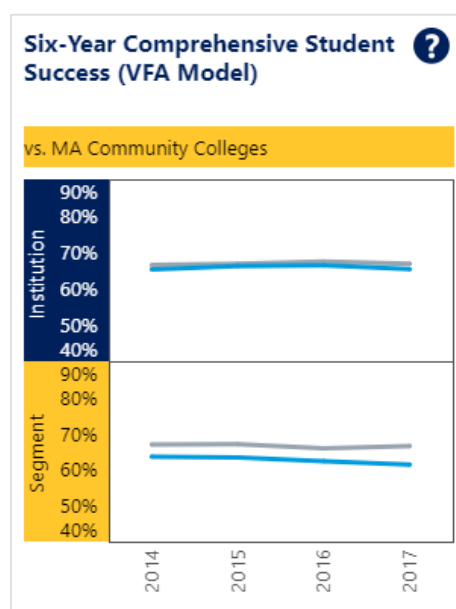


When we take a longer view and allow for additional time, Massasoit students are as successful in almost every measure as their peers. Moving beyond the limited IPEDS Graduation & Transfer Model that measures progress at three and four years, the VFA (Voluntary Framework of Accountability) tracks an 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 nearly as well, and our part timers do slightly better than the comparative average, as shown below.

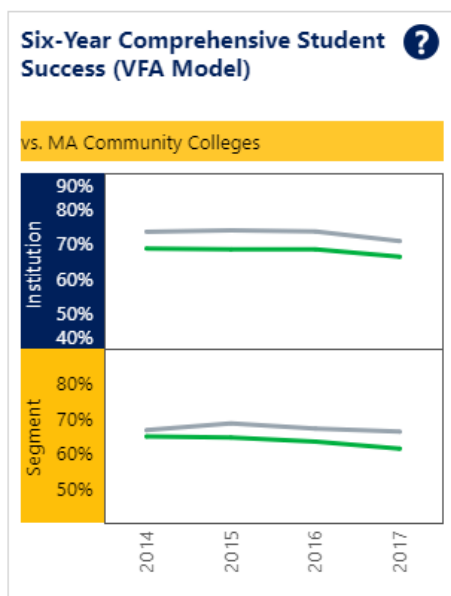
Six-Year Student Success



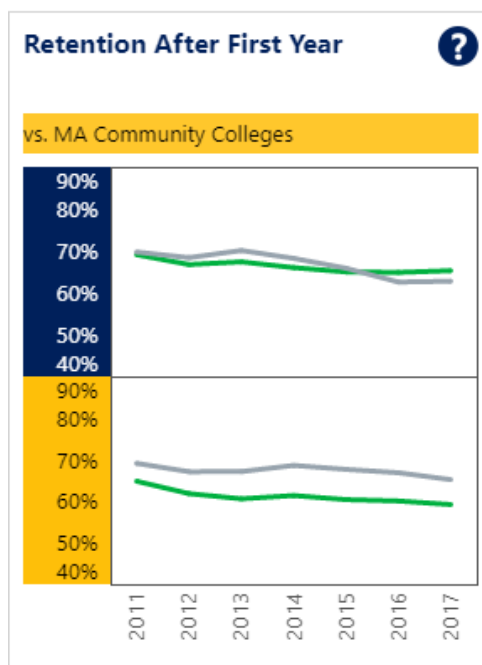
Black/Non-Hispanic vs. White Students



Latinx vs. White Students



Pell vs. Non-Pell Recipients

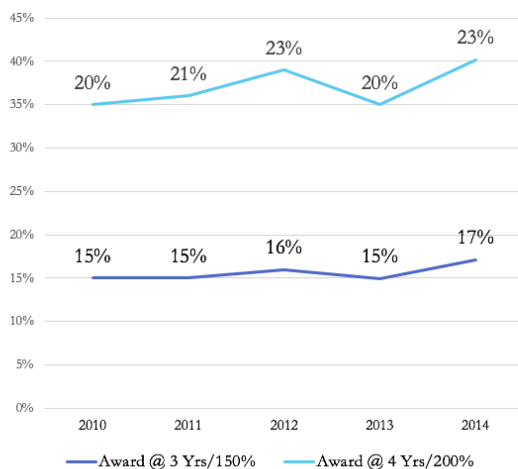


Pell vs. Non-Pell Recipients

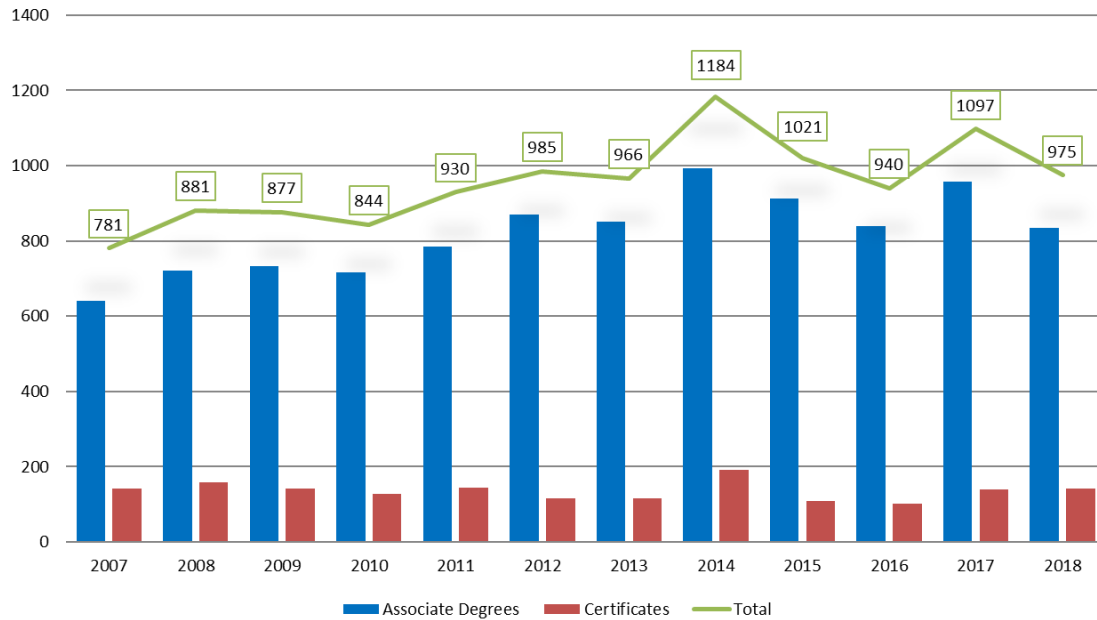
GRADUATION & TRANSFER

Like our retention rates, Massasoit's Graduation and Transfer rates have been inching upwards. Tracking the traditional IPEDS (Integrated Postsecondary Education Data Systems) Cohort of first-time, full-time, matriculated students over three years, our graduation rate now averages 17% after many years at 15% or lower, while maintaining a 22% 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), our graduation rate jumps from 17% to 23% for and overall student success rate of 61%, compared to 55% for three years.

IPEDS Graduation Rates at 150% & 200% Time



Although the number has fluctuated, the total number of degrees and certificates awarded yearly over the 2007-2018 time period has increased overall.



PROGRAM AND CURRICULUM HIGHLIGHTS

Program reviews have been completed as scheduled in Architectural Technology, Diesel Technology, Fire Science, Human Services, Media Arts, and Visual Arts - Art and Graphic Design. Some outcomes of the reviews include:

- Architectural Technology: A proposal is in development for a new studio lab to meet articulation needs and an articulation agreement with Boston Architectural College.
- Diesel Technology: A new certificate option in Alternative Fuels and Emissions has been developed and will begin enrolling for fall 2019. An initial cohort of justice-involved veteran students is the current focus.
- Media Arts: New certificate options that ladder, but also lead to employment, are in the planning stages.

The self-study and site visit process was completed for Dental Assisting (CODA) and the Children's Center (NAEYC). Results will be received in late summer or fall.

Program modifications were made in Business Administration Transfer and Human Services to improve program transferability and to be aligned with BHE Pathways, and several programs, including Business Administration Careers, Architectural Technology, and Veterinary Technology, modified their course sequences to enhance student learning. For example, the Business Administration Career options were altered so that Business Communication is taken earlier in the program.

Developed articulation agreements with UMass Lowell and UMass Dartmouth in Engineering, and with Roger Williams University and Boston Architectural College in Architecture.

Business & Technology

- The Business Department has revised, created, or discontinued their career programs to best meet industry needs and support student success.
- Hospitality has been approved through governance to be relocated in the Culinary Arts Department for future exposure, program development, and community relations.
- The Supervisory Management & General Business degrees have been merged and revised to create a new Management program beginning fall 2019.
- In collaboration with Bridgewater State University's (BSU) Accounting Department and in support of articulation, our Accounting program has been revised for fall 2019; a new non-accounting career course has been developed and implemented into both the Management and Marketing career programs for fall 2019.
- The Computer Technology Information Management (CTIM) Department is in the process of creating two new transfer degree programs with input from BSU and other sources, and to revise one of their existing career programs, with projected implementation in fall 2020 and fall 2021. This is in response to a survey carried out by the department following their program review which shows our students are not gaining successful employment with our current career offerings. These programs will support our recent EMSI gap analysis. Additionally, the CTIM Department has created their first Computer Science Club which has been met with enthusiasm by the students.

Emergent Technologies

- The Alternative Fuels and Emissions certificate within the Diesel Technology program was created to meet industry need.
- A program modification in HVAC now allows students to earn industry-specific certification while progressing toward their associate degree.
- With newly-installed equipment from a state Capital Skills Grant, the HVAC degree program will run this fall on the Canton campus.

Humanities & Fine Arts

- Established a new Global Studies seminar.
- Converted Media Arts and Theatre Arts degrees from AS degrees to AA degrees.

Nursing and Allied Health

- Curry College MOU for Massasoit Nursing students to complete a BSN is being finalized.
- Respiratory Care and Radiology Technology are exploring transfer options with Charter Oaks College for baccalaureate completion.
- Construction will take place this summer to update the Nursing simulation lab, the Nursing skills lab, and the classrooms.

- Computerized testing will be integrated into all Nursing Options to better prepare students for the NCLEX Exam.
- The Nursing Department will enter a Complete Partnership with ATI, which will allow faculty to track student success and implement academic support services upon entry into the program.
- Student advisement and counseling representatives from BAMSI will meet with all Allied Health Students during orientation or Boot Camp this summer. This will increase awareness of the available services and allow for earlier intervention and student support.

Public Service & Social Science

- The Edward M. Kennedy Institute for the U. S. Senate provided an educational experience for students to engage in an interactive environment focused on civic engagement and government. Outreach by our History/Government Department Chair led to arrangements for Massasoit's students taking a Government or History course to visit the Institute at no cost. Approximately 40 students took advantage of this opportunity.

Science and Mathematics

- Three new associate degree programs offer discipline-specific pathways to meet student and STEM field needs: Biology Transfer, Chemistry Transfer, and Mathematics Transfer.
- Development of co-requisite math pilot courses to reduce time to completion of college-level mathematics
- Implementation of "Inclusive Access" prepay model for ALEKS-based math so students have access to computer system from day one
- Approval of Biology, Chemistry and Mathematics transfer programs that better meet science and math student transfer needs
- Seven student abstracts accepted for presentation at the Ecological Society of America's General Meeting by STEM research interns
- Largest Vet Tech class graduated and improved VTNE pass rate
- Development of sponsored internships to raise funds for STEM research program

Early College

The Office of Early College Access created and launched a series of College Success Seminars, resulting in an increase in attendance, academic performance, and persistence.

Created dual enrollment courses in Networking Specialist with Brockton Public Schools.

HVAC program will admit students through an articulation alignment with Southeastern Vocational Technical High School.

New Heights Charter School, Brockton

Humanities & Fine Arts: For fall 2019, will offer classes both on the New Heights campus as well as on the Brockton campus. Course work will include composition, literature, and theatre.

Science and Mathematics: Implemented ALEKS (web-based, self-paced) math to prepare students for college-level math courses—78 students will be on the Brockton campus in fall 2019 taking either College Algebra, Pre-calculus or Calculus I.

STUDENT SUCCESS & RETENTION

An active Student Senate increased student participation in college governance and a new Dean of Students initiated student forums with the President and Provost to support open dialogue and communication regarding issues of concern to students.

Massasoit is an active member of the Leading for Change Higher Education Diversity Consortium at Bridgewater State University. Leading for Change is a consortium committed to hopeful, data-driven strategies to close achievement and opportunity gaps in higher education.

Increased services and formalized protocols developed for a wide range of at-risk students including those experiencing food and shelter insecurity. The new protocols have been distributed to faculty and staff and offer guidance in responding to students exhibiting concerning changes in emotional behavior or scholastic performance. Funds for these initiatives were accessed through the United Student Fund and a Department of Higher Education Housing Pilot program.

- The campus food pantry distributed 936 bags of nonperishable groceries and healthy snacks to students and staff
- Sixty-one cafeteria vouchers and 22 BAT bus passes were distributed to students through the United Student Fund and a Department of Higher Education Housing Pilot Program
- Fifteen students facing homelessness were referred to emergency shelter and community resources
- Two students received free room and board at Bridgewater State University while they attended classes full-time at Massasoit during the spring semester through the Massachusetts Student Housing Security Pilot funded by a grant from the Massachusetts Commission on Unaccompanied Homeless Youth.
- Increased attention to mental health issues by expanding professional development for faculty and staff and by supporting a reassign time for a faculty member to study and report on best practices within the Massachusetts Community College system as well as nationally.

- The Dean of Students Office produced and distributed a Responding to Student Concerns folder to faculty and staff to help them better connect students in crisis with resources.
- Partnered with BAMSI for regular mental health outreach and early intervention services.

The college libraries processed the following:

- 6,700 reference questions answered, 228 chat sessions, 45,500 library home page hits, 189 Information Literacy Classes with 2,963 students in attendance, 16 Middleborough classroom visits, 4,900 e-books accessed, 21,257 off-campus logins to library resources, 38,717 full text articles requested, 12,531 films on demand viewed.

Commencement 2019 statistics:

- Approximately 400 students participated in commencement
- 1100+ guests attended commencement
- 2,127 text messages were sent to students regarding commencement
- There were 71 student, staff and faculty volunteers

Dean of Students

The office oversaw:

- 100 CARE Team Cases involving 117 individual students. This represents 119% increase from last year. The increase can directly be attributed to the successful outreach efforts from the Office;
- 25 Student Conduct Cases involving 39 individual students; and
- 251 student conduct verifications for students seeking to transfer or obtain employment.

Athletics

Retention rate from fall to spring was 81%, as 73 of 89 student athletes returned. Five additional athletes continued their education with two transfers and three graduations, bringing that to 86.5% continuing on.

Athletic programs and student involvement increased considerably:

- Baseball recruited 25 new student athletes for 2019-2020. Their complete roster will be between 25-30 for the next year, exceeding this year's roster of 15.
- Track & Field are still recruiting, but the expectation is that they will add five new student athletes for the fall. This year's squad had four qualified participants.
- Women's volleyball, new for fall 2019, has been fully implemented. The coach has been hired, recruiting is underway, the schedule is set, and equipment purchased. We will be competing at full capacity in the fall.

For a full list of 2018-2019 athletic accomplishments, please see Appendix B.

Student Life

The events offered through student life provided high-impact student engagement opportunities to amplify academic and co-curricular learning by promoting club opportunities; holding club information expos, club management trainings, and meetings with a goal to strengthen clubs and increase the number of active clubs.

Student Life provided 17 civic engagement/community service projects for students, exceeding its goal of 10. Projects included a week-long voter registration drive, a day of service in Boston at the Cradles to Crayon warehouse, a year-long campaign to support Father Bill's and MainSpring homeless shelter, American Red Cross blood drives, a veterans giving tree for the VA Hospital in Brockton, and a beach clean-up event at Nantasket Beach in Hull, Massachusetts.

There was an increase in new student organizations and student programs offered at all three campus locations:

- 31 student organizations in Brockton (5 new); 10 in Canton (3 new); and 1 in Middleborough
- 98 student life events were held in Brockton; 27 in Canton, and 9 in Middleborough

Advisement & Counseling

The Advisement and Counseling Center's newly-implemented caseload model led to a record 11,649 student interactions from July 1 2018 - May 29, 2019 as compared to 11,535 during the same time period in FY17-18.

In collaboration with ITS, an Academic Divisional Liaison model was also implemented within the department. Each full-time advisor on staff is now assigned to an academic division in order to ensure communication and input across our departments and divisions is equitable.

Additionally, Advisement and Counseling worked with ITS to automate the advisor assignment process in Banner. This will ensure that all advising assignments are done in a timely and equitable manner so that students and advisors can start meeting sooner in the semester.

Student Affairs

The Women's Resource Center held monthly Lunch & Learns that were attended by around 35-75 participants per event, including students, staff, faculty, and community members. Topics included dating violence, human trafficking, financial education, promoting healthy relationships, and the life of Angela Davis. Additional programming included the Old Colony YMCA Youth Justice Panel and an American Association of University Women presentation. These luncheons provide an opportunity for collaboration across departments and the learning and cross-sharing of information through rich conversations.

An important component of our equity agenda is through groups like the Ubuntu Scholars program. Staff developed and implemented the spring curriculum for Brockton 100 Males to College at Massasoit, a cohort of 40 high school students from Brockton High School and Southeastern Regional Vocational Technical School. Fifty-three students were actively involved in the Ubuntu Scholars mentorship program.

Career Services held their annual spring job fair, with 47 participating employers from various industries. Twenty-six companies participated in the employer of the week recruiting program and JobLink had 256 job postings for the fall and spring semesters. Additionally, the department co-hosted a hiring expo with BAMSI with on-the-spot interviews; 22 students participated.

Student Affairs sponsored five student values focus groups at the three campus locations. Over 100 students participated and shared their experiences at Massasoit and discussed what our community values should be.

In collaboration with the Student Senate, two successful President-Provost student forums in were held. The forums were well attended and created an open dialogue between the administration and students. The feedback from students was positive and a structure for future forums has been developed.

The Director of Student Life formed a Campus Programming Board as a means to collaborate and coordinate a schedule of holistic student programs across departments. The committee met monthly, created a shared planning calendar, and worked together to resolve issues surrounding programming logistics, overlapping programs, and competition for space. The committee incorporated student representation and facilitated cooperation to plan inclusive events and themed months such as Black History Month and Women's History Month.

GOAL 2

LAY THE FOUNDATION FOR MAJOR GIFT FUNDRAISING

FOUNDATION

The Massasoit Community College Foundation has undergone significant changes over the last year under the guidance of a new Chief Advancement Officer.

- Five new Foundation Board members were elected/nominated, including representation from Braintree, Quincy, Canton, and Weymouth.
- Policies and procedures were adopted for:
 - Investment and Spending
 - Gift Acceptance
 - Naming
- Bylaws were modified to add efficiency and clarification regarding voting, adopt an Executive Director position, and restructure account signing authorities.
- Adopted a Memorandum of Agreement with the Board of Trustees.
- Implemented DonorPerfect donor database in December 2018.
- Instituted quarterly reports on cash in and cash out.
- Have adopted a process for liquidity planning.
- In the process of formalizing two committees overseeing Investments and Governance & Membership
- Appointed Treasurer to the Board.
- Streamlined the funds release process.
- Consolidated Foundation accounts.
- Insurance coverage was reviewed for adequacy and pricing.

ALUMNI

- Introduced bimonthly meetings on campus with alumni employees including focus groups regarding possible alumni social engagement ideas.
- Upgraded Alumni Facebook, LinkedIn, and website presence.
- Hosted a series of alumni events, including:
 - A 25th and 50th reunion class reception breakfast at Commencement.
 - The International Touch Club Reunion was held June 7. 80 alumni attended and \$660 in donations and raffle proceeds were raised in support of the Ida O'Donnell Scholarship Fund.

- An Alumni Social Gathering at Black Hat Brew Works in Bridgewater is scheduled for June 13
- Recommended changes to Alumni Association bylaws and meeting time change to encourage alumni employee participation.

GRANTS

- Massasoit successfully completed its responsibilities as the lead college for the \$20 million GPSTEM TAACCCT Grant.
 - All grant deliverables were exceeded and the grant's web-enhanced tools for students, system scorecard, and a set of new research and reporting tools were successfully transitioned to DHE and EOE staff.
- The five-year Title III Project STARS grant was successfully completed in September 2018 with the final report submitted to DOE in January 2019.
- After successful completion in June 2018 of a \$58,000 PIF Grant focused on the development of Open Educational Resources (OER) courses that resulted in a benchmark of \$1 million dollars in textbook savings for our students, the Office of Online Learning continues to offer developmental support of OER courses to our faculty and has increased student textbook savings to more than \$1.4 million as of May 20, 2019.
- The MA Department of Early Education and Care Career Pathways Grant in the amount of \$296,888 is underway:
 - Massasoit is creating pathways to strengthen student success and increase retention and graduation rates so that students are able to expand their professional development, achieve higher degree attainment, and promote professionalism in the field.
 - We are:
 - Offering 10 Summer courses at no cost to students, with an additional two from an existing collaboration with SEEPP, the Southeast Education Professionals Partnership.
 - Providing textbooks, laptops (on loan), transportation vouchers, and childcare where applicable
 - Four new program partners have been added and centers will host student teachers during summer 2019.
- Noncredit Pediatric CPR and First Aid re-certifications for up to 40 students is scheduled for June 2019 at no cost, including all materials and ERTSS certification cards upon recertification.
- A new CNA lab is being set up with funding from a Capital Skills Grant. The lab will be ready to apply for state approval summer 2019.

For a full list of FY19 grants, please see Appendix C.

INITIATIVES

- The department has devoted significant effort to creating partnership avenues:
 - **South Shore Bank:** student ID system in place; financial planning education; introduction of Citizen Scholarship
 - **Rogers & Gray Insurance:** Insurance and Office skills training; possible certificate or program specialization in Business; potential internships
 - **Computershare:** representative has agreed to serve on Cybersecurity Program Advisory Board
 - **Spark Technologies:** representative has agreed to serve on Cybersecurity Program Advisory Board; possible internships
 - **Highpoint Engineering:** representative has agreed to serve on Engineering Advisory Board; possible internships
 - **Canton Association of Business & Industry:** hosted Lunch & Learn event
 - **Liberty Mutual Insurance:** sales training; possible certificate or business program specialization/enhancement
 - **City of Boston Credit Union:** financial planning and soft skills seminars; Arts Festival sponsorship
 - **Eaton Vance Securities:** collaboration on career seminar; possible internships
 - **Instron:** discussing collaboration to assist in funding of STEMposium research interns; upcoming visit with Mechanical Engineering faculty and students
 - **HarborOne Bank:** discussing Financial Literacy training & internships
 - **Williams Energy:** donation of truck to Diesel Technology program
 - **Pappas Rehabilitation Hospital for Children:** participated in Job Fair
 - **Trillium Brewing:** collaboration on the introduction of a non-credit brewing certificate program
 - **Clean Harbors:** discussing Diesel Program support, scholarship support, and participation on Advisory Board; possible partner in justice-involved veterans career development program
 - **Waste Management:** possible partner in justice-involved veterans career development program
 - **Concord Foods:** summer employment opportunities
 - **ElectroSwitch Corporation:** summer and full-time employment opportunities
 - **Jiten Hotel Management:** interest in serving on Hospitality Advisory Board

FINANCIALS

- On track to raise \$200,000 in donations in FY19
- First two true endowments (minimum corpus of \$25,000) scheduled to close by fiscal year end
- Giving Tuesday campaign exceeded initial goal of \$2,018 to raise a total of \$6,300 for the United Student Fund.
- In partnership with the Athletics department and the Foundation, announced an initiative to raise scholarship money in Professor & longtime baseball Tom Frizzell's name. The unveiling of the campaign was done at the 6th Annual Massasoit Athletics Hall of Fame Banquet in May; \$21,000 has already been raised toward the goal of \$100,000.

Massasoit Community College Foundation

<u>Revenues</u>		
Contributions	\$	203,137
Land Rent from College	\$	17,500
Interest Income	\$	1,967
Investment Gains \ (Losses)	\$	42,953
Total Revenues	\$	265,557
<u>College Support</u>		
Fund Releases and Grants	\$	125,185
<u>Operating Expenses</u>		
Audit Fees	\$	7,712
Credit Card Fees	\$	968
Insurance	\$	2,959
Postage, Supplies, & Misc.	\$	966
Total Operating Expenses	\$	12,605
Total Cash & Investments	\$	1,298,869
Total FY19 Grant Awards	\$	2,510,221

GOAL 3

EQUITY, DIVERSITY, AND INCLUSION

We have approached the goal of increasing equity, diversity, and inclusion from the perspective of equity in all aspects of the learning experience.

- Massasoit responded to an un-forecasted Office of Civil Rights (OCR) investigation regarding a complaint received related the television studio. The investigators commented on the institution's clear commitment to addressing ADA issues as evidenced by the on-going projects. They also noted the institution's planning to remediate the subject of the complaint preceded the original filing of the OCR complaint.
- The Radio and Digital Media Arts Conference featured the Dale Dorman Studio and included specific sessions devoted to equity, diversity, and inclusion, including the keynote panel and special session in collaboration with the GSA (Gay Straight Alliance).
- Long-standing ADA issues are being addressed across campus. The goal of these projects was to create a campus that is more functionally navigable for our students, faculty, staff and the community.
- The Buckley Performing Arts Center continued its community and cultural outreach through its productions for the New Works Play Festival and its productions of Freedom Riders, Christmas Story, Chicago, and A Midsummer Night's Dream
- We are in the planning stages for a Minority Faculty/Administrative Fellows Program.

COLLEGE & COMMUNITY EVENTS

This year, the Office of Diversity & Inclusion and departments across campus have proactively coordinated a series of events designed to engage students, faculty, staff, and the broader community in dialogue on issues related to equity, diversity, and inclusion.

For a full list of events and trainings, please see Appendix D.

PRESIDENT'S COUNCIL ON DIVERSITY & INCLUSION

The council was expanded from 16 members to 37 members, and has been divided into four subcommittees, focused on the following:

1. A proactive approach to increasing cross-cultural and racial diversity within our staff, faculty, and administration
2. Having learning goals that are inclusive of equity and diversity

3. Emphasis on relevant and critical conversations that focus on racial equity and inclusion
4. Audit of all college's written material for implicit bias

Within each of the subcommittees, a series of recommendations and goals were developed and are in various stages of execution.

DIVERSITY HIRING

Over the last three years, our Human Resources team has focused on developing a diversity recruiting strategy that included both educating employees on implicit bias and good interviewing techniques and outreach to diversity job boards. With a goal to increase the diversity of the hiring pools from less than 1% to 30-40%, we have maintained an average within this range, and last quarter exceeded the goal to hit 42% in our faculty pool.

Although faculty and staff diversity does not reflect our student demographic, we have made positive gains, seeing an increase from 11% to 19% diversity of faculty and staff. It is important to note that Massasoit Community College's hiring goal is to hire the best and the brightest – the best candidate for the job – but we have focused on increasing our exposure among unrepresented groups and we have focused our sourcing techniques thereby reaching those prospective employees.

GOAL 4

COMMUNITY ENGAGEMENT: BUILDING TIES WITH THE COMMUNITY

BUILDING TIES WITH THE COMMUNITY

This year, we hosted the South Shore Bank South Shore Leadership group on the Canton campus, which led to several important connections, including one at Williams Energy of Braintree, which donated a truck to the diesel technology program.

Our partnership with New Heights Charter School has been awarded Early College Designation status by the Commonwealth. It is the only brick and mortar early college in Massachusetts.

Designed a four-year partnership with Plymouth and Norfolk Superior Court and the Changing Lives through Literature program.

Partnered with Plymouth Sheriff's Department offering the new Alternative Fuels and Emissions Certificate to Veterans reentering society, which is slated to begin in summer 2019.

The CTIM Department has an ongoing relationship with the Boys & Girls Club of Metro South (formerly BGC Brockton & Taunton), holding monthly on-campus visits for a variety of age groups matched with computer science activities. Our first successful semester, which included five visits, concluded in May and will restart in September.

The Hospitality program relocation to the Culinary Arts department offers future program development with support from our external community partners. The revisions to this program, include the addition of an internship and additional advisory board members, will lend strength to our community relationships and help meet the EMSI GAP analysis report.

Another noteworthy partnership is the one between SEIU, Steward Hospitals, and Massasoit to offer training for nursing assistants in an acute care setting. Five Steward Hospitals are participating: Carney Hospital in Dorchester, Good Samaritan in Brockton, Norwood Hospital, Taunton Hospital, and St. Elizabeth's Hospital in Brighton. The training is taking place at Good Samaritan and Norwood Hospitals. The total project includes 11 cohorts over a 13-month period with a total of 150+ nursing assistants completing the training. 104 have already completed.

The college reached out to the Brockton Interfaith Community (BIC) to explore possible collaborations.

Career Services partnered with the Office of Diversity & Inclusion to sponsor a panel discussion regarding job openings in the local court system in an effort to create a diverse hiring pipeline.

UNIVERSITY PARTNERSHIPS

MCC2BSU had a successful first year of enhanced transfer programming. As of the beginning of spring 2019 semester, there are 77 active students with eight students enrolled from referral letters and an additional 42 through the Massasoit admissions process. 27 were current Massasoit students enrolled through the advising process.

The University Collaborative is in its beginning stages with two signed MOUs ready for signature. One is with Curry College to offer a BSN at the Brockton campus with Massasoit graduates given priority admission. The second is with the Universidad Central del Este, Dominican Republic to provide internships for students in the Culinary, Hospitality, and Business Administration programs. Additional partnerships with Lesley University (Digital Arts), Wentworth Institute of Technology (Project Management), and Charter Oak State College for online bachelor's degree completion for allied health programs are in early stages of discussion.

The office of Early College Access worked with the Emerging Leaders team from the UMass Center for Collaborative Leadership to build an awareness campaign to include the business community as a stakeholder in the early college movement.

The college's libraries hosted 13 One Book, One Community events, collected over 500 books for the Old Colony YMCA Social Services Branch, and sponsored two art exhibits with, including one with the Old Colony YMCA's Girls Detention Unit.

STEWARDSHIP

MASSASOIT POLICE DEPARTMENT

In the last year, under the guidance of the Chief of Police, the Massasoit Police Department has built on existing momentum.

- The creation of the Community Engagement Team brought the college's officers out into the community. Throughout the year, officers participated in a range of events, including welcoming students from the Children's Center to the police department and participation at the Special Olympics opening ceremony in Brockton.
- Reformed the College Police Department's Honor Guard.
- Successfully obtained annual Massachusetts State Police Certification.
- Initiated the first steps in becoming an accredited police agency, created a Detective Division, and successfully created and introduced a Police Operation Manager Position (former staff assistant).
- Created student/officer ride-along program, which was met with a lot of enthusiasm from our Criminal Justice students.
- Oversaw the installation and replacement of the College's surveillance camera system.
- Recognized for being in the top 19% by the National Council for Home Safety and Security.
- Wrote and implemented a new landing zone location for the City of Brockton in continuance with our interagency partnership.
- Successfully created and introduced police-worn body camera as a part of a pilot program, with intentions of a full roll out in 2019 following purchase and creation of policy.
- Hosted First Responder Day which brought together various public safety departments from the community for hands-on exploration for Camp Massasoit campers.
- Successfully sent the first community college police officer to the full-time municipal police academy after petitioning to the state that campus police officers and municipal police officers should be treated the same as far as training standards. Prior to these efforts, campus police officers could not go to the municipal police academy (far better training than that was offered) due to the priority classification. This effort by our Chief of Police led to change which benefits all community colleges throughout the Commonwealth.

- Lead a cohort with the Brockton Fire Department and Brockton Police Department on new ways to train and respond to an active shooter scenario.
- Created a civil service prep course for our students without any experience in taking these types of exams.
- Trained police personnel as certified defensive tactics instructors and firearm instructors to eliminate the need to pay for outside agencies to certify our campus police officers, resulting in an approximate savings of \$4,000/year). This will also allow for the department to conduct training at a much higher rate than recommended by the police training council and will assist in any claims of excessive force.
- Supervised 79 police investigations throughout the fall/spring semester; overall crime levels are down 43%.

MARKETING

- The Marketing Department collaborates with agency partners to ensure the Massasoit Community College vision and goals are being met by all invested parties and is a positive, strategic contributor to marketing strategies and tactical recommendations made by agency partners.
- Effectively communicates with internal leadership and agency partners to ensure ongoing alignment amidst complex moving parts.
- Keeps a tight pulse on marketing performance from a high- and micro-level; proactively provide updates to leadership to reduce miscommunication and confusion around marketing activity and approaches being taken.
- Identify areas of priority and focus for agency partners; own the responsibility of making budget allocation decisions when agency partners identify opportunity areas and moments when budgets are spread too thin to be effective.
- Review all marketing copy and design against Massasoit Community College team expectations, audience persona insights, and channel expectations to gain clarity on what works in each area.
- Hone technical understanding of marketing platforms to be the internal Massasoit Community College voice on how certain platforms work and corresponding best practices (e.g. paid search).
- Enrollment-marketing-specific:
 - Lead internal and agency team optimizations of marketing landing pages to continuously improve the experience for prospective students

- Ongoing analysis and ideation surrounding marketing automation strategies and optimizations, keeping the prospective student audience in the forefront of all decisions to improve conversion rates throughout the student journey — ultimately, getting leads to become started applications faster

COMMUNICATIONS & PUBLIC RELATIONS

- The President’s office hosted a series of community luncheons geared towards community members we hoped to engage in the college community. Additionally, a legislative breakfast series opened the door to communications with elected officials across the college’s service district.
- As the college’s spokesperson and liaison with the press, the Communications office is committed to protecting our image in the media and ensuring that our reputation is protected in the community. For a comprehensive list of press clips for the last year, please see Appendix E.
- Began the process to implement a college-wide calendar of events as well as the process of updating and creating a consistent policies and procedures manual.

FINANCE & ADMINISTRATION

- This division was restructured to assume oversight of Enrollment Management and was ultimately responsible for implementing Student Central, the one-stop for students. The Enrollment Management team has continued to review and improve services to our students, including revised communications to reflect a more welcoming message, a “Get-Connected” campaign for current students, the exploration of more effective communication medium with potential and current students, and work through EPIC, a cross functional team, to look for better ways to serve our students.
- The Administration Division has worked with the Facilities department and external partners (DCAMM, LBE, City of Brockton, elected officials, etc.) to provide a safe and inviting learning environment for our faculty, staff and students. From landscaping to ADA improvements, parking lots and roof repairs, to normal renewal and replacement activities, our goal is create an environment people can feel proud of.

INFORMATION TECHNOLOGY SERVICES

- Multiple labor-intensive Financial Aid processes were automated, including Book Advances, Disbursement letters, and Missing Item letters. The new automation processes save Financial Aid staff a significant amount of time while accelerating the process and improving communications for students.
- Several backbone components of the network architecture were replaced with newer models
- New wireless access points were installed across all three campuses, improving wireless network capacity and speed for students and employees.

- Internet bandwidth was increased at all three campus locations over both the primary and secondary connections, providing the College community with double the bandwidth at nearly the same cost.
- Ten classrooms were modernized with the introduction of new technology
- Accessibility scores on the College website have greatly improved and are now above industry benchmarks.
- In response to student feedback, the College's use of GradesFirst for texting students has been expanded to include multiple channels of important communication.
- Our primary endpoint security software was upgraded and migrated from an on-premise solution to a cloud solution. In addition to providing Massasoit with more security tools, it will allow the security team to spend more time using the tools than supporting them.
- We have worked with the CIO Council, ISO Council, and PACE groups on multiple cybersecurity initiatives, including information sharing, phishing awareness training, and DNS-filtering utilities.
- We continue to provide Information Security Training to the College community, including face-to-face sessions, online training, incident warnings, and frequent announcements.

HUMAN RESOURCES

To ensure strong applicant pools, the department initiated a communication plan and that now involves more detailed conversations with the hiring managers and committee chairs and assistance in creating viable job postings and the recommendation of core questions. In addition, job postings have been expanded and we have been able to maintain strong applicant pools.

Throughout the year, Human Resources has worked diligently with the MCCC and AFSCME unions to mitigate grievances and manage impact bargaining associated with the consolidation of enrollment services, the construction of Student Central, and other campus changes.

APPENDIX A

PRESIDENT'S COUNCIL FOR DIVERSITY AND INCLUSION 2018/2019 SUBCOMMITTEE REPORT

Group 1: Proactive approach to increasing cross-cultural and racial diversity within our staff, faculty, and administration (recruitment/retention/outreach)

- Goal 1: Provide recommendations to make Massasoit's HR Careers webpage more inclusive and data specific
 - Outcome: A comprehensive list of recommendations was created and will be reviewed with VP Hess over the summer to determine an implementation strategy.
- Goal 2: Create a video of employee testimonials to be added to the HR webpage, identifying appealing benefits of working at Massasoit.
 - Outcomes: Created a plan for utilizing existing video footage and compiling additional footage. Reviewing the plan with VP Hess over the summer to determine an implementation strategy.

Group 2: Having learning goals that are inclusive of equity and diversity (faculty/curriculum/general education)

- Goal 1: In collaboration with Massasoit's Institutional Research department, develop and conduct student surveys and focus groups pertaining to diversity, equity, and inclusion.
 - Outcomes: Reviewed existing, relevant survey data and created a plan to complete the construction of the student survey and start interviewing students in the fall 2019 semester.
- Goal 2: Analyze data from the student surveys to be conducted in the fall 2019 semester and present the data to the college community in the spring 2020 semester.
- Goal 3: Based on findings from student surveys and national research, host assignment and syllabus design workshops for Massasoit faculty in the fall 2020 semester.
- Goal 4: In the spring 2021 semester, review fall 2020 student artifacts and score with LEAP VALUE rubrics.

**Note: Projects presented by Group 2 include a request for monetary support totaling approximately \$18,000 as detailed in the PCDI Subcommittee Project/Proposal Report.*

Group 3: Relevant and critical conversations that focus on racial equity and inclusion (professional development)

- Goal 1: Host Tim Elmore, author of *Marching Off the Map: Inspire Students to Navigate a Brand New World*, as a fall 2019 or spring 2020 convocation speaker
 - Outcomes: Identified cost of approximately \$5,000 to secure Mr. Elmore as a guest speaker.
- Goal 2: In collaboration with various Massasoit departments, conduct a student forum in the fall 2019 semester to provide students with the opportunity to voice concerns and ideas about diversity and inclusion.
 - Outcomes: Started creating a plan on what this forum would consist of and how it would be implemented.
- Goal 3: Coordinate a Wall of Fame in the Student Center to highlight Massasoit alumni who represent the various nationalities of our student population.
 - Outcomes: Created an initial plan of what this inclusive wall space would look like and how it could be implemented in the fall 2019 or spring 2020 semester.
- Goal 4: Utilize Massasoit TV monitors throughout the campuses to promote upcoming diversity and inclusion-related events and programs.
 - Outcomes: Started initial conversation with the Media department about accessibility and restrictions.
- Goal 5: In the fall 2019 semester, launch a flag campaign in the Student Center displaying flags of the native countries of Massasoit students.
- Goal 6: Add a welcome message in the native languages of Massasoit students on the digital signs at the entrances of Massasoit campuses for the fall 2019 semester and beyond.
- Goal 7: Offer Massasoit printed resources, including cafeteria menus, in languages Massasoit students speak starting in the fall 2019 semester.

Group 4: Audit of all college's written material for implicit bias (project-based)

- Goal 1: Review the Massasoit Faculty Handbook.
 - Outcomes: Group 4 reviewed the Faculty Handbook and submitted a comprehensive list of recommendations and amendments to be made.

- Goal 2: Review a selection of Massasoit job postings to identify trends of implicit bias.
 - Outcomes: A comprehensive review of 10 recent Massasoit job descriptions was conducted and detailed recommendations on improving future job descriptions was provided.
- Goal 3: Review the list of diversity questions provided to Massasoit search committee chairpersons.
 - Outcomes: All diversity questions were carefully reviewed and thoughtful recommendations were presented on improving the questions themselves as well as the format in which the questions should be utilized.
- Goal 4: Review the Massasoit Student Handbook.
 - Outcomes: Sections of the Student Handbook will be divided up among the subcommittee and will be reviewed in the fall 2019 semester.

APPENDIX B

2018-2019 ATHLETIC ACCOMPLISHMENTS

21 Individual All-Region 21 Awards

6 Region 21 Tournament Appearances

- Men's Soccer
- Women's Soccer
- Men's Basketball
- Women's Basketball
- Baseball
- Men's Golf

4 NJCAA National Tournament Appearances

- Men's Cross Country
- Men's Track
- Women's Track
- Men's Golf

4 NJCAA National Player of the Week Awards

2 NJCAA All American Players

- Women's Basketball
- Men's Golf

1 NJCAA Region 21 Championship

- Men's Soccer

APPENDIX C

GRANT AWARDS ALIGNED WITH STRATEGIC PRIORITIES FISCAL YEAR 2019 – AS OF 6/4/19

Specific Goals for Academic Year 2018-2019:

1. Student Success, Enrollment, Retention, and Graduation
2. Lay the Foundation for Major Gift Fundraising
3. Equity, Diversity & Inclusion
4. Community Engagement: Building Ties with the Community

Please note: Figures reported are for funds designated for FY19. Grant periods vary, however, with some grant years ending on 6/30 and others ending on 8/31 or 9/21. Funding amounts for additional years in a multi-year award or awards for FY20 and beyond for which we received notification during FY19 are not reflected in the following chart.

Funder & Grant Program:	Strategic Priorities	Total FY19 Award	Performance Metrics
Brockton Cultural Council: Support for Canton Arts Festival	Priority 4: · Annual Arts Festival brings community members to Canton campus and helps promote art and other Canton academic programs	\$500	Arts Festival held on 5/19/19
Canton Cultural Council: Support for Canton Arts Festival	Priority 4: · Annual Arts Festival brings community members to Canton campus and helps promote art and other Canton academic programs	\$250	Arts Festival held on 5/19/19

Funder and Grant Program	Strategic Priorities	Total FY19 Award	Performance Metrics
Commonwealth Corporation (CommCorp): Re-entry Workforce Development Demonstration Program Design Capacity Building Grant	Priority 1: · Program planning and design to assist justice-involved adults, particularly veterans, train for high-demand diesel technology field and prepare to re-enter workforce Priority 4: · Collaboration with employers, community organizations, and corrections agencies to meet workforce education needs and assist re-entry population	\$17,000	Award notification received mid-April, with kick-off partnership meeting held May 3; planning period ends June 30. Proposed activities: · Participate in CommCorp learning community · Convene and lead partners in designing program to best serve re-entry population, particularly veterans · Develop curriculum for three-credit on-the-job training course · Contextualize workforce readiness curriculum to diesel industry and justice-involved participants
Harold Brooks Foundation: Support for Latch Program	Priorities 1 and 3: · Mentoring; advising; and tutoring in in reading, writing, mathematics, and general study skills to improve success and decrease achievement gaps. Brooks funding provides partial support for program.	\$15,000	Latch program overall metrics: · >200 students served per year · >90% of students regularly participate in program activities · 81% spring 2017 to fall 2018 retention rate compared to 56% of overall population of first-time Massasoit students · Graduation rate is equal to college average
MA Dept. of Early Education & Care (EEC): Southeast Educational Professionals Partnership	Priority 1: · Instruction, tutoring, mentoring, & related strategies to improve student success and credentials for early education professionals	\$45,000	· Five courses run annually · Average enrollment of 26 students/class · Average completion/pass rate of 85%

Funder and Grant Program	Strategic Priorities	Total FY19 Award	Performance Metrics
MA EEC: Career Pathways Grant	Priority 1: · Instruction, tutoring, mentoring, & related strategies to improve student success and credentials for early education professionals Priority 4: · Collaboration with early education industry and workforce sector to meet workforce education needs	\$296,880	· Eight courses run: two five-credit courses and six three-credit courses · Average enrollment of 26 students/three-credit course; eight students/five-credit course · Non-credit CPR and pediatric first aid courses to be run in June · Search for project director conducted; to be reopened for FY20 hiring
MA DESE/US Dept. of Education: Adult Basic Education – Stoughton Community Adult Learning Center	Priority 1: · Instruction, tutoring, mentoring, & related strategies to improve English language skills Priority 4: · Collaboration with government agencies to meet workforce education needs	\$198,000	Grant period runs through 8/31/19; reporting data specific to FY19 not yet available. Program serves approximately 110 students per semester. FY18 data: · Measurable Skills Gain for participants 56.4% compared to state target of 53% -- 107% of target met · 72% of still enrolled students successfully completed attempted class level and progressed to next level

Funder and Grant Program	Strategic Priorities	Total FY19 Award	Performance Metrics
MA DESE Adult Basic Education Transition to College	<p>Priorities 1 and 3:</p> <ul style="list-style-type: none"> · Instruction, tutoring, mentoring, & related strategies to provide access to post-secondary education, improve success, and decrease achievement gaps <p>Priority 4:</p> <ul style="list-style-type: none"> · Collaboration with govt. agencies to meet workforce education needs 	\$92,233	<p>FY19 data not yet available. FY18 data:</p> <ul style="list-style-type: none"> · 18 students served each semester, and 18 students each received 9 transferable college credits at end of the two-semester program · Five FY18 Transitions graduates enrolled in Massasoit for academic year FY19 and have completed two semesters of coursework in the following programs: <ul style="list-style-type: none"> ○ Business Administration Careers - Accounting ○ Networking Specialist Certificate ○ Diesel Technology ○ Liberal Arts Studies ○ Liberal Arts Transfer – Science
MA DHE: Commonwealth Dual Enrollment Program	<p>Priorities 1 and 3:</p> <ul style="list-style-type: none"> · Early college/dual enrollment courses to improve post-secondary access and success and to decrease achievement gaps <p>Priority 4:</p> <ul style="list-style-type: none"> · Collaboration with area high schools 	\$40,000	<p>FY19 data not yet reported. FY18 data:</p> <ul style="list-style-type: none"> · 44 unique students served in FY18 · Of these, 42 (95%) completed · 22 students (50%) reported minority status; ethnicity unknown for an additional 14 students (32%) · 12 students (27%) reported first generation status; status unreported for other 32 participants

Funder and Grant Program	Strategic Priorities	Total FY19 Award	Performance Metrics
MA DHE: Performance Incentive Fund – Early College Strategies to Enhance Learning	Priority 1: · Professional development for faculty to teach dual enrollment courses and expand OER to dual enrollment courses	\$59,525	FY19 grant period runs through 9/21/19. Projections: · 30 faculty will participate in professional development to improve teaching and learning in dual enrollment courses taught to high school students · 15 of these faculty will incorporate OER into dual enrollment courses
MA DHE: Performance Incentive Fund – 100 Males to College (partnership with Bridgewater State University as lead, Brockton High School & Southeastern Regional VoTech High School)	Priorities 1 and 3: · Instruction, mentoring, & related strategies to improve post-secondary access and success and to decrease achievement gaps Priority 4: · Collaboration with Bridgewater State and area high schools	\$19,489	FY19 grant period runs through 9/21/19. Projections: · 75 minority male mentees projected to be served during FY19 · Ran Preparing for College Math course at Brockton High and Southeastern Regional Vocational Technical High in fall 2018 with 100% pass rate at each

Funder and Grant Program	Strategic Priorities	Total FY19 Award	Performance Metrics
MA DHE STEM Starter Academy	<p>Priority 1:</p> <ul style="list-style-type: none"> · Mentoring, advising, undergraduate research opportunities, and cohort activities (STEM Scholars) to improve success <p>Priority 4:</p> <ul style="list-style-type: none"> · Collaboration with K-12 education and community organizations 	\$265,000	<p>FY19 grant period runs through 9/21/19.</p> <ul style="list-style-type: none"> · Funding supports approximately 15 student research internships per semester; to date in FY19 has funded \$32,926 in student internship stipends · Nine research interns presented research project August 2018 at annual Ecological Society of America conference in TX; students and faculty invited to attend again in KY August 2019 · Research interns made presentations at area K-12 schools and Brockton Community Garden Network meeting · STEM Scholars cohort activities included guest lectures and journal club meetings
MA Executive Office of Ed.: MA Inclusive Concurrent Enrollment Initiative (MAICEI)	<p>Priority 3:</p> <ul style="list-style-type: none"> · Title IX/ADA compliance · Providing inclusive college experience to students with disabilities <p>Priority 3:</p> <ul style="list-style-type: none"> · Partnership with area high schools 	\$54,315	Seven students participated during FY19

Funder and Grant Program	Strategic Priorities	Total FY19 Award	Performance Metrics
MA Association of Community Colleges: Direct Support Certificate Program (DDS)	Priority 4: · Collaboration with govt. agencies to meet regional labor market and workforce education needs	\$36,035	DDS Program is not a cohort model; as per contract, Massasoit is asked to backfill with self-paying, non-DDS students. During FY19, the following courses were run: · Intro to Social Welfare (8 DDS students, 7 non-DDS) · Group Dynamics (5 DDS students, 7 non-DDS students) · Developmental Disabilities (3 DDS students, 7 non-DDS) · Seminar & Field Experience in Human Services (5 DDS students, 10 non-DDS) · Preparing for College Reading II (5 DDS students)
MA Workforce Skills Cabinet – MA Skills Capital Grant: Nursing, Respiratory, CNA, and HHA equipment and installation	Priority 1: · Purchasing and installing up-to-date equipment to improve hands-on learning opportunities and student success Priority 4: · Reciprocal relationships with business & industry partners · Collaboration to meet regional labor market needs	\$494,671	· Nursing and Respiratory labs outfitted with new, updated equipment · New lab established to offer CNA and HHA programs on Canton campus, with expanded capacity to offer these programs on Brockton campus in the future

Funder and Grant Program	Strategic Priorities	Total FY19 Award	Performance Metrics
MA Workforce Skills Cabinet – MA Skills Capital Grant: HVAC	Priority 1: · Purchasing and installing up-to-date equipment to improve hands-on learning opportunities and student success Priority 4: · Reciprocal relationships with business & industry partners · Collaboration to meet regional labor market needs	\$122,347	HVAC lab outfitted with new, updated equipment
Milton Cultural Council: Support for Canton Arts Festival	Priority 4: Annual Arts Festival brings community members to Canton campus and helps promote art and other Canton academic programs	\$100	Arts Festival held on 5/19/19
NSF Scholarships for STEM (S-STEM)	Priority 1: · Scholarship support, mentoring, advising, undergraduate research support, and cohort activities to improve success	\$129,280	· Provided a total of \$55,532 in scholarship assistance to 10 students during FY19 · Provided \$14,898 in STEM research internship stipends · Projected to provide \$454,900 in scholarships to 60 students over 5-year life of grant
Randolph Cultural Council: Support for Canton Arts Festival	Priority 4: · Annual Arts Festival brings community members to Canton campus and helps promote art and other Canton academic programs	\$250	Arts Festival held on 5/19/19

Funder and Grant Program	Strategic Priorities	Total FY19 Award	Performance Metrics
Sharon Cultural Council: Support for Canton Arts Festival	Priority 4: · Annual Arts Festival brings community members to Canton campus and helps promote art and other Canton academic programs	\$100	Arts Festival held on 5/19/19
Stoughton Cultural Council: Support for Canton Arts Festival	Priority 4: · Annual Arts Festival brings community members to Canton campus and helps promote art and other Canton academic programs	\$100	Arts Festival held on 5/19/19
United Way of Greater Plymouth County: Education	Priority 1: · Scholarships for students to enroll in Massasoit's High School Equivalency Program to improve student success and career opportunities	\$7,892	44 students received scholarship assistance and completed course; 4 more are already registered for summer 2019 class
United Way of Greater Plymouth County: Financial Stability	Priority 1: · Scholarships for students to enroll in Massasoit's non-credit, health care certificate programs to improve career opportunities	\$10,358	· 15 students received scholarship assistance as follows: ○ Home Health Aide: 5 ○ EKG Technician: 4 ○ Medical Interpreter: 5 ○ EMT Basic: 1 · One of Massasoit's students will be honored by the United Way of Great Plymouth County on June 12 as its annual Courage Award recipient after completing Massasoit's EMT Basic certificate program and passing the state EMT exam. He is now employed by Brewster Ambulance and continuing his studies in Massasoit's Paramedic certificate program: United Way Scholarship Success Stories

Funder and Grant Program	Strategic Priorities	Total FY19 Award	Performance Metrics
US Dept. of Education: TRIO Student Success Program	Priorities 1 and 3: · Tutoring, mentoring, & related strategies to improve student success and decrease achievement gaps	\$309,835	<ul style="list-style-type: none"> · 157 students served per year on average · 91% persistence rate vs. 75% goal · 96% good academic standing rate vs. 85% goal · 50% graduation rate vs. 40% goal · 29% graduation and transfer rate vs. 30% goal
US Dept. of Education/MA DESE: Perkins Career & Technical Education (CTE)	Priority 1: · Mentoring & related strategies to decrease achievement gaps · Early college/dual enrollment Priority 4: · Collaboration with industry and govt. agencies to meet to meet regional labor market demand and workforce education needs	\$296,061	Current and projected expenditures for FY19 (ending 8/31/19): <ul style="list-style-type: none"> · \$80,612 for CTE tutors · \$18,128 for CTE advising · \$5,000 for curriculum development (CTIM) · \$4,500 for one dual-enrollment summer session course · \$38,131 for Instructional supplies and materials · \$10,510 for professional development
Total FY19 Grant Awards		\$2,510,221	

APPENDIX D

EVENTS AND TRAININGS FOCUSED ON DIVERSITY AND INCLUSION

September 2018	Presented “When We Know Better, We Can Do Better,” an implicit bias professional development workshop with Rev. Mary Stone.
	Launched online “Sexual Assault Prevention for Community Colleges” training for students.
October 2018	Held “Gender and Gender Identity in 2018: How can classroom spaces work towards inclusion and belonging?” professional development workshop with diversity trainer Dr. Liza Talusan.
November 2018	Hosted “Preventing Harassment & Discrimination,” a professional development workshop with trainer Hamish Blackman.
	Hosted “Hair We Grow,” a candid panel discussion about black hair. Moderated by Massasoit English professor Dr. Rachel Daniel, the panel included professor Deborah Shariff, Chief Diversity Officer Yolanda Dennis, photographer Stace Hamilton, and stylist Dominique Mitchell, all of whom shared hair stories and discussed incidents of discrimination against black hair. This event supported the College’s One Book, One Community programming.
February 2019	“Hiding in Plain Sight” professional development workshop on implicit bias was held with trainer Johanna Wald.
	Presented the 2019 Martin Luther King, Jr. Celebration event for students, faculty, staff, and community members. Dr. David Harris, Managing Director of the Charles Hamilton Houston Institute for Race and Justice, served as keynote speaker.
	Hosted Dr. Glen Prospere, chair of the Massasoit Human Services Department, to present a lecture titled, “Shades of Blackness: The Effect of Prejudice and Discrimination Based on Skin Tone.”
March 2019	Massasoit’s MAICEI program and the ADA Access Committee hosted Dr. Liz Hartmann of Lasell College to present to faculty about Universal Design for Learning.
	Co-sponsored, with the TRIO program, visiting poet U-Meleni Mhlaba-Adebo for Massasoit’s World Poetry Day.
	Sponsored, in collaboration with Career Services, “Opening Doors to Employment Within the Court System,” a panel discussion where court employees from the Brockton District and Superior Courts spoke to students about career opportunities within the MA trial court system.
April 2019	Hosted, in collaboration with the Women’s Resource Center, speaker/activist Ashley Bendiksen, who presented three faculty and staff professional development sessions on bystander awareness as well as a keynote luncheon on healthy relationships.
	Hosted “Masculinity 101,” an open discussion facilitated by Marc Peters, the Assistant Director for Community Engagement at Brown University.

APPENDIX E

PRESS CLIPS JULY 1, 2018 – JUNE 7, 2019

July 2018

Easton Patch – [Easton Fire Welcomes 3 New Firefighters](#) – July 11, 2018

Darien News – [A chat with... Michelle Saldivar, Special Projects Advisor at Building One Community](#) – July 12, 2018

The Herald News – [PASSIONS: Ben Monteiro combines love of art and sports](#) – July 12, 2018

The Herald News – [COACH K: Kraig Kupiec takes baseball job at Massasoit Community College](#) – July 17, 2019

The Patriot Ledger – [Kraig Kupiec named head baseball coach at Massasoit](#) – July 17, 2019

Inside Higher Ed – [New Presidents or Provosts: Clarion U of Pa., Dartmouth College, Franklin & Marshall College, J. Sargeant Reynolds CC, Loyola U New Orleans, Massasoit CC, Notre Dame de Namur U, St. Thomas U \(Fla.\), U of Delaware, U of Louisiana-Lafayette, Vincennes U](#) – July 27, 2018

August 2018

The Greenfield Recorder – [Wendell's Myron Becker has 10 'magical culinary words' that make cooking fun, delicious](#) – Aug. 14, 2018

September 2018

The Patriot Ledger – [COLLEGES: Massasoit to honor retired baseball coach Tom Frizzell on Sept. 13](#) – Sept. 4, 2018

Wicked Local Mansfield – [New firefighters on the job in Mansfield](#) – Sept. 13, 2018

The Patriot Ledger – [Massasoit honors coaching legend Tom Frizzell](#) – Sept. 14, 2018

October 2018

The Enterprise – [COLLEGES: Massasoit women's soccer team gets boost from Whitman-Hanson connection](#) – Oct. 6, 2018

The Enterprise – [STEM extravaganza planned at Brockton Public Library](#) – Oct. 16, 2018

The Enterprise – [Brockton resident and Coast Guard vet honored for decades of service](#) – Oct. 17, 2018

The Boston Globe – [Brockton NAACP to participate in statewide STEM Week](#) – Oct. 18, 2018

The Enterprise – [In 20th year, Jingle Bell Run finds new holiday home at Brockton High](#) – Oct. 19, 2018

South Coast Today – [Massasoit Community College Theatre Company presents 'A Midsummer Night's Dream'](#) – Oct. 23, 2018

The Patriot Ledger – [COLLEGES/HIGH SCHOOLS: Massasoit wins Region 21 title](#) – Oct. 26, 2018

November 2018

Wicked Local – [COLLEGE SOCCER: From England to Massasoit Community College for top scorer Charlie Swann](#) – Nov. 2, 2018

Wicked Local Pembroke – [Acella Construction welcomes new project superintendent](#) – Nov. 6, 2018

WCVB Channel 5 – [Brockton trains for 'worst possible scenario'](#) – Nov. 9, 2018

The Enterprise – [Get your costumes ready – for the 20th Brockton Jingle Bell Run](#) – Nov. 13, 2018

Cape Cod Times – [Cape aid groups help with health care in Honduras](#) – Nov. 25, 2018

Wicked Local Holbrook – [New Holbrook health agent gives it her best shot!](#) – Nov. 28, 2018

December 2018

The Enterprise – [At Massasoit in Brockton, these classes are definitely not by the book](#) – Dec. 6, 2018

Boston Business Journal – [Viewpoint: McDonald's is building Archways to opportunity](#) – Dec. 6, 2018

The Enterprise – [Holy donation! Brockton nuns donate \\$80K to city nursing home](#) – Dec. 12, 2018

The Foxboro Reporter – [Michael Kelleher promoted to fire chief](#) – Dec. 13, 2018

WBUR – [Rethinking 'Remedial' Classes: Instead of Helping Students Catch Up, They Hold Them Back](#) – Dec. 14, 2018

South Coast Today – [Not by the book: Some Massasoit Community College professors opt for free digital texts](#) – Dec. 28, 2018

January 2019

The Enterprise – [Brockton reclaims stadium complex from B21](#) – Jan. 4, 2019

The Patriot Ledger – [First loss for Massasoit](#) – Jan. 10, 2019

The Patriot Ledger – [Child exploitation referrals double in Plymouth County – Jan. 17, 2019](#)

The Enterprise – [Brockton gets new 10-year contract with Comcast – Jan. 25, 2019](#)

Boston Herald – [Bank of America, state announce funding to help homeless](#) – Jan. 31, 2019

Wicked Local Brockton – [Officials shed light on human trafficking in Brockton forum](#) – Jan. 31, 2019

February 2019

The MetroWest Daily News – [Theater: 'American Idiot' musical is ready to rock Norwell – Feb. 2, 2019](#)

The Enterprise – [Anonymous donation funds scholarship for Brockton students](#) – Feb. 9, 2019

South Coast Today – [New Bedford woman who died in crash was nursing student](#) – Feb. 14, 2019

The Enterprise – [COLLEGE BASKETBALL: Sienna and Sierra Johnson of Brockton difference makers at Anna Maria](#) – Feb. 19, 2019

Wicked Local Easton – [Massasoit Theatre Company to present 'Freedom Riders'](#) – Feb. 21, 2019

Wicked Local Brockton – [Rachael Rollins says a DA's power is like no other](#) – Feb. 27, 2019

The Boston Globe – [Freedom Riders, family music, and lost architecture](#) – Feb. 28, 2019

March 2019

Wicked Local Carver – [Massasoit Community College dean's list](#) – March 1, 2019

The Enterprise – [Freedom Riders -- on stage in Brockton](#) – March 6, 2019

The Enterprise – [Massasoit basketball players earn Region 21 honors](#) – March 14, 2019

Hometown Weekly Walpole – [Walpole Library welcomes women's posters](#) – March 20, 2019

Wicked Local Holbrook – [Holbrook's Belezos earns all-conference hoop honors](#) – March 22, 2019

Wicked Local Canton – [Women's labor posters make a stand in Canton](#) – March 25, 2019

The Patriot Ledger – [Massasoit Community College adds volleyball, drops softball program](#) – March 28, 2019

South Coast Today – [Massasoit Community College Theatre Company holding auditions for New Works Play Festival](#) – March 28, 2019

The Boston Globe – [Dancing, music, and a circus of dreams](#) – March 29, 2019

The Enterprise – [Brockton gets funds to plan for life science campus](#) – March 31, 2019

April 2019

The Enterprise – [Brockton's Orlando Vandross headed to the Final Four](#) – April 3, 2019

Wicked Local Brockton – [Five Massasoit students honored in Boston](#) – April 3, 2019

95.9 WATD – [South Shore: Four Massasoit Community College Students Recognized for Academic Excellence](#) – April 4, 2019

Wicked Local Pembroke – [Pembroke officer, veteran Sean Ready to receive VFW National Public Servant Award](#) – April 4, 2019

Wicked Local Randolph – [Randolph coach takes over rejuvenated sport at Massasoit](#) – April 8, 2019

The Enterprise – [Derenoncourt enters race for mayor of Brockton](#) – April 9, 2019

Wicked Local Pembroke – [Pembroke students recognized for various achievements](#) – April 10, 2019

Cape Cod.com – [Cape Cod High School Designated for Pathways Program](#) – April 12, 2019

Wicked Local Canton – [Derenoncourt reaches for ‘American dream’ in mayoral run](#) – April 14, 2019

The Enterprise – [Newcomers to join Massasoit Hall of Fame May 17](#) – April 23, 2019

The Enterprise – [Proposals floated for Brockton conference center](#) – April 25, 2019

Wicked Local Canton – [HVAC degree program returns to Massasoit Community College for fall 2019](#) – April 26, 2019

May 2019

Inside Higher Ed – [Commencement Speakers Announced: Albertus Magnus, College of St. Scholastica, Curry, Farmingdale State, Massasoit CC, Monmouth, Quinebaug Valley CC, San Francisco State, U Maine Farmington, U Maine Presque Isle, U Toledo, Winston-Salem State](#) – May 2, 2019

The Enterprise – [‘You belong in college’ — Brockton program helps men of color achieve dream](#) – May 2, 2019

The Enterprise – [Massasoit to open office at new unemployment building in downtown Brockton](#) – May 9, 2019

Politico – [Massachusetts Playbook - “Massasoit to open office at new unemployment building in downtown Brockton”](#) – May 10, 2019

The Enterprise – [Five Massasoit women’s basketball players headed to four-year programs](#) – May 28, 2019

The Enterprise – [‘Something different at Massasoit’ – 894 graduate in Brockton](#) – May 31, 2019

Wicked Local Mattapoisett – [Tri-town achievers](#) – May 31, 2019

Wicked Local Pembroke – [Pembroke resident honored at Statehouse for college achievements](#) – May 21, 2019

June 2019

The Enterprise – [Speakers share wisdom with Randolph High graduates](#) – June 2, 2019

The Enterprise – [Massasoit golfer Chris McMorrow is back in national golf tournament](#) – June 2, 2019

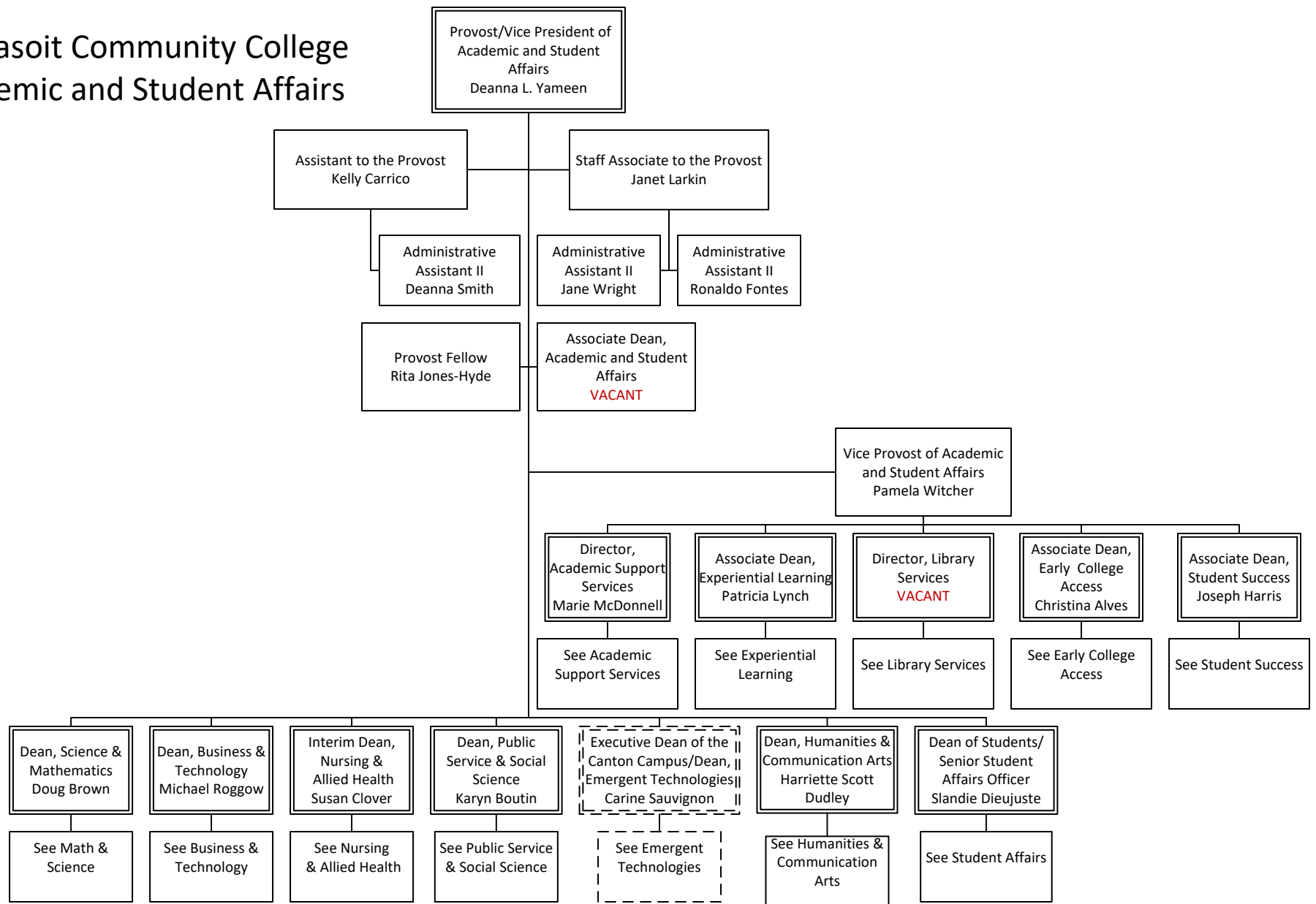
Wicked Local Stoughton – [SCHOOL HONORS for Canton, Holbrook, Randolph & Stoughton students](#) – June 5, 2019

Wicked Local Pembroke – [Pembroke achievers](#) – June 7, 2019

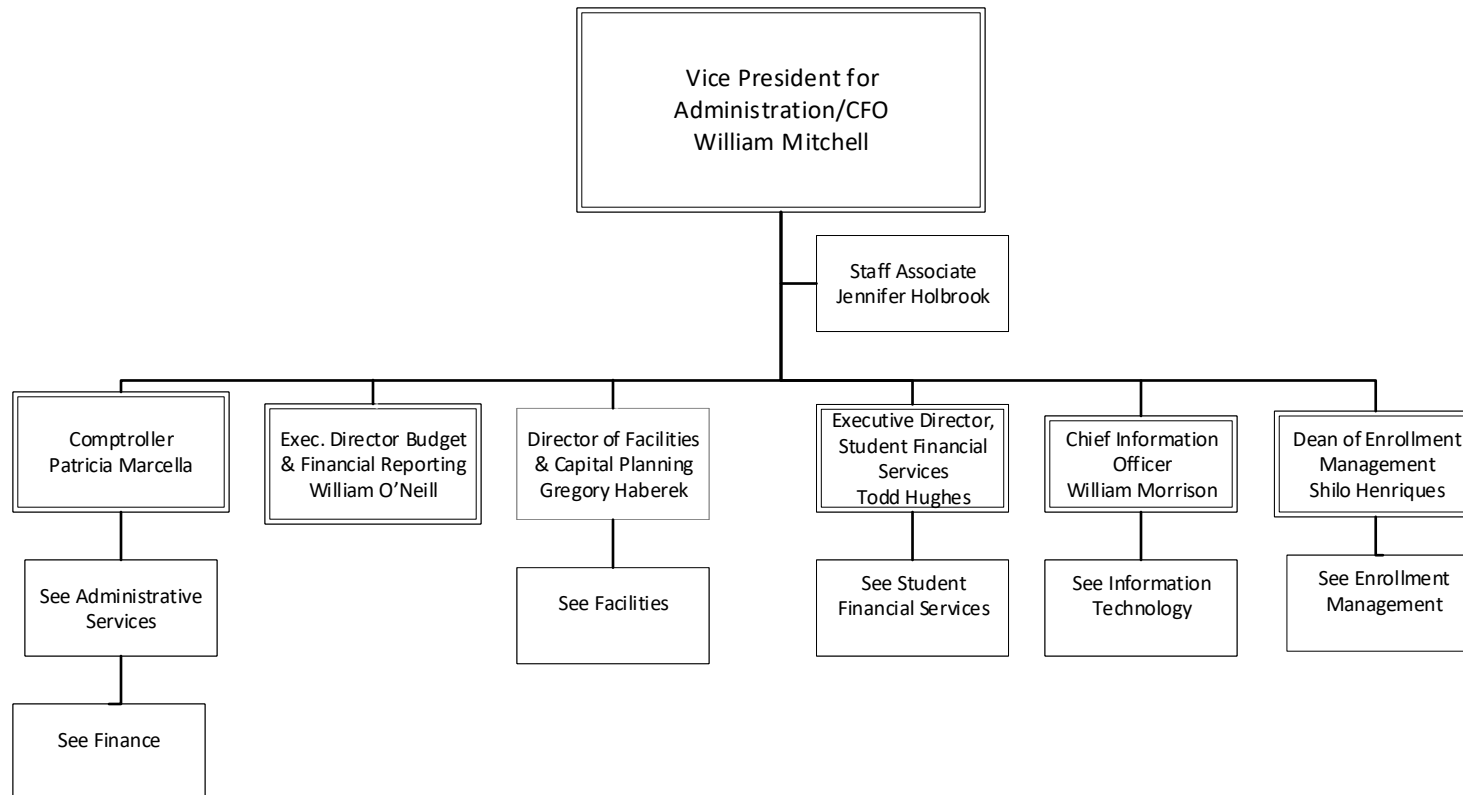
Wicked Local Bridgewater – [Bridgewater, Raynham achievers](#) – June 7, 2019

Massasoit Community College

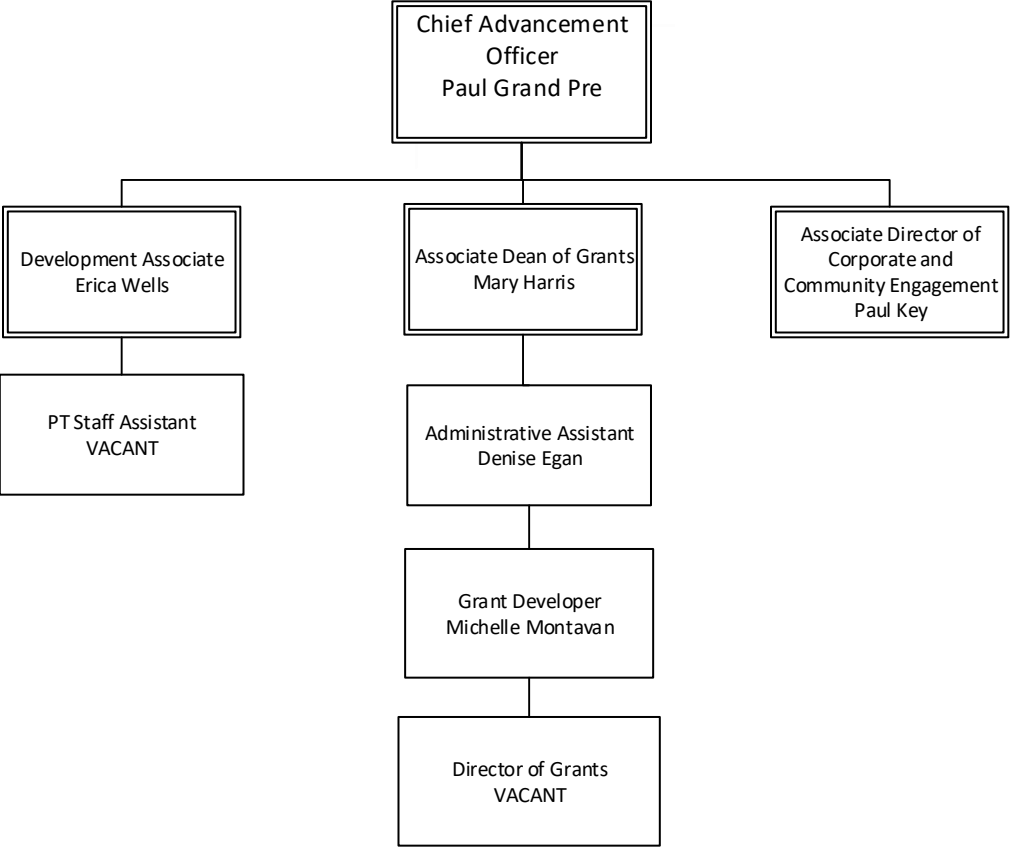
Academic and Student Affairs



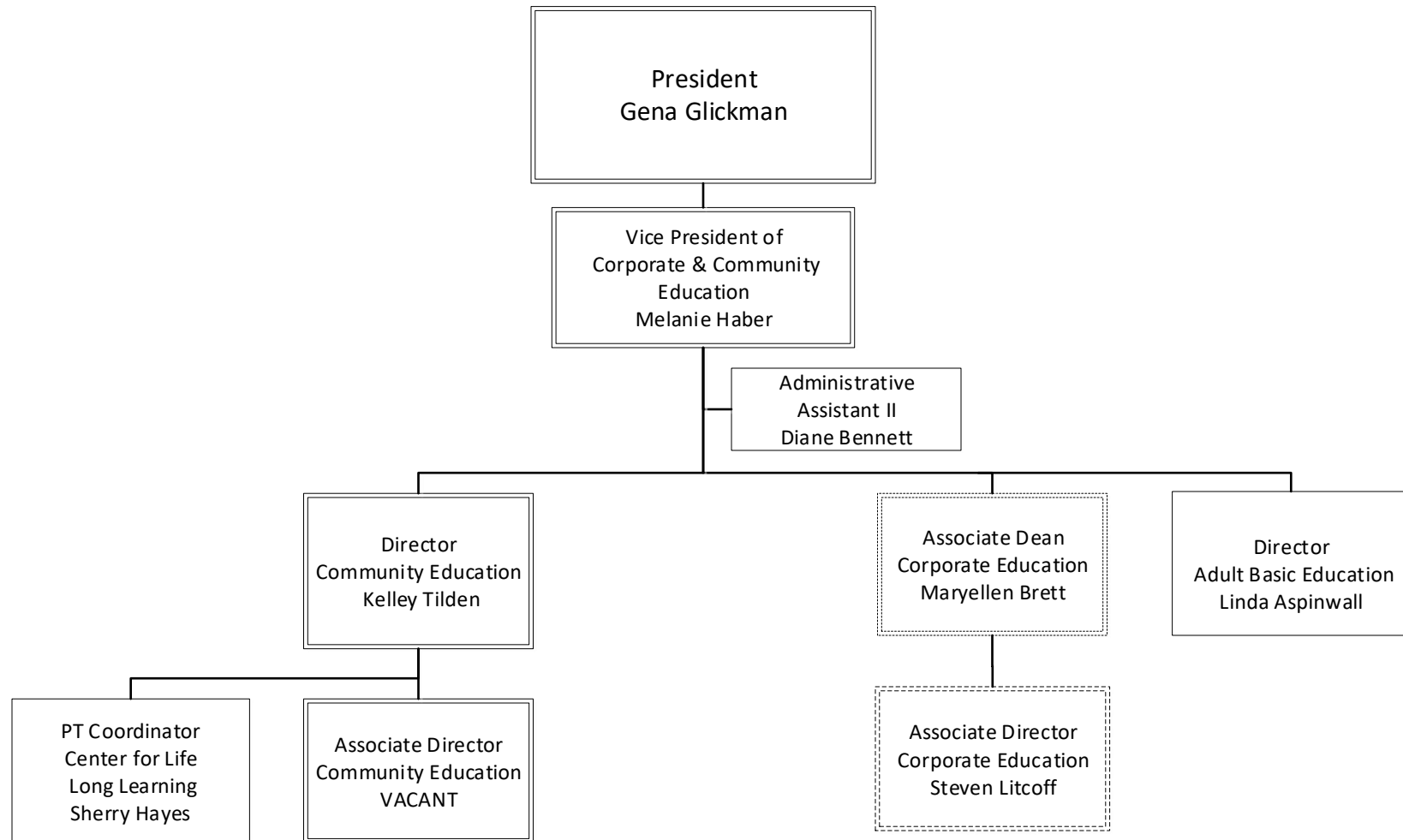
Massasoit Community College Administration & Finance



Massasoit Community College
Advancement Office



Massasoit Community College Corporate & Community Education



----- Located in Canton



MASSASOIT
COMMUNITY COLLEGE

The Economic Value of Massasoit Community College

EXECUTIVE SUMMARY



MASSASOIT Community College (Massasoit) creates value in many ways. The college plays a key role in helping students increase their employability and achieve their individual potential. The college draws students to the region, generating new dollars and opportunities for the Massasoit Service Area. Massasoit provides students with the education, training, and skills they need to have fulfilling and prosperous careers. Furthermore, Massasoit is a place for students to meet new people, increase their self-confidence, and promote their overall health and well-being.

Massasoit influences both the lives of its students and the regional economy. The college supports a variety of industries in the Massasoit Service Area,¹ serves regional businesses, and benefits society as a whole in Massachusetts from an expanded economy and improved quality of life. The benefits created by Massasoit even extend to the state and local government through increased tax revenues and public sector savings.

This study measures the economic impacts created by Massasoit on the business community and the benefits the college generates in return for the investments made by its key stakeholder groups—students, taxpayers, and society. The following two analyses are presented:



Economic impact analysis



Investment analysis

All results reflect employee, student, and financial data, provided by the college, for fiscal year (FY) 2016-17. Impacts on the Massasoit Service Area economy are reported under the economic impact analysis and are measured in terms of added income. The returns on investment to students, taxpayers, and society in Massachusetts are reported under the investment analysis.

¹ For the purposes of this analysis, the Massasoit Service Area as is comprised of Plymouth and Norfolk Counties in Massachusetts.

The value of Massasoit influences both the lives of its students and the regional economy.



Economic impact analysis

Massasoit promotes economic growth in the Massasoit Service Area through its direct expenditures and the resulting expenditures of students and regional businesses. The college serves as an employer and buyer of goods and services for its day-to-day operations. The college's activities attract students from outside the Massasoit Service Area, whose expenditures benefit regional vendors. In addition, Massasoit is a primary source of higher education to the Massasoit Service Area residents and a supplier of trained workers to regional industries, enhancing overall productivity in the regional workforce.

Operations Spending Impact



Massasoit adds economic value to the Massasoit Service Area as an employer of regional residents and a large-scale buyer of goods and services. In FY 2016-17, the college employed 1,082 full-time and part-time faculty and staff, 69% of whom lived in the Massasoit Service Area. Total payroll at Massasoit was \$47.7 million, much of which was spent in the region for groceries, mortgage and rent payments, dining out, and other household expenses. In addition, the college spent \$29.4 million on day-to-day expenses related to facilities, supplies, and professional services.

Massasoit's day-to-day operations spending added \$65.5 million in income to the region during the analysis year. This figure represents the college's payroll, the multiplier effects generated by the in-region spending of the college and its employees, and a downward adjustment to account for funding that the college received from regional sources. The \$65.5 million in added income is equivalent to supporting 1,355 jobs in the region.

Student Spending Impact



Around 18% of students attending Massasoit originated from outside the region in FY 2016-17, and some of these students relocated to the Massasoit Service Area to attend Massasoit. These students may not have come to the region if the college did not exist. In addition, some in-region students, referred to as retained students, would have left the Massasoit Service Area if not for the existence of Massasoit. While attending the college, these relocated and retained students spent money on groceries, accommodation, transportation, and other household expenses. This spending generated \$10.5 million in added income for the regional economy in FY 2016-17, which supported 196 jobs in the Massasoit Service Area.

IMPACTS CREATED BY MASSASOIT
IN FY 2016-17



\$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

Alumni Impact



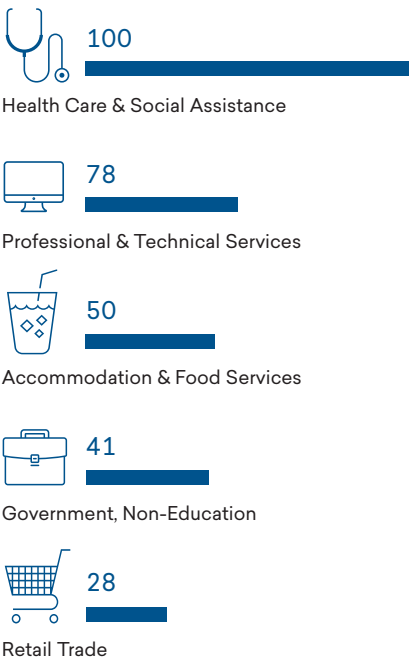
The education and training Massasoit provides for regional residents has the greatest impact. Since its establishment, students have studied at Massasoit and entered the regional workforce with greater knowledge and new skills. Today, thousands of former Massasoit students are employed in the Massasoit Service Area. As a result of their Massasoit educations, the students receive higher earnings and increase the productivity of the businesses that employ them. In FY 2016-17, Massasoit alumni generated \$220.2 million in added income for the regional economy, which is equivalent to supporting 2,587 jobs.

Total Impact

Massasoit added \$296.2 million in income to the Massasoit Service Area economy during the analysis year, equal to the sum of the operations spending impact, the student spending impact, and the alumni impact. For context, the \$296.2 million impact was equal to approximately 0.4% of the total gross regional product (GRP) of the Massasoit Service Area. This contribution that the college provided on its own was larger than the entire Agriculture, Forestry, Fishing & Hunting industry in the region.

Massasoit's total impact can also be expressed in terms of jobs supported. The \$296.2 million impact supported 4,138 regional jobs, using the jobs-to-sales ratios specific to each industry in the region. This means that one out of every 188 jobs in the Massasoit Service Area is supported by the activities of Massasoit and its students. In addition, the \$296.2 million, or 4,138 supported jobs, impacted regional industries in different ways. Among non-education industry sectors, Massasoit supported the most jobs in the Health Care & Social Assistance industry sector – supporting 630 jobs in FY 2016-17. These are impacts that would not have been generated without the college's presence in the Massasoit Service Area.

TOP INDUSTRIES IMPACTED BY MASSASOIT (JOBS SUPPORTED)





Investment analysis

An investment analysis evaluates the costs associated with a proposed venture against its expected benefits. If the benefits outweigh the costs, then the investment is financially worthwhile. The analysis presented here considers Massasoit as an investment from the perspectives of students, taxpayers, and society in Massachusetts.

Student Perspective



In FY 2016-17, Massasoit served 10,613 credit and 2,321 non-credit students. In order to attend the college, the students paid for tuition, fees, books, and supplies. They also took out loans and will incur interest on those loans. Additionally, students gave up money they would have otherwise earned had they been working instead of attending college. The total investment made by Massasoit's students in FY 2016-17 amounted to a present value of \$49.4 million, equal to \$30.6 million in out-of-pocket expenses (including future principal and interest on student loans) and \$18.8 million in forgone time and money.

In return for their investment, Massasoit's students will receive a stream of higher future earnings that will continue to grow throughout their working lives. For example, the average Massasoit associate degree graduate from FY 2016-17 will see an increase in earnings of \$10,900 each year compared to a person with a high school diploma or equivalent working in Massachusetts. Over a working lifetime, the benefits of the associate degree over a high school diploma will amount to an undiscounted value of \$457.8 thousand in higher earnings per graduate. Altogether, Massasoit's FY 2016-17 students will receive \$270.1 million in higher future earnings over their working lives, as a result of their education and training at Massasoit.

STUDENTS SEE A HIGH RATE OF RETURN FOR THEIR INVESTMENT IN MASSASOIT



19.7%

Average annual return for Massasoit students



10.1%

Stock market 30-year average annual return

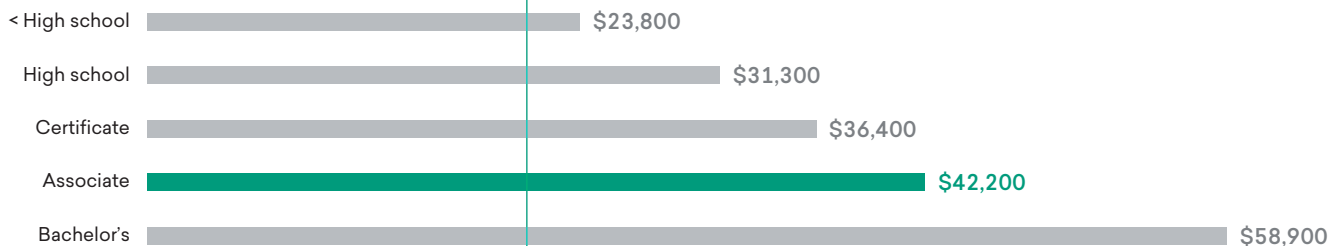


0.8%

Interest earned on savings account (National Rate Cap)

Source: Forbes' S&P 500, 1987-2016. FDIC.gov, 7-2016.

The average associate degree graduate from Massasoit will see an increase in earnings of **\$10,900** each year compared to a person with a high school diploma or equivalent working in Massachusetts.



Source: Emsi complete employment data.

The students' benefit-cost ratio is 5.5. In other words, for every dollar students invest in Massasoit, in the form of out-of-pocket expenses and forgone time and money, they will receive a cumulative value of \$5.50 in higher future earnings. Annually, the students' investment in Massasoit has an average annual internal rate of return of 19.7%, which is impressive compared to the U.S. stock market's 30-year average rate of return of 10.1%.

Taxpayer Perspective



Massasoit generates more in tax revenue than it takes. These benefits to taxpayers consist primarily of taxes that the state and local government will collect from the added revenue created in the state. As Massasoit students will earn more, they will make higher tax payments throughout their working lives. Students' employers will also make higher tax payments as they increase their output and purchases of goods and services. By the end of the FY 2016-17 students' working lives, the state and local government will have collected a present value of \$121.3 million in added taxes.

Benefits to taxpayers will also consist of savings generated by the improved lifestyles of Massasoit students and the corresponding reduced government services. Education is statistically correlated with a variety of lifestyle changes. Students' Massasoit educations will generate savings in three main categories: 1) healthcare, 2) crime, and 3) income assistance. Improved health will lower students' demand for national health care services. In addition, students will be less likely to interact with the criminal justice system, resulting in a reduced demand for law enforcement and victim costs. Massasoit students will be more employable, so their reduced demand for income assistance such as welfare and unemployment benefits will benefit taxpayers. For a list of study references, contact the college for a copy of the main report. Altogether, the present value of the benefits associated with a Massasoit education will generate \$7.7 million in savings to state and local taxpayers.

Total taxpayer benefits amount to \$129 million, the present value sum of the added taxes and public sector savings. Taxpayer costs are \$34.2 million, equal to the amount of state and local government funding Massasoit received in FY 2016-17. These benefits and costs yield a benefit-cost ratio of 3.8. This means that for every dollar of public money invested in Massasoit in FY 2016-17, taxpayers will receive a cumulative value of \$3.80 over the course of the students' working lives. The average annual internal rate of return for taxpayers is 11.6%, which compares favorably to other long-term investments in the public and private sectors.



STUDENT PERSPECTIVE

\$270.1 million
Present value benefits

\$49.4 million
Present value costs

\$220.8 million
Net present value

Benefit-cost Ratio	Rate of Return
5.5	19.7%



TAXPAYER PERSPECTIVE

\$129 million
Present value benefits

\$34.2 million
Present value costs

\$94.9 million
Net present value

Benefit-cost Ratio	Rate of Return
3.8	11.6%



SOCIAL PERSPECTIVE

\$1.5 billion
Present value benefits

\$102.8 million
Present value costs

\$1.4 billion
Net present value

Benefit-cost Ratio	Rate of Return
15.0	n/a*

* The rate of return is not reported for the social perspective because the beneficiaries of the investment are not necessarily the same as the original investors.

Social Perspective



Society as a whole in Massachusetts benefits from the presence of Massasoit in two major ways. Primarily, society benefits from an increased economic base in the state. This is attributed to higher student earnings and increased business output, which raise economic prosperity in Massachusetts.

Benefits to society also consist of the savings generated by the improved lifestyles of Massasoit students. As discussed in the previous section, education is statistically correlated with a variety of lifestyle changes that generate social savings. Note that these costs are avoided by the consumers but are distinct from the costs avoided by the taxpayers outlined above. Healthcare savings include avoided medical costs associated with smoking, alcohol dependence, obesity, drug abuse, and depression. Savings related to crime include reduced security expenditures and insurance administration, lower victim costs, and reduced expenditures by the criminal justice system. Income assistance savings include reduced welfare and unemployment claims. For a list of study references, contact the college for a copy of the main report.

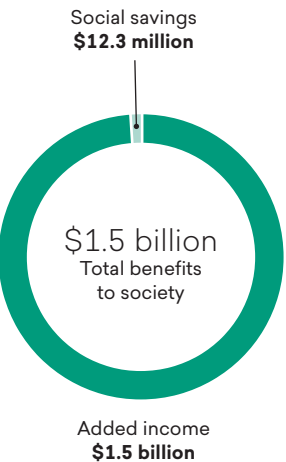
Altogether, the social benefits of Massasoit equal a present value of \$1.5 billion. These benefits include \$1.5 billion in added income through students' increased lifetime earnings and increased business output, as well as \$12.3 million in social savings related to health, crime, and income assistance in Massachusetts. People in Massachusetts invested a present value total of \$102.8 million in Massasoit in FY 2016-17. The cost includes all the college and student costs.

The benefit-cost ratio for society is 15.0, equal to the \$1.5 billion in benefits divided by the \$102.8 million in costs. In other words, for every dollar invested in Massasoit, people in Massachusetts will receive a cumulative value of \$15.00 in benefits. The benefits of this investment will occur for as long as Massasoit's FY 2016-17 students remain employed in the state workforce.

Summary of Investment Analysis Results

The results of the analysis demonstrate that Massasoit is a strong investment for all three major stakeholder groups—students, taxpayers, and society. As shown, students receive a great return for their investments in a Massasoit education. At the same time, taxpayers' investment in Massasoit returns more to government budgets than it costs and creates a wide range of social benefits throughout Massachusetts.

SOCIAL BENEFITS IN MASSACHUSETTS FROM MASSASOIT



Conclusion

The results of this study demonstrate that Massasoit creates value from multiple perspectives. The college benefits regional businesses by increasing consumer spending in the region and supplying a steady flow of qualified, trained workers to the workforce. Massasoit enriches the lives of students by raising their lifetime earnings and helping them achieve their individual potential. The college benefits state and local taxpayers through increased tax receipts and a reduced demand for government-supported social services. Finally, Massasoit benefits society as a whole in Massachusetts by creating a more prosperous economy and generating a variety of savings through the improved lifestyles of students.

The results of this study demonstrate that Massasoit creates value from
multiple perspectives.

About the Study

Data and assumptions used in the study are based on several sources, including the FY 2016-17 academic and financial reports from Massasoit, industry and employment data from the U.S. Bureau of Labor Statistics and U.S. Census Bureau, outputs of Emsi's Multi-Regional Social Accounting Matrix model, and a variety of studies and surveys relating education to social behavior. The study applies a conservative methodology and follows standard practice using only the most recognized indicators of economic impact and investment effectiveness. For a full description of the data and approach used in the study, please contact the college for a copy of the main report.



Emsi is a leading provider of economic impact studies and labor market data to educational institutions, workforce planners, and regional developers in the U.S. and internationally. Since 2000, Emsi has completed over 1,800 economic impact studies for educational institutions in four countries. Visit www.economicmodeling.com for more information about Emsi's products and services.

Massasoit Community College

Economic Overview and Program Demand Gap Analysis

March 2019



409 South Jackson St, Moscow, ID 83843

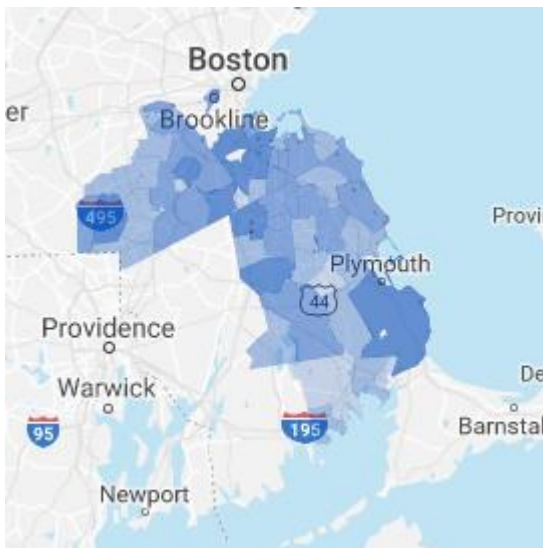
TEL: (208) 883-3500 | FAX: (208) 882-3317 | www.EconomicModeling.com

Executive Summary

Massasoit Community College (Massasoit) is a public, two-year postsecondary educational institution in Massachusetts. An up-to-date understanding of the regional economy and the demand for skilled labor is vital to the planning efforts of colleges and universities seeking to adapt their program offerings to the requirements of an ever-changing workforce.

For purposes of this report, Massasoit serves a larger region beyond Plymouth County. This region, called the Massasoit Service Area, is comprised of two counties in Massachusetts: Plymouth and Norfolk Counties (Figure 1). This report outlines the region's economy and provides a program demand gap analysis to determine how well Massasoit's program offerings satisfy regional workforce demand. This report also offers recommendations for new program development. The following figures and table display key findings of the analyses.

FIGURE 1: MAP OF THE MASSASOIT SERVICE AREA

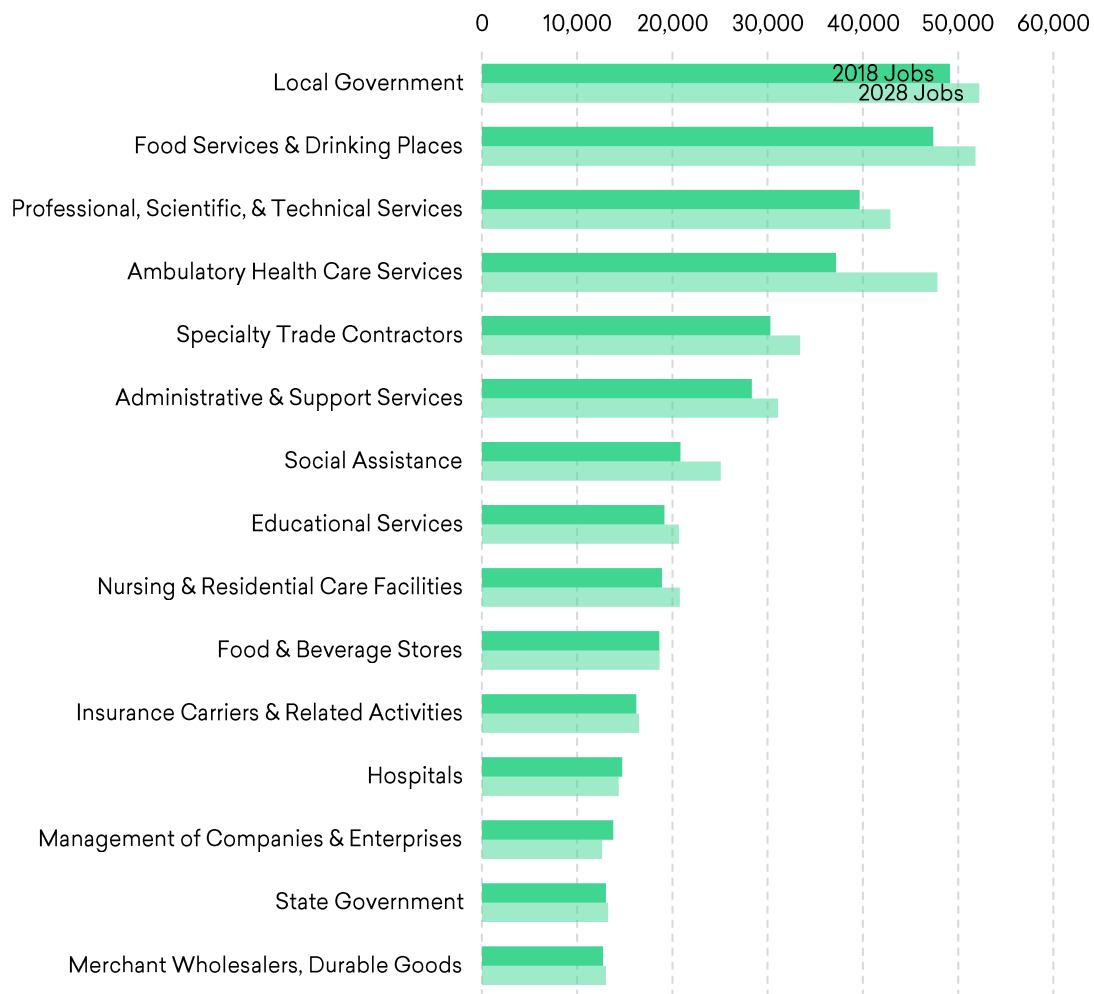


Source: Emsi Analyst. Region provided by Massasoit.

ECONOMIC OVERVIEW

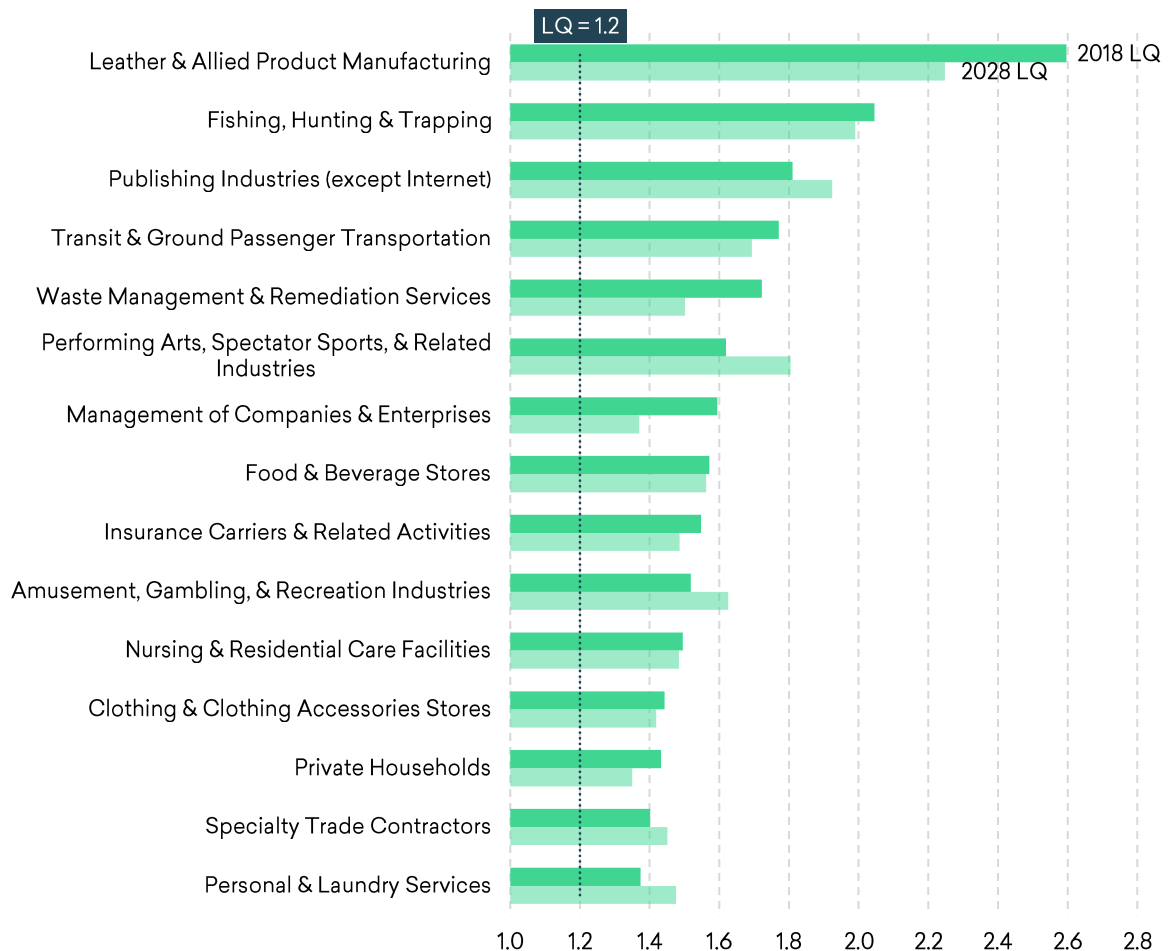
Figure 2 displays the top industry subsectors in terms of employment in the Massasoit Service Area, and Figure 3 shows the top industry subsectors in terms of employment concentrations, referred to as location quotients (LQs). High LQs (usually anything greater than 1.2) are an indication that the region has a comparative advantage or specialization in certain industry subsectors relative to the rest of the nation or potentially to other competing regions.

FIGURE 2: TOP INDUSTRY SUBSECTORS IN THE MASSASOIT SERVICE AREA BY JOBS



Source: Emsi program demand gap model.

FIGURE 3: TOP INDUSTRY SUBSECTORS IN THE MASSASOIT SERVICE AREA BY EMPLOYMENT CONCENTRATION (LQ)



Source: Emsi program demand gap model.

Across all of Massasoit Service Area's industry subsectors, five are within the top 15 in terms of jobs and relatively large LQs. The appearance of these industry subsectors provides an indication of their strength in the region's economy and offers the college insight into potential employment opportunities for its students. The five industry subsectors are:

- Specialty Trade Contractors
- Nursing & Residential Care Facilities
- Food & Beverage Stores
- Insurance Carriers & Related Activities

- Management of Companies & Enterprises

PROGRAM DEMAND GAP ANALYSIS

The program demand gap analysis provides results across all of Massasoit's certificate, degree, and non-credit level programs, referred to by their formal CIP code titles.¹ The analysis connects the college's program completers with the availability of regional job openings. For Massasoit's non-credit programs, the analysis is similar in that it connects the college's completers with the availability of regional jobs, regardless of the industry or program, but without the additional reference to non-credit program completers from other postsecondary educational institutions in the Massasoit Service Area. Furthermore, the analysis focuses on the gaps and surpluses in the programs by award level. A gap or surplus larger than 300 is considered beyond normal labor market fluctuations and therefore an area of consideration for program development.

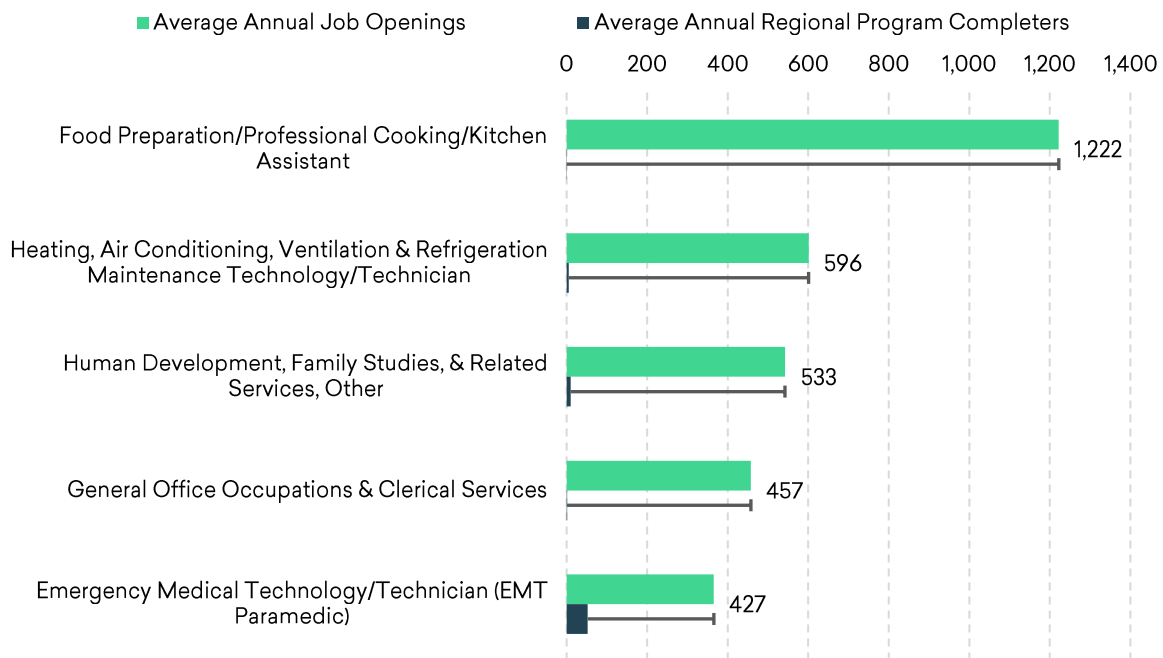
Massasoit offers 22 certificate level programs, five of which have a significant gap above the 300-job level of significance, as shown in Figure 4. The five programs are:

- Food Preparation/Professional Cooking/Kitchen Assistant
- Heating, Air Conditioning, Ventilation & Refrigeration Maintenance Technology/Technician
- Human Development, Family Studies, & Related Services, Other
- General Office Occupations & Clerical Services
- Emergency Medical Technology/Technician (EMT Paramedic)

All should be considered for expansion at the certificate level, considering the industries and occupations of the Massasoit Service Area. No programs at this award level have a significant surplus.

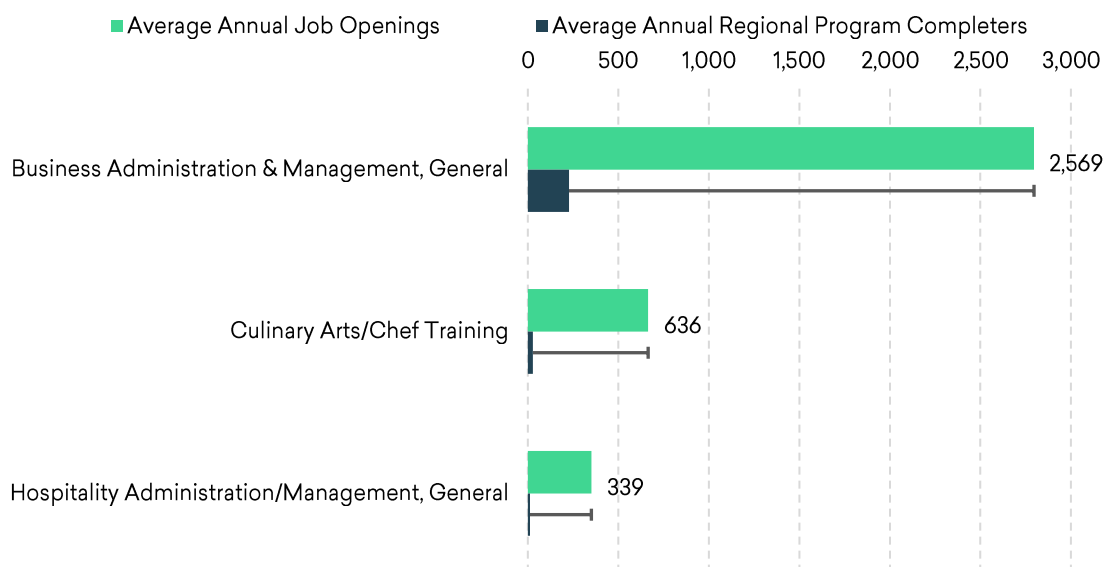
1 CIP refers to the Classification of Instructional Program and was originally developed by the U.S. Department of Education's National Center for Education Statistics (NCES).

FIGURE 4: CERTIFICATE LEVEL PROGRAMS WITH SIGNIFICANT GAPS



Source: Emsi program demand gap model.

FIGURE 5: ASSOCIATE DEGREE LEVEL PROGRAMS WITH SIGNIFICANT GAPS

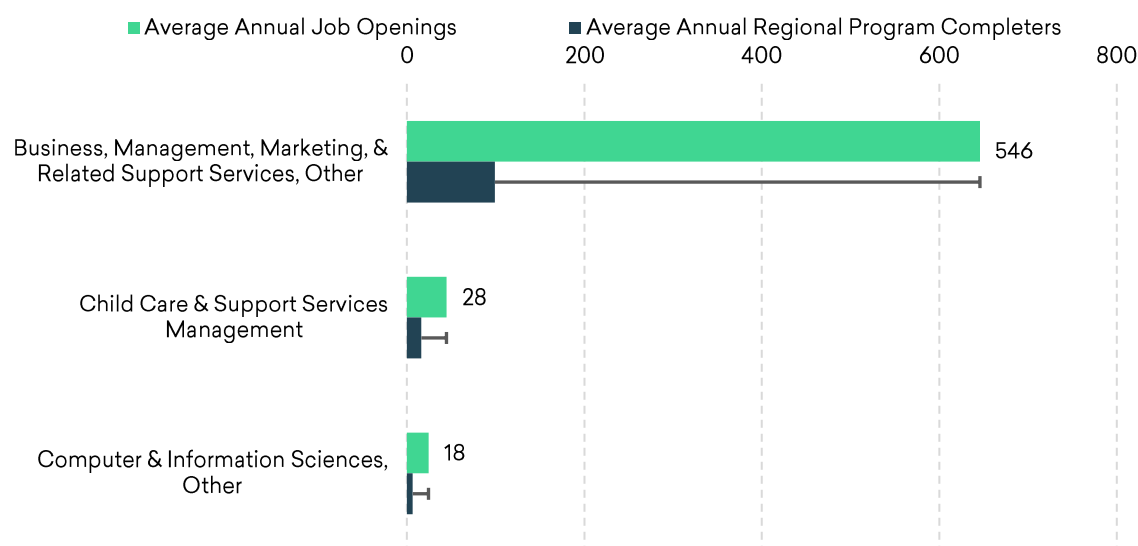


Source: Emsi program demand gap model.

At the associate degree level, three programs have a significant gap (Figure 5). Several should be considered for a college-wide expansion, many of which are related to other associate degree level programs without a significant 300-job gap. Furthermore, if the associate degree level program is associated with a formal industry-specific certificate, permit, or license required for employment, it is also recommended for expansion. The five programs with a significant gap are:

- Business Administration & Management, General
- Culinary Arts/Chef Training
- Hospitality Administration/Management, General

FIGURE 6: TOP TRANSFER-TRACK ASSOCIATE DEGREE LEVEL GAPS



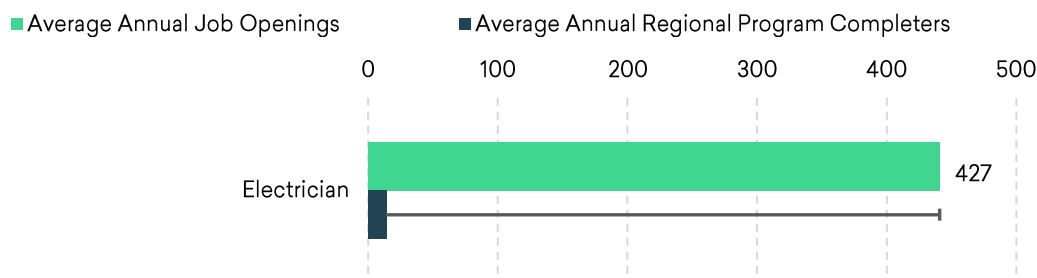
Source: Emsi program demand gap model.

Massasoit offers nine transfer-track associate degrees. One of these programs has a significant gap, Business, Management, Marketing, & Related Support Services, Other, with a gap of 546 (Figure 6). Considering the strength of business industries in the Massasoit Service Area, a program expansion should be considered for this program.

Massasoit offers 13 non-credit programs, when grouped by their six-digit CIP codes. The non-credit programs can be designed for self-enrichment; however, Massasoit offers them with workforce skills in mind. Using a customized non-credit program-to-occupation map, the programs are analyzed using similar methods to the program demand gap analysis. One non-credit program has a significant gap – Electrician

(Figure 7). However, the Massasoit Service Area is quite large, and completion of any one of the non-credit programs could lead to successful regional employment.

FIGURE 7: NON-CREDIT COURSE WITH A SIGNIFICANT GAP



Non-credit programs are grouped by their six-digit CIP code.
Source: Emsi program demand gap model.

A liberal arts program expansion is not recommended at this time, but Massasoit administrators should be aware that students can find success in a variety of business-related occupations. Using Emsi's Profile Analytics database, many liberal arts program completers are currently employed as retail salespersons, administrative assistants, customer service representatives, as well as a variety of managers and supervisors. These occupations have a considerable number of job openings in the Massasoit Service Area. The college's liberal arts program, therefore, serves as a starting point to students' career goals beyond an associate degree level of education.

PROGRAM ADDITIONS

Twenty certificate, eleven associate, and twenty transfer-track associate degree level programmatic areas of opportunity have been identified in the program demand gap analysis, many of which are related to recreation, healthcare, engineering, or business programs. Many program additions are related to Massasoit's current program offerings, which indicates an opportunity for a curriculum adjustment to better align with the region's current and projected labor market demand. A selection of these occupations, which have the most regional job openings by award level, appear in Table 1.

TABLE 1: PROGRAM ADDITIONS BY EDUCATION LEVEL

SOC CODE	SOC TITLE	ANNUAL JOB OPENINGS	ANNUAL REGIONAL COMPLETERS	GAP	MEDIAN HOURLY WAGE	EDUCATION LEVEL
39-9031	Fitness Trainers and Aerobics Instructors	264	0	264	\$22.06	Certificate
39-9032	Recreation Workers	190	0	190	\$12.59	Certificate
29-2061	Licensed Practical and Licensed Vocational Nurses	203	25	177	\$26.24	Certificate
39-9041	Residential Advisors	171	0	171	\$14.47	Certificate
27-2022	Coaches and Scouts	144	0	144	\$17.28	Certificate
29-2021	Dental Hygienists	61	0	61	\$41.84	Associate
31-2021	Physical Therapist Assistants	52	2	50	\$30.34	Associate
31-2011	Occupational Therapy Assistants	36	0	36	\$27.97	Associate
31-2022	Physical Therapist Aides	20	1	19	\$14.98	Associate
17-3013	Mechanical Drafters	13	3	10	\$26.85	Associate
41-3099	Sales Representatives, Services, All Other	237	4	233	\$28.91	Transfer-Track
41-3021	Insurance Sales Agents	150	0	150	\$31.54	Transfer-Track
41-4011	Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products	147	0	147	\$38.40	Transfer-Track
41-3031	Securities, Commodities, and Financial Services Sales Agents	121	0	121	\$35.18	Transfer-Track
23-2011	Paralegals and Legal Assistants	74	1	73	\$24.05	Transfer-Track

SOC refers to the Standard Occupational Classification system used to classify occupations. Average annual job openings represent regional data from 2018 to 2028. Numbers may not sum due to rounding. Due to insufficient data, the region's median hourly wage rates by occupation are aggregated across all educational levels.

Source: Emsi program demand gap model.

**Enrollment Services Center:
Transforming the Business-side of the Massasoit Student Experience**

OVERVIEW

Increasingly, today's college students seek a streamlined, no-nonsense, "Amazon-like" customer service experience. Students are busy and juggling multiple priorities and responsibilities, leaving minimal time for completing administrative tasks related to college enrollment. They expect fast, easy, technology-infused processes combined with friendly, coordinated and efficient support from college personnel. Students are savvy consumers who understand that they have multiple options for furthering their education and will seek enrollment at the institution where they feel most valued and well-served. Creating an Enrollment Services Center will move the Massasoit enrollment experience from a siloed, process-centered approach to a comprehensive student-centered approach, improving student satisfaction and increasing enrollment and retention.

DISCUSSION

Eliminating enrollment pain points through the creation of enrollment service centers has been a concept in higher education since as early as the 1990s (Latino, 2018). Jennifer Latino, a management consultant for Ellucian and longtime student success professional, opined, "Students' ability to navigate complex administrative processes should not be the factor that determines whether they stay happily enrolled at their current institution or seek enrollment elsewhere." An effective Enrollment Services Center will make the processes of onboarding and continuing enrollment as pain-free as possible.

While enrollment service center models vary from institution to institution, they all have one thing in common – a goal to eliminate the bounce from office to office and to help students interact more effectively and efficiently with institutional offices (Knopp, 2001). Common services included in a enrollment services center model include college admissions, welcome center, registration, academic advising, call center, financial aid, student ID and student accounts. Cross-trained generalist staff who can answer approximately 70% of student questions, second-tier specialist staff for more in-depth or personal concerns and web-based self-service options are often cornerstones of a successful model.

CHALLENGES

In the spring 2015 semester, Massasoit deployed the Noel-Levitz Student Satisfaction Inventory (SSI). This tool measures the level of importance students place on a variety of factors compared with their satisfaction with those same factors. The survey also compares the importance and satisfaction of these factors against national averages for community colleges. Massasoit students ranked the importance of several factors including Admissions and Financial Aid, Registration Effectiveness, Service Excellence and Student-Centeredness higher than the national average. The results indicated performance gaps between the importance of these factors and students' satisfaction with them, despite their satisfaction levels ranking higher than the national average in all four areas. Some challenges identified in this survey included students' satisfaction with financial aid processes and timelines, students feeling as though they "get the run-around" when seeking information on campus and Massasoit's level of concern for students as individuals.

Similar challenges to those identified in the survey still exist three years later. As the locations of the various offices involved in the onboarding and continuing student enrollment processes are in multiple buildings, students must visit multiple locations to complete their enrollment each semester. Admissions and Financial Aid are located in the lower level of the Administration Building, the Registrar's Office and Student Accounts are located on the upper level of the Administration Building, and the Testing & Assessment Center as well as Advisement & Counseling are located in the lower level of the Student Center. If a faculty or Dean's signature is needed, it adds additional stops on an already circuitous path to completing an enrollment-related task. Massasoit continually implements technology, communication and business process improvements however, the current process-based structure of our enrollment-related services creates physical silos, lack of cross-training and inefficient use of staff resources during peaks and valleys. These issues continue to be pain points for our students, causing frustration and dissatisfaction with the enrollment process.

In an effort to more fully understand and create a plan to address these concerns, division leadership held listening sessions with enrollment services staff. Staff were asked to identify road blocks, concerns and frustrations they encounter in executing their ideals for excellent student service. Several themes arose from the sessions including physical space and location, enrollment-related advising, staffing and efficiency challenges, training, communication, efficient use of technology and policy and procedure concerns.

Following the listening sessions, presentations to staff highlighting three common models of enrollment centers, along with identified pros and cons of each were held. Staff had the opportunity to learn more about each model, discuss, and have related questions answered.

SOLUTION

Massasoit Community College can create an integrated Enrollment Services Center, transforming the business-side of the enrollment process for our students. By creating a footprint for the center, using a "Tiered Service Hybrid" model in the cafeteria of the Student Center, enrollment-related services will be co-located into one building with the Testing & Assessment and Advisement & Counseling Centers already located on the lower level. This center will create the ideal "front-door" to the College, condense enrollment-related transactions conducted in-person to a single building and will solidify service to students as our main priority. A modern, welcoming and efficient Enrollment Services Center will incorporate customer service aspects of admissions, registration, financial aid, student accounts and testing and assessment through the following methods:

- Generalist, "Tier 1" front-line staff will be fully cross-trained to provide exceptional in-person, phone and email service, responding to approximately 70% of student requests in one central location, eliminating "bounce" between buildings and reducing wait times for students during business peaks for each service office.
- Specialist, "Tier 2" staff, taking individual appointments and handling higher-level requests and concerns will incorporate counselors from admissions and financial aid, as well as registrar and student accounts staff.
- A new Enrollment Counselor position will provide a way to mitigate sending students between the upper and lower levels of the Student Center for registration transactions requiring advising and will also provide walk-in coverage for other enrollment areas when needed.
- A new Director of Enrollment Services Centers position will supervise Tier 1 Staff and the Enrollment Counselor, liaise with Tier 2 staff and their respective department leadership and will coordinate training, schedules and services for the center.

- A convenient self-service kiosk area will provide students the ability to conduct simple, web-based enrollment transactions with onsite staff support, lessening the administrative burden on staff and creating efficiencies.

Specific services offered within the Enrollment Services Center will include the following:

- Inquire about the college
- Apply for admission or financial aid
- Check status of admission, transfer credit, financial aid or student account
- Schedule campus tours, information sessions, admission or financial aid appointments and workshops, placement testing and orientation sessions
- Check-in for tours, information sessions, admissions or financial aid appointments and workshops or group visits
- Register for courses and complete other student record requests (enrollment verifications, transcript requests, program changes, withdrawals, change of programs, etc.)
- Receive enrollment-related advising and guidance (initial program selection, change of program and withdrawal advising, review implications of enrollment status changes, etc.)
- Turn-in/complete documents and forms related to enrollment (transcripts, FERPA Waivers, appeal forms, etc.)
- Make payments/payment arrangements
- Conduct self-service transactions with guided onsite support

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

Introduction and Background

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 2017 NECHE (formerly NEASC) 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 NECHE 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 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 NECHE 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 outcomes 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. 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 and giving them 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 requires 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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Massasoit Community College
FY 2018-2019 Institutional Fact Book



The Office of Institutional Research
Massasoit Community College
February 2019



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- Completions by Program
- IPEDS Graduation & Transfer Rates

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



2018-2019 Fact Sheet

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*, the *Milton Art Museum*, 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 2018, there were **6,995 students** (4,180 FTEs) enrolled for credit.

- 57.5% are female.
- 49% 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.
- 45% of credit students are enrolled in career programs; 38% are enrolled in liberal arts and sciences programs; 17% are non-degree students.

The FY2018 annual unduplicated headcount for credit students was 10,323 (4,659 FTEs).

Over 2,600 students annually enroll in non-credit community education or workforce development courses.

Programs of Study

- **Associate degree programs** are offered in 20 majors, including occupation-specific 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 Child Care, Microsoft Office Specialist, Networking, Paramedic, Phlebotomy, and several in computer programming.

Associate Degree Programs

Architectural Technology
 Business Administration
 Child Care Education & Administration
 Computer Information Systems
 Criminal Justice
 Culinary Arts
 Diesel Technology
 Engineering
 Fire Science Technology
 Human Services
 Liberal Arts
 Media Arts
 Nurse Education
 Psychology
 Radiologic Technology
 Respiratory Care
 Social Science
 Theater Arts
 Veterinary Technology
 Visual Arts

2018-2019 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 (75%) of first-time, first-year fall students return for the spring semester.
- Nearly two-thirds of first-time freshmen are either still enrolled at Massasoit (60%) after one year or have transferred (5%) to another college within one year.
- The College's course completion rate is 76.4%.

Faculty and Staff

- There are currently 114 full-time faculty and 433 part-time faculty.
- There are 281 full-time administrators, professionals, and clerical and maintenance workers, and 191 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: **\$2,412.**
- Books per semester for a full-time student (12 credits, or 4 classes): **\$720.**
- 71% of first-time, full-time matriculated students receive financial aid.
- Annual Budget for Fiscal Year 2018: **\$49,852,474.**

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 2018: Allied Health & Nursing (18%), Business & Technology (27%), Emergent Technology & Visual Arts (5%), Liberal Arts (13%), Public Service & Social Science (23%), 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 33,000 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 85 companies and agencies in the area, as well as corporate training programs tailored to assess and meet the individual needs of each organization.

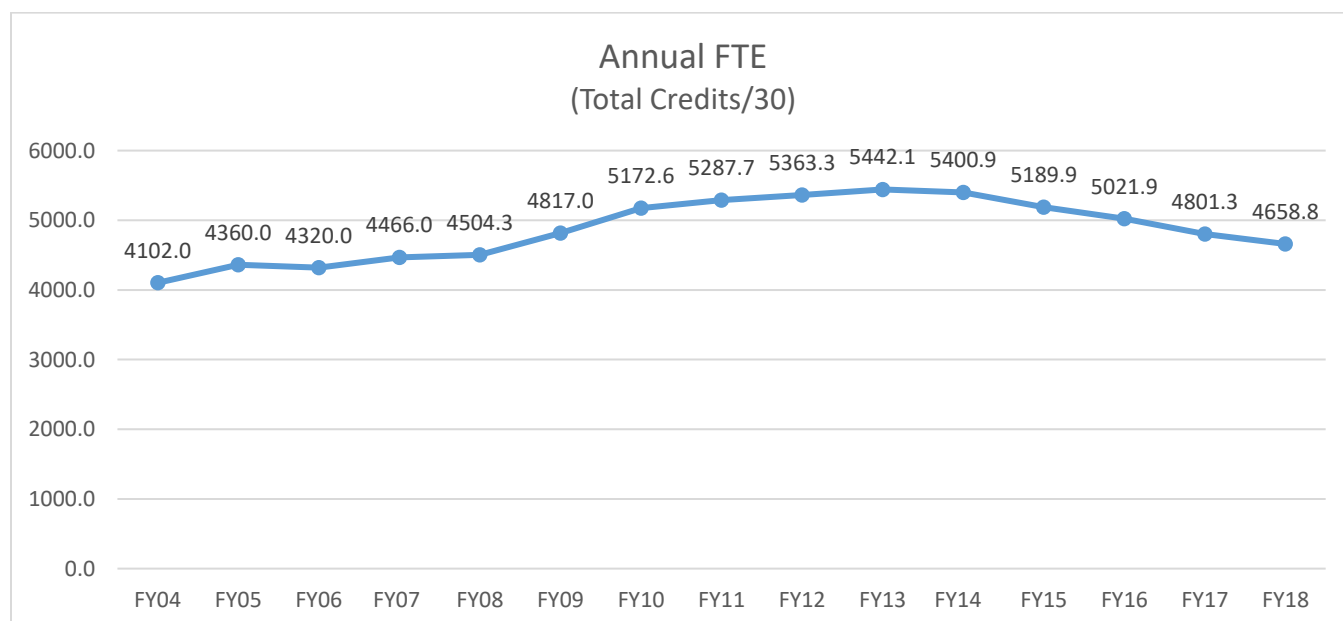
Massasoit Community College is one of the largest of the 15 Massachusetts public community colleges, with three locations (Brockton, Canton, and Middleborough) in Plymouth and Norfolk counties. Students come to us from more than 130 cities and towns, taking classes in person and online.

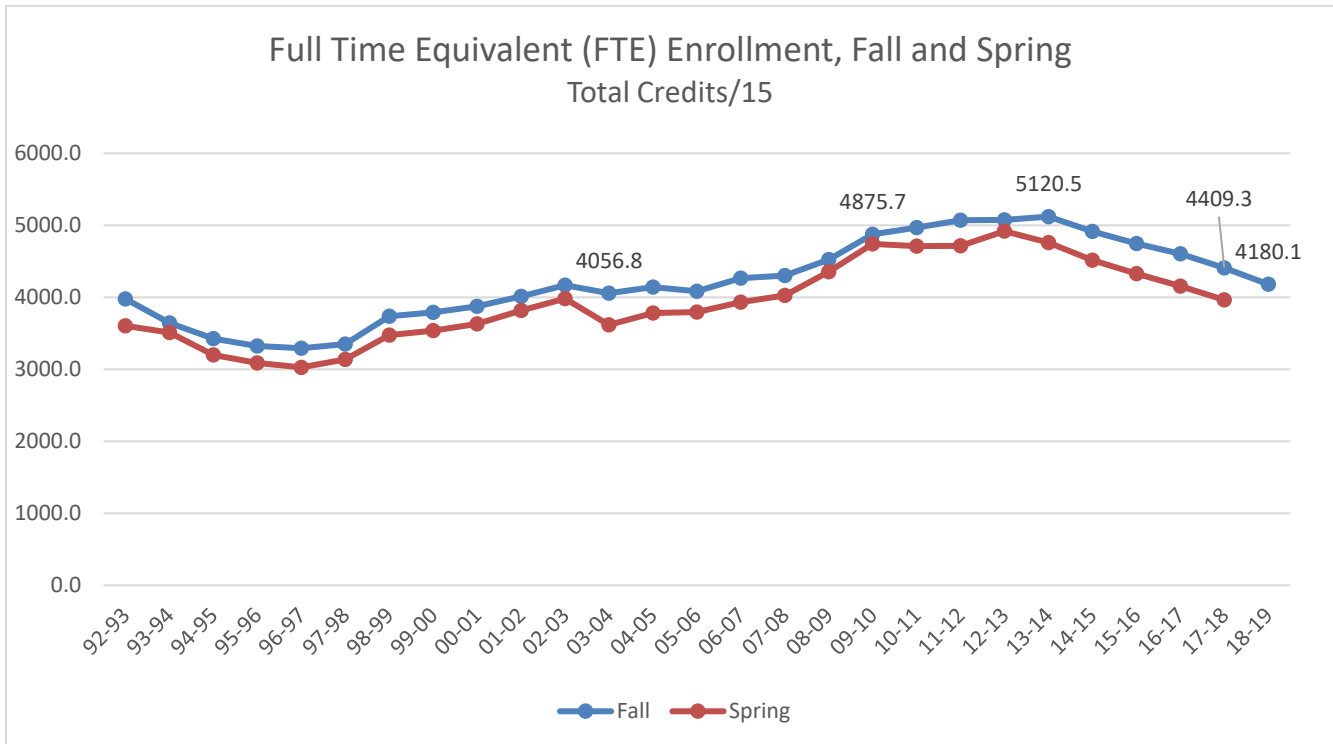
Like our sister community colleges and state universities, we have been experiencing a decline in enrollment over the past several years, mirroring a decline in the traditional college-going population (aged <21) in our service area. In addition, the low unemployment rate is likely a factor as potential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

Credit Enrollment Summary

Massasoit Community College -- Credit Enrollment Summary					
	Full-time	Part-time	Headcount	Generated Credits	FTE
Fall 2013	3,618	4,654	8,272	76,808	5120.5
Fall 2014	3,401	4,504	7,905	73,718	4914.5
Fall 2015	3,221	4,416	7,637	71,169	4744.6
Fall 2016	3,116	4,355	7,471	69,042	4602.8
Fall 2017	2,956	4,198	7,154	66,140	4409.3
Spring 2014	3,125	4,690	7,815	71,390	4759.3
Spring 2015	2,933	4,503	7,436	67,752	4516.8
Spring 2016	2,741	4,437	7,178	64,909	4327.3
Spring 2017	2,689	4,149	6,838	62,350	4156.7
Spring 2018	2,491	4,054	6,545	59,438	3962.5

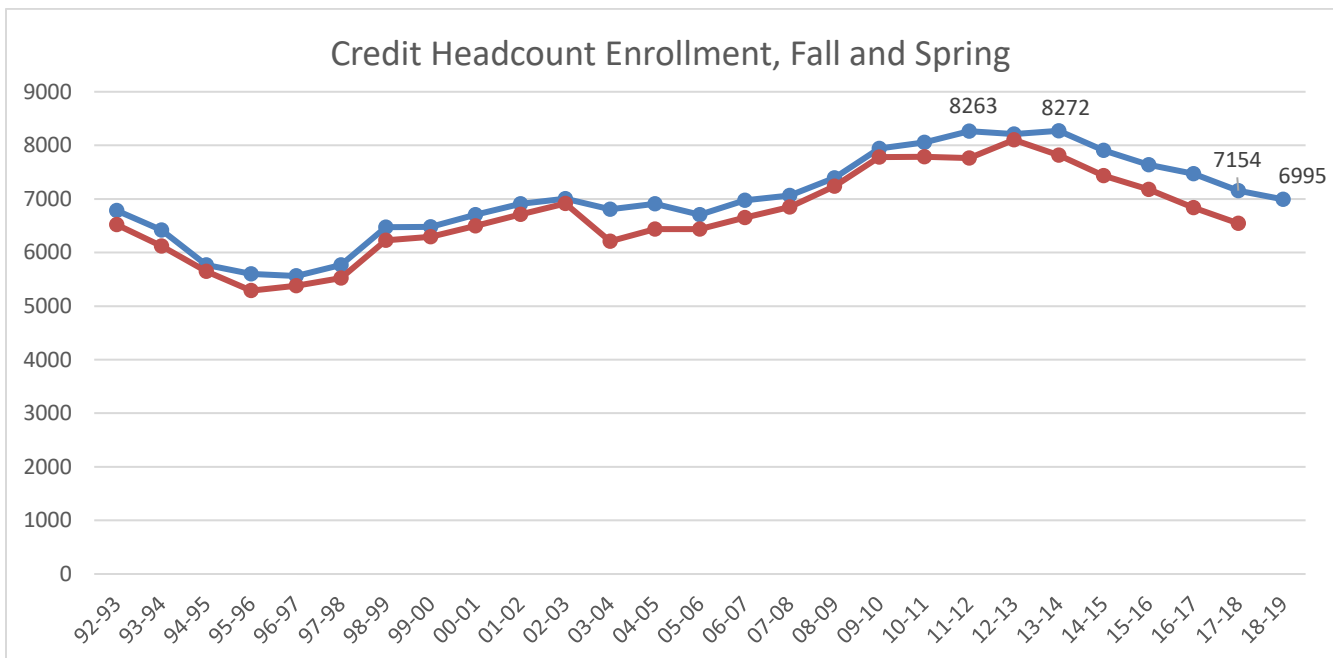
In addition to our fall and spring semesters, Massasoit also attracts students for summer coursework – whether our own students or students from other colleges who have come home to the area. In FY2018, a total of 10,323 (unduplicated headcount) credit students attempted a total of 139,763 credits.

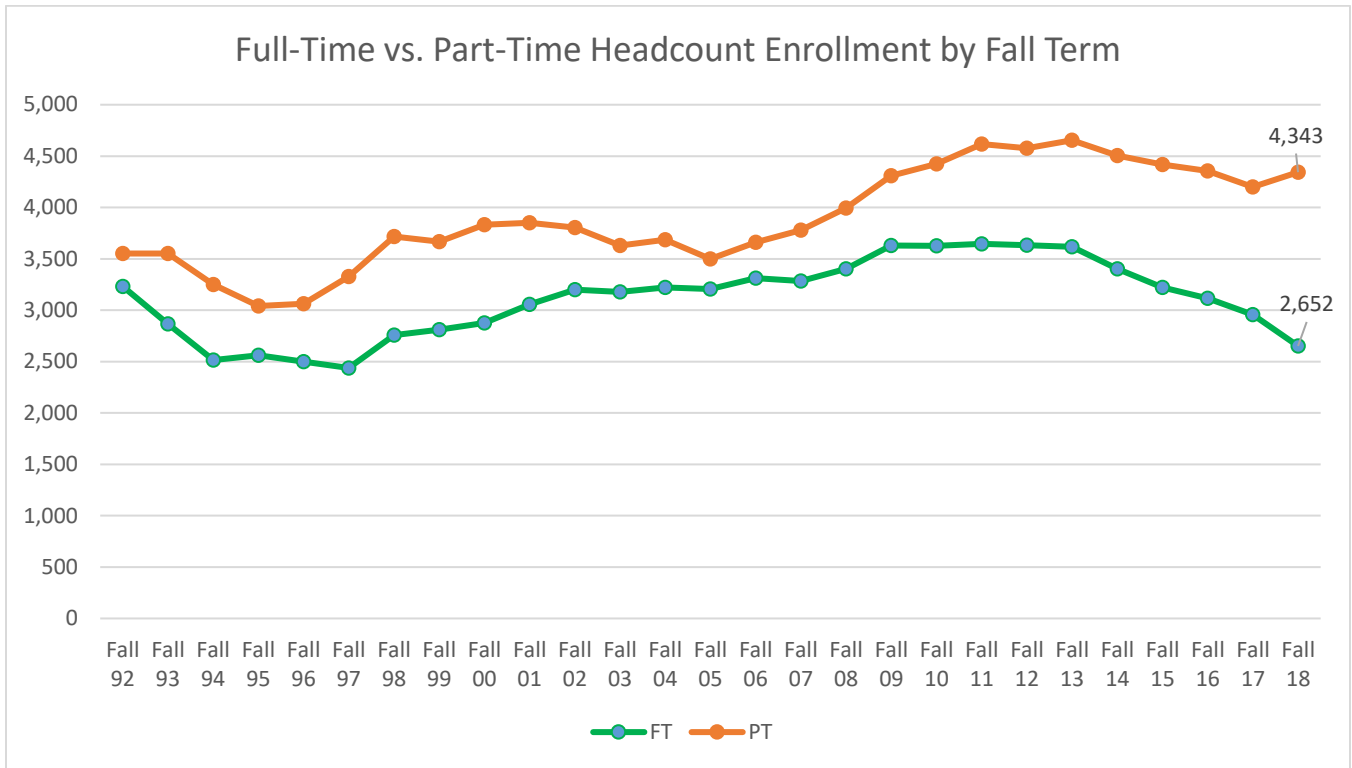




After a decade of growth (Fall 2003 through peak at Fall 2013), credit headcount and FTE (based on total number of credits) have been declining in the past five years.

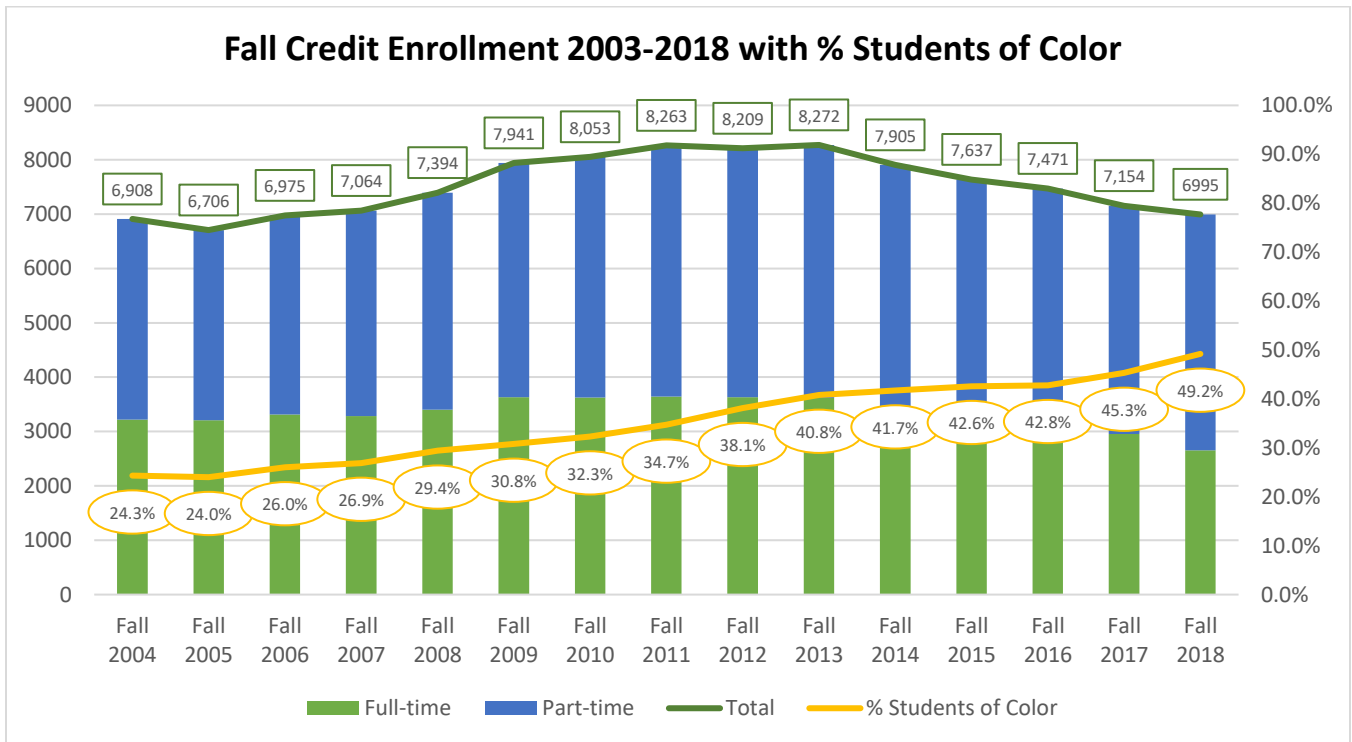
Credit headcounts (unduplicated) are higher in fall than in the spring as typically more new students start attending in the fall term. While retention from fall to spring is high (more than two-thirds) – some 2-3% complete their program in December and many others transfer out to four-year institutions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



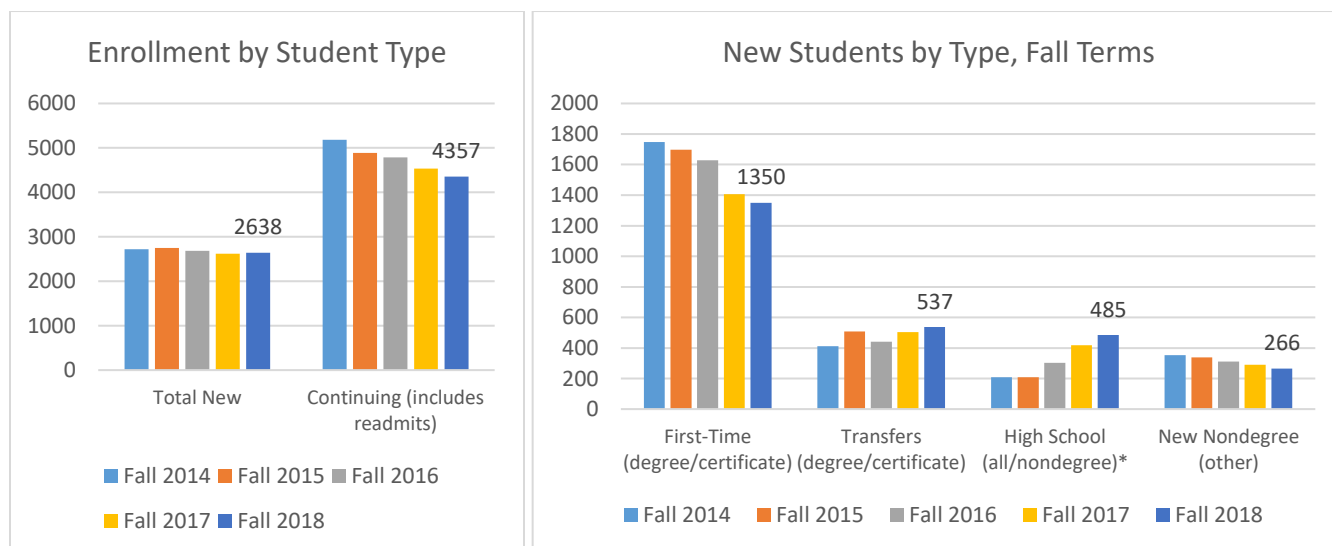
Fall Credit Enrollment by Program Type and Division

Enrollment by Type	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Degree	6,600	6,408	6,219	5,855	5,653
One-Year Certificates (CRT)	29	34	37	26	30
Short-term Certificates (IHC)	109	129	147	154	126
Nondegree/not matriculated	1167	1,066	1,068	1,119	1,186
	7,905	7,637	7,471	7,154	6,995

Enrollment by Division	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Business & Technology	1,386	1,395	1,410	1,314	1,241
Emergent Technologies	362	402	510	488	494
Humanities/Liberal Arts	1975	1,649	1,420	1,123	1,035
Nursing & Allied Health	332	304	315	317	304
Public Service/Social Science	1212	1,281	1,259	1,326	1,246
Science & Math	1471	1,540	1,489	1,467	1,489
Nondegree/not matriculated	1167	1,066	1,068	1,119	1,186
	7,905	7,637	7,471	7,154	6,995

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

Fall Enrollment by Student Type



Massasoit Community College Faculty & Staff

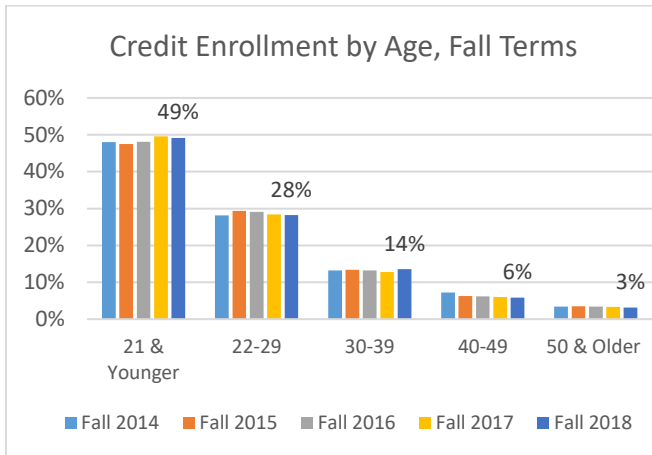
	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Full-time Faculty	123	133	127	124	114
Other Full-time Staff	282	294	302	289	282
Total Full time	405	427	429	413	396
Part-time Faculty/Adjuncts	505	479	479	445	433
Other Part-time Staff	253	273	274	199	191
Total Part time	758	752	753	644	624
Grand Total	1163	1179	1182	1057	1020

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

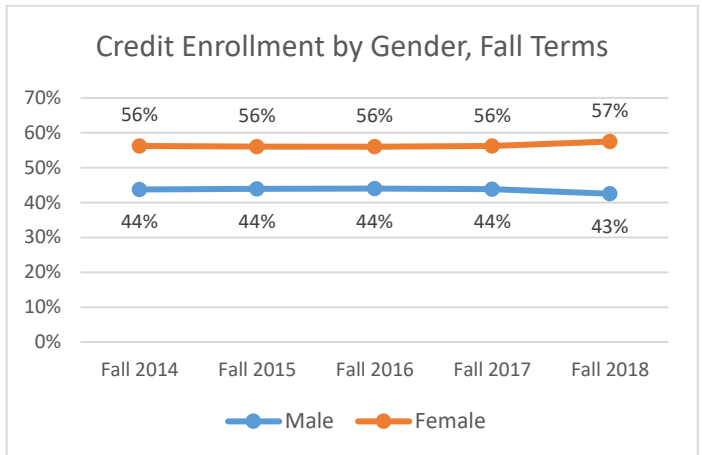
*Figures are unduplicated and persons are recorded under primary job category only.

Fall Credit Enrollment Demographics

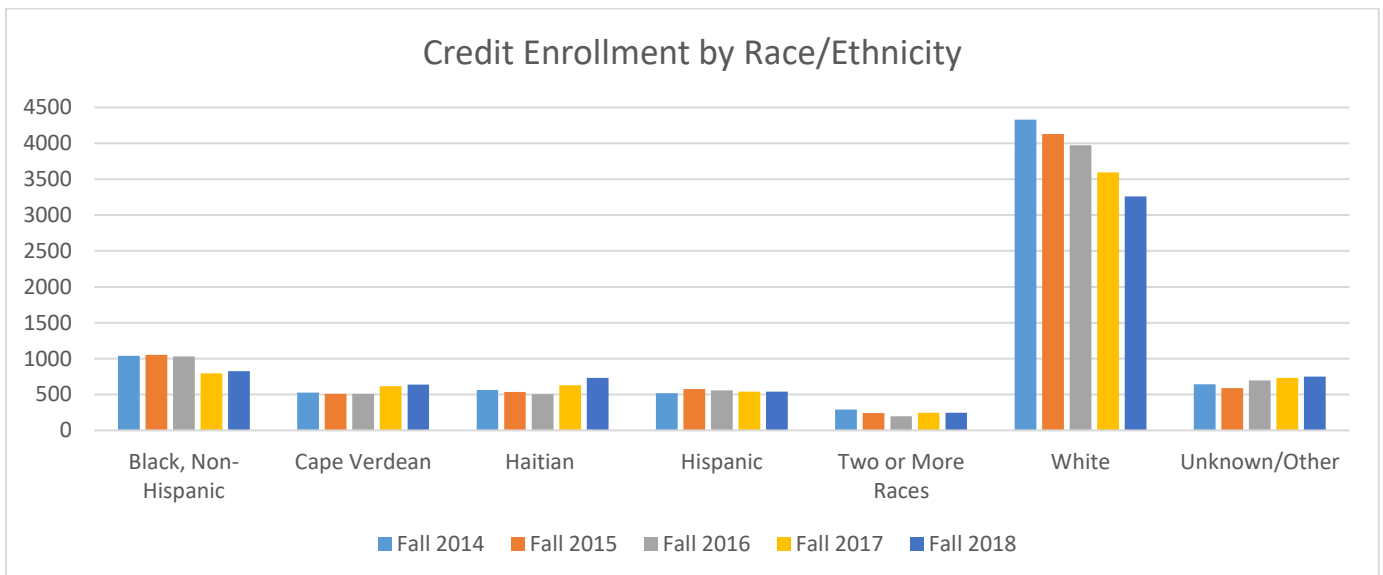
Age Distribution (ranges)



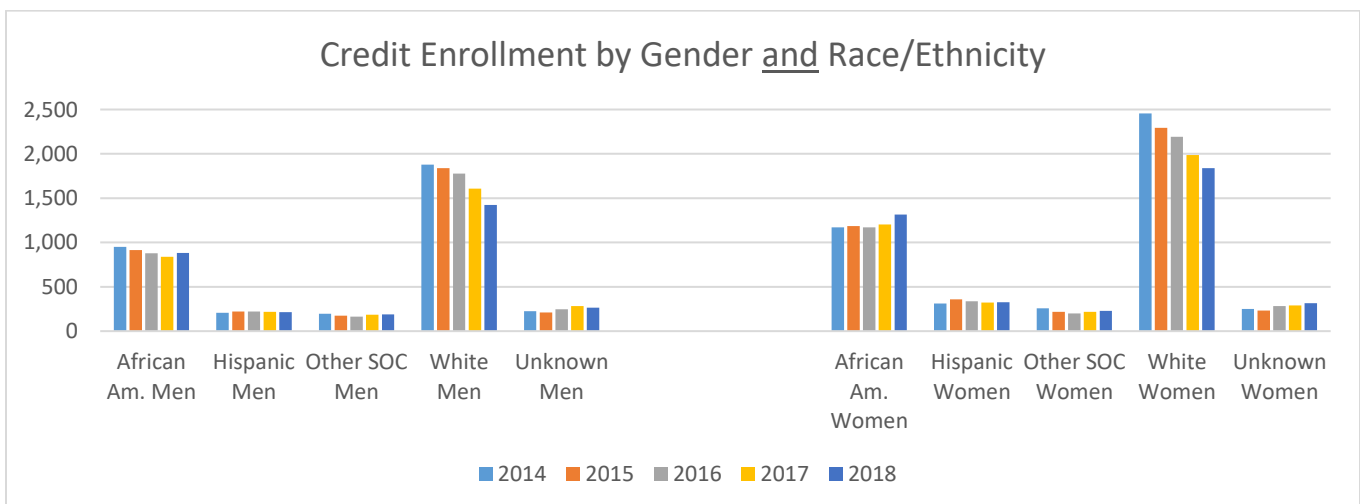
Gender of Credit Students



Race/Ethnicity of Fall Credit Students



Gender and Race Ethnicity of Fall Credit Students



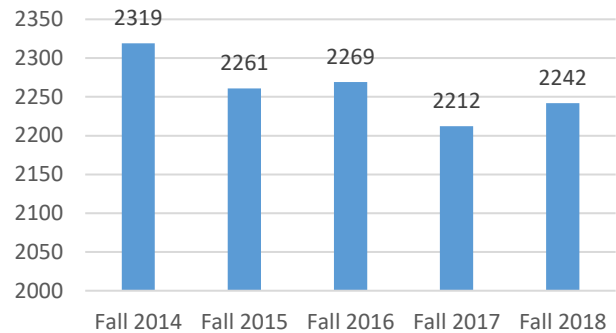
Top Ten Towns for Credit Students

Fall 2018

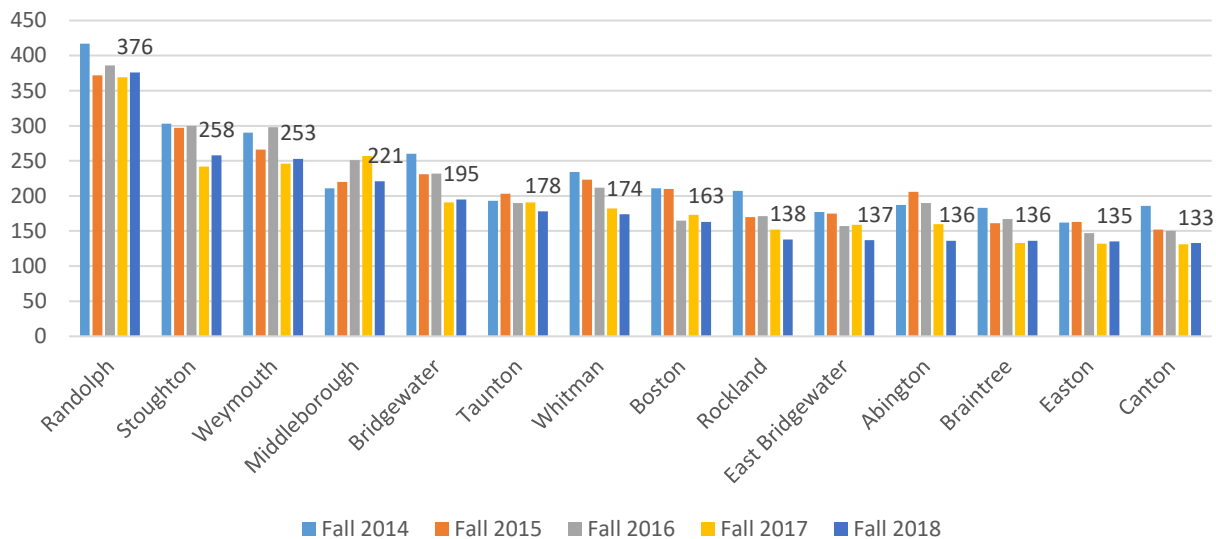
1. Brockton	2212	31.0%
2. Randolph	369	5.2%
3. Middleborough	256	3.6%
4. Weymouth	245	3.4%
5. Stoughton	243	3.4%
6. Bridgewater	192	2.7%
7. Taunton	191	2.7%
8. Whitman	182	2.6%
9. Boston	173	2.4%
10. East Bridgewater	160	2.2%

Brockton Credit Enrollment

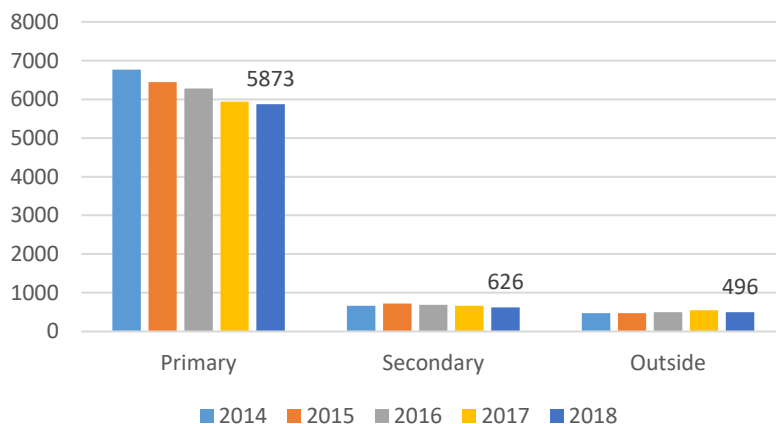
Fall 2014-2018



Credit Enrollment, Top Towns (after Brockton)



Credit Enrollment by Service Area



Primary Service Area:

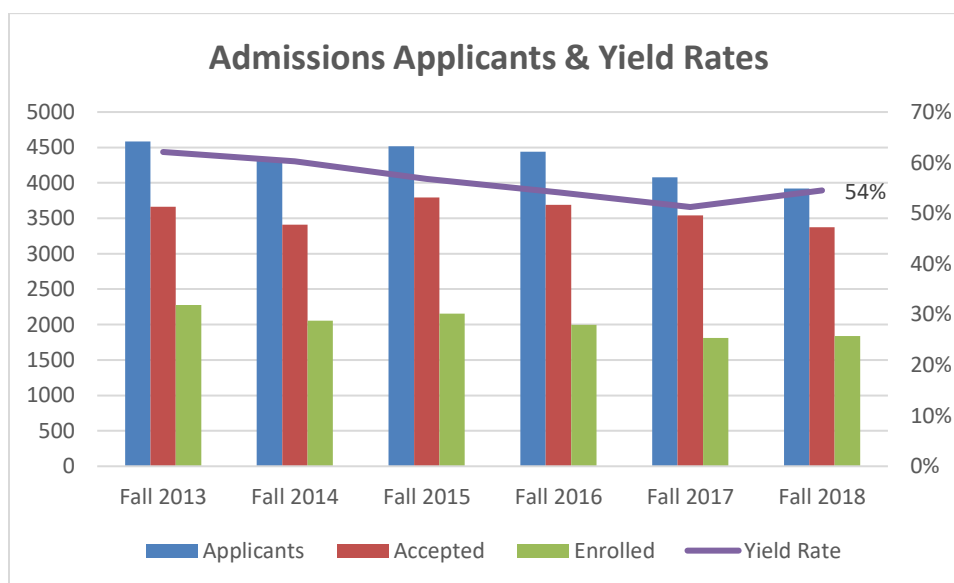
Abington, Avon, Braintree, Bridgewater, Brockton, Canton, Carver, Cohasset, Duxbury, East Bridgewater, Easton, Foxborough, Halifax, Hanover, Hanson, Hingham, Holbrook, Hull, Kingston, Mansfield, Marshfield Middleborough, Milton, North Attleboro, Norwell, Pembroke, Plainville, Plympton, Quincy, Randolph, 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 2013-2018

		Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	One Yr Chg
Applicants	First-time Freshmen	3622	3452	3384	3397	3072	2894	-5.8%
	Transfer Students	964	869	1132	1043	1006	1029	2.3%
	Total Applicants	4586	4321	4516	4440	4078	3923	-3.8%
Acceptances	First-time Freshmen	2897	2722	2897	2847	2729	2557	-6.3%
	Transfer Students	766	689	899	842	810	816	0.7%
	Total Accepted	3663	3411	3796	3689	3539	3373	-4.7%
	Acceptance Rate	79.9%	78.9%	84.1%	83.1%	86.8%	86.0%	
New Student Enrollment	First-time Freshmen	1751	1588	1606	1521	1341	1330	-0.8%
	Transfer Students	524	467	549	475	472	488	3.4%
	Total Enrolled	2275	2055	2155	1996	1813	1818	0.3%
Yield Rates	First-time Freshmen	60.4%	58.3%	55.4%	53.4%	49.1%	52.0%	
	Transfer Students	68.4%	67.8%	61.1%	56.4%	58.3%	59.8%	
	Total Enrolled	62.1%	60.2%	56.8%	54.1%	51.2%	53.9%	

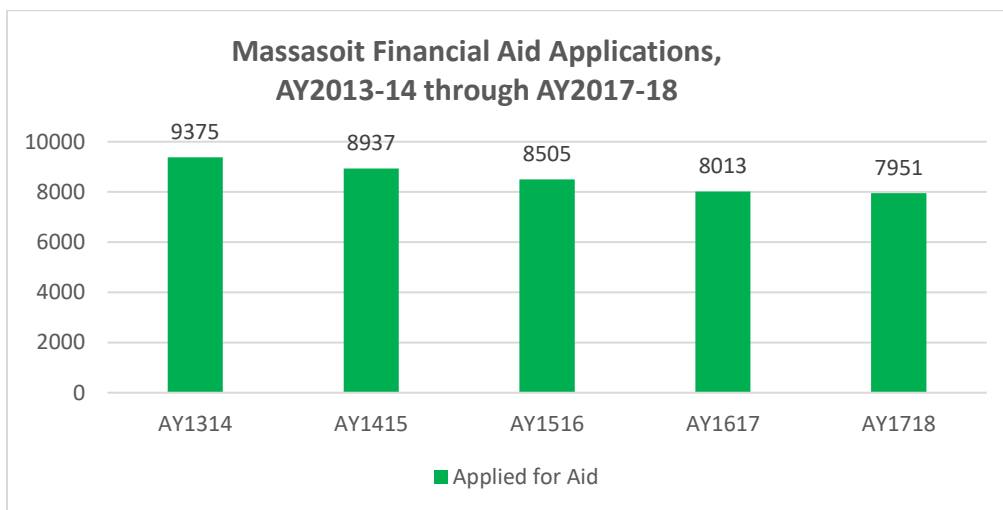


Top High Schools, Fall 2018

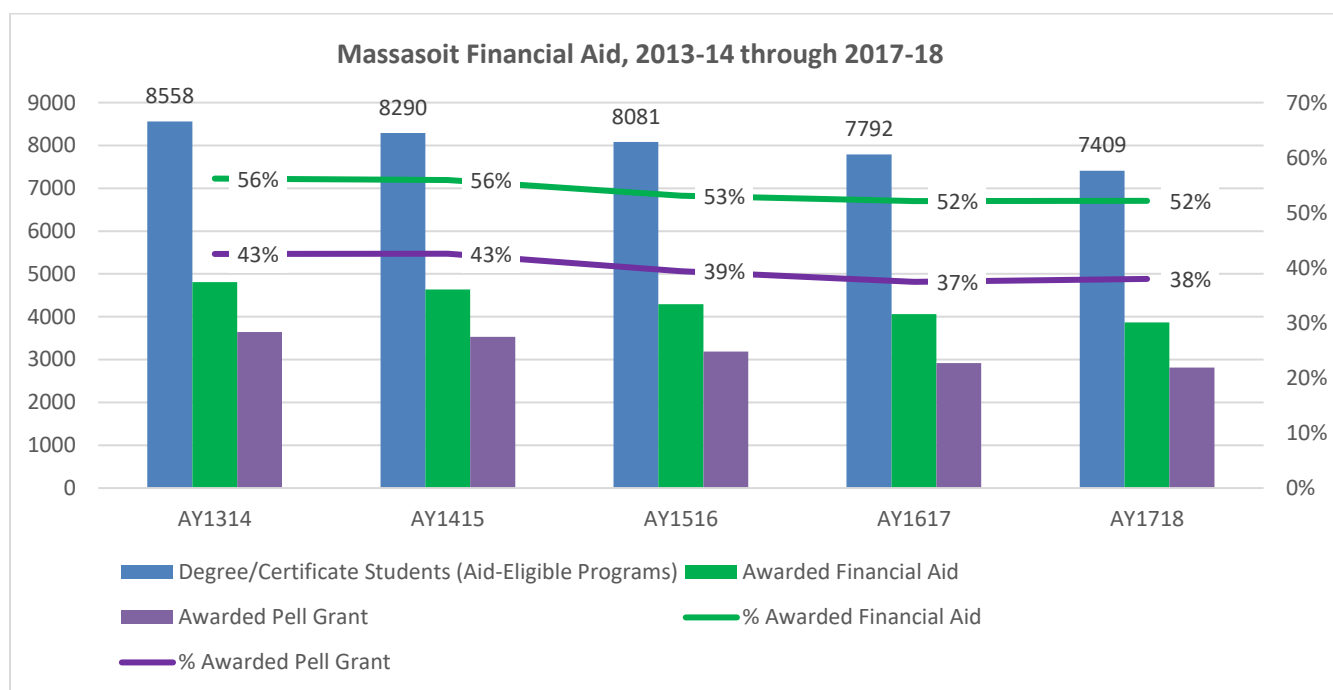
Brockton (18%*), Southeastern Regional Vocational, Whitman-Hanson, Weymouth, Stoughton, Bridgewater-Raynham Regional, Middleborough, Blue Hills Regional Vocation, Randolph, Braintree, East Bridgewater, Bristol-Plymouth Regional Vocational, Pembroke, Taunton, Abington, Marshfield, and Cardinal Spellman High Schools.

*Of 6006 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, 5% with a GED or HiSET and 8% were from foreign high schools.

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
Total Graduates	1,137	994	915	1058	919
% with Debt	29.0%	32.1%	31.3%	35.2%	35.5%
Average Debt for Graduates Earning Associate Degree	\$8,835.48	\$8,732.22	\$10,049.46	\$10,387.76	\$9,954.50

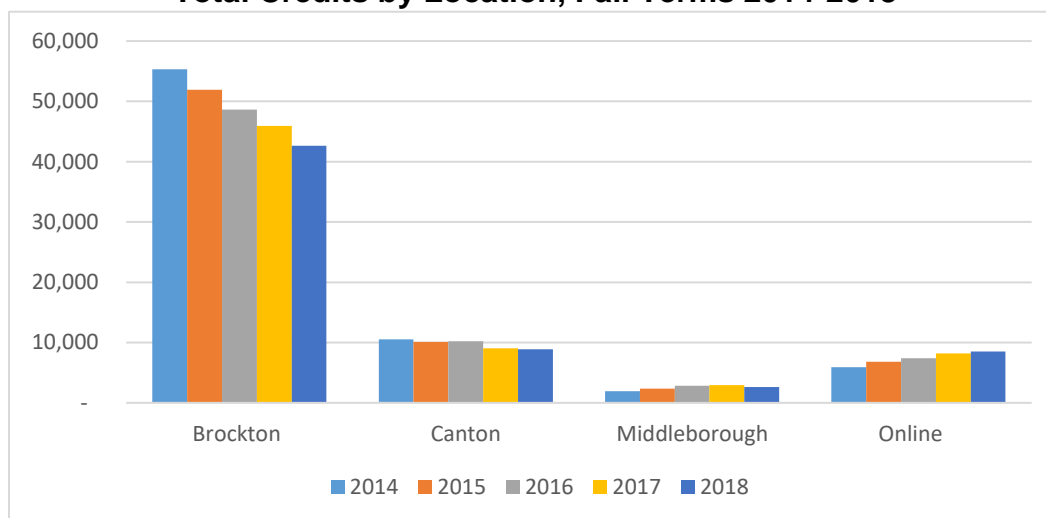
Some students have also received awards in prior years. All accumulated debt is represented in these figures.

Credit Headcount by Location, Fall Terms 2014-2018

Fall Terms		2014	2015	2016	2017	2018
Brockton	Students	6485	6198	5998	5707	5444
	% of All	82%	81%	80%	80%	78%
Canton	Students	1330	1323	1277	1149	1114
	% of All	17%	17%	17%	16%	16%
Middleborough	Students	325	365	406	387	378
	% of All	4%	5%	5%	5%	5%
Online	Students	1341	1520	1647	1716	1796
	% of All	17%	20%	22%	24%	26%
Total Credit Students		7905	7637	7471	7154	6995

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

Total Credits by Location, Fall Terms 2014-2018

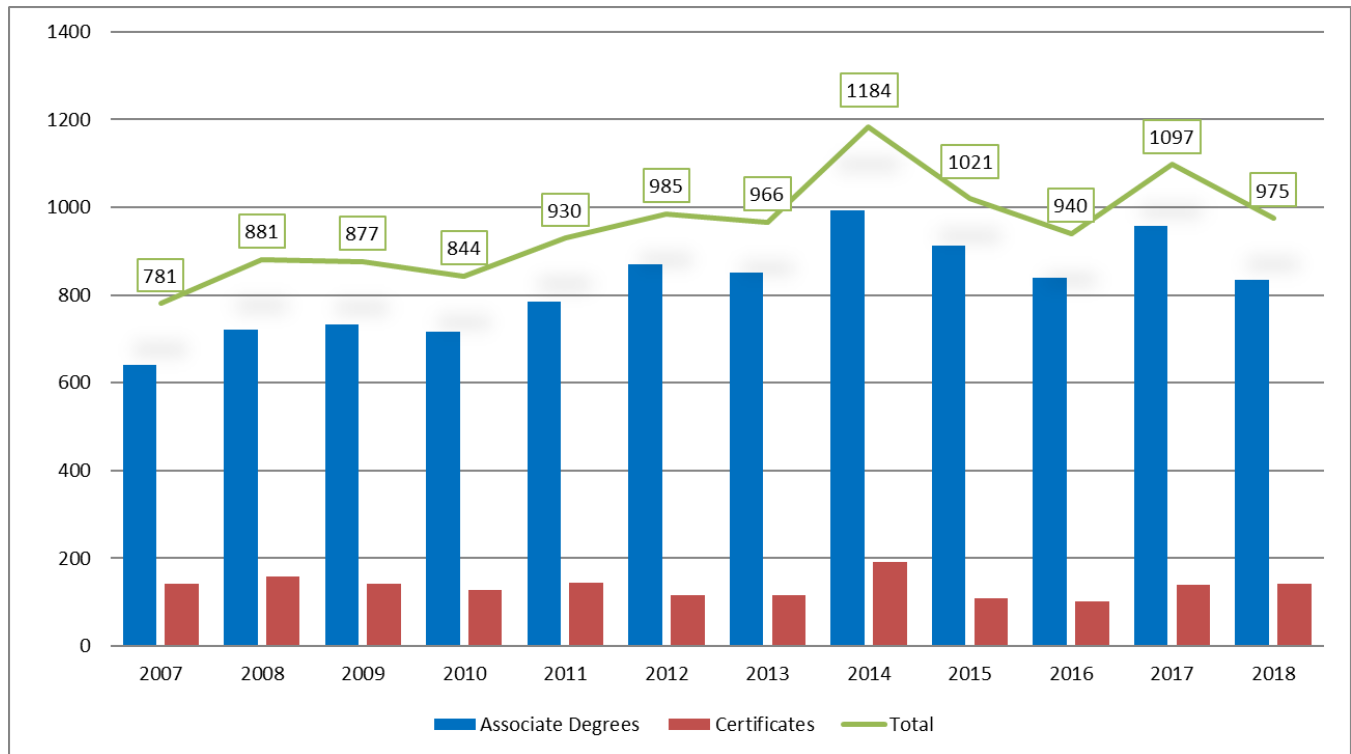


Total Credits by Location, Fall Terms 2014-2018

	2014	2015	2016	2017	2018
Brockton	55,330	51,915	48,608	45,930	42,652
Canton	10,536	10,102	10,209	9,068	8,880
Middleborough	1,938	2,338	2,833	2,933	2,633
Online	5,914	6,814	7,392	8,209	8,537
Total Credits	73,718	71,169	69,042	66,140	62,702

*Offsite Credits are included in Brockton counts.

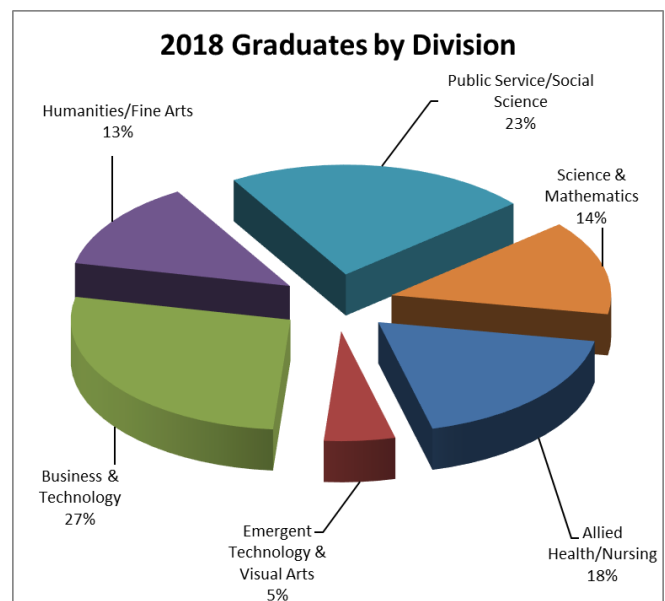
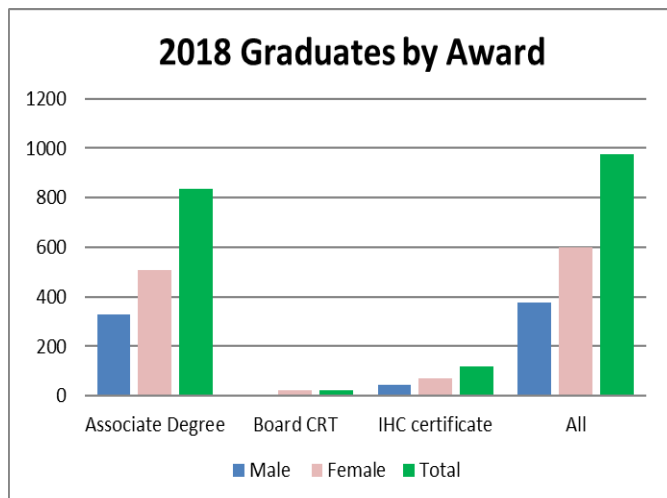
Graduates: Degrees & Certificates



Massasoit Degrees & Certificates* Awarded (2007-2018)

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Associate Degrees	640	722	734	716	786	870	850	992	913	839	958	834
Certificates	141	159	143	128	144	115	116	192	108	101	139	141
Total	781	881	877	844	930	985	966	1184	1021	940	1097	975

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

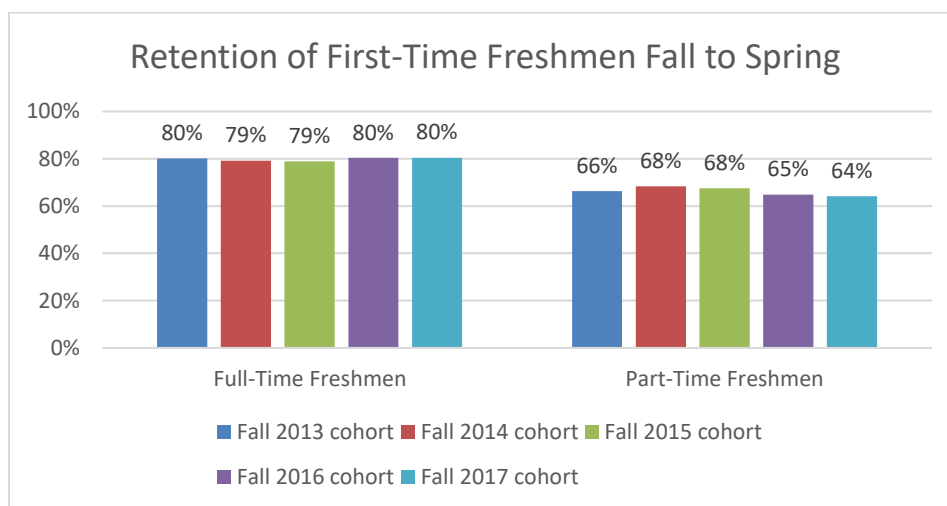


Retention Rates: First-Time Freshmen

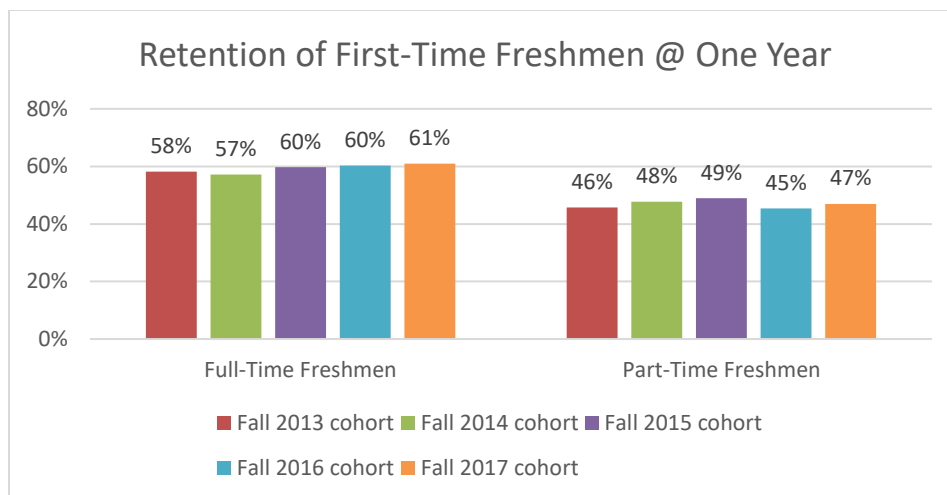
Retention rates traditionally track first-time freshmen starting in a particular fall term through to the following spring term, then on to the subsequent fall semester. While fall-to-spring rates are particularly high, they are even higher (80%) for students who begin full time in the fall term. Fall-to-fall retention rates (including those who return as well as those who have graduated) are also higher for those who start full time (61% vs. 47% 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 2013 cohort	Fall 2014 cohort	Fall 2015 cohort	Fall 2016 cohort	Fall 2017 cohort
Full-time Freshmen	1281	1190	1084	1048	927
Part-time Freshmen	579	557	613	580	480
All	1860	1747	1697	1628	1407



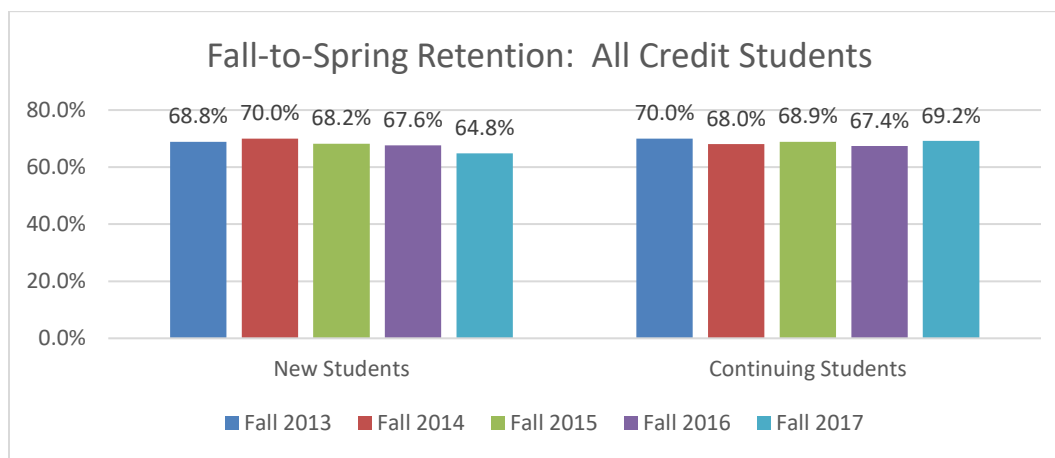
* Retained = Returned for spring term.



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

Retention Rates: All Credit Students, Term to Term

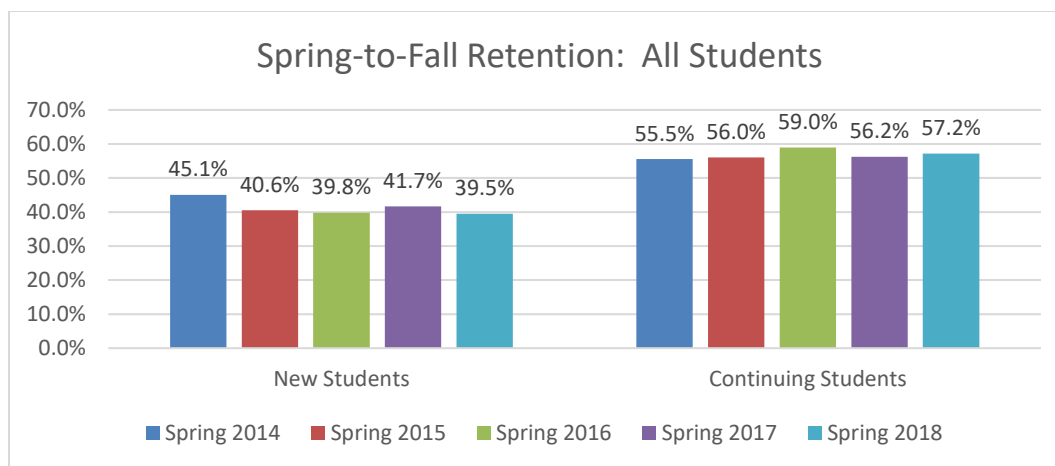
For internal planning purposes, we also look at the retention of all credit students (not just first-time freshmen) from term to term. Continuing students have even higher fall-to-spring retention rates than new students (69% vs. 65% for Fall 2017 to Spring 2018).



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

All Credit Students	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Total New	2,942	2,719	2,752	2,684	2,619
Continuing	5,330	5,186	4,885	4,787	4,535
Total	8,272	7,905	7,637	7,471	7,154

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 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
Total New	1,327	1,358	1,327	1,250	1,271
Continuing	6,488	6,078	5,851	5,588	5,274
Total	7,815	7,436	7,178	6,838	6,545

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 2017 Credit Students One Year Later			Status by Fall 2018				
Degree or Certificate		Fall 2017	Returned	Graduated (not ret)	% Retained	Transfer (not Ret)	% Grad or Enrolled Anywhere
First Time	Full Time	927	559	5	60.8%	42	65.4%
	Part Time	480	221	2	46.5%	20	50.6%
	All First Time	1407	780	7	55.9%	62	60.3%
Transfers	Full Time	251	123	19	56.6%	18	63.7%
	Part Time	253	139	5	56.9%	30	68.8%
	All Transfers	504	262	24	56.7%	48	66.3%
All New Degree/Certificate		1911	1042	31	56.1%	110	61.9%
All New Nondegree		290	59	0	20.3%	67	43.4%
All High School Students		418	63	1	15.3%	105	40.4%
All New (Total)		2619	1164	32	45.7%	282	56.4%
Continuing Students		4535	1980	776	60.8%	283	67.0%
Grand Total		7154	3144	808	55.2%	565	63.1%

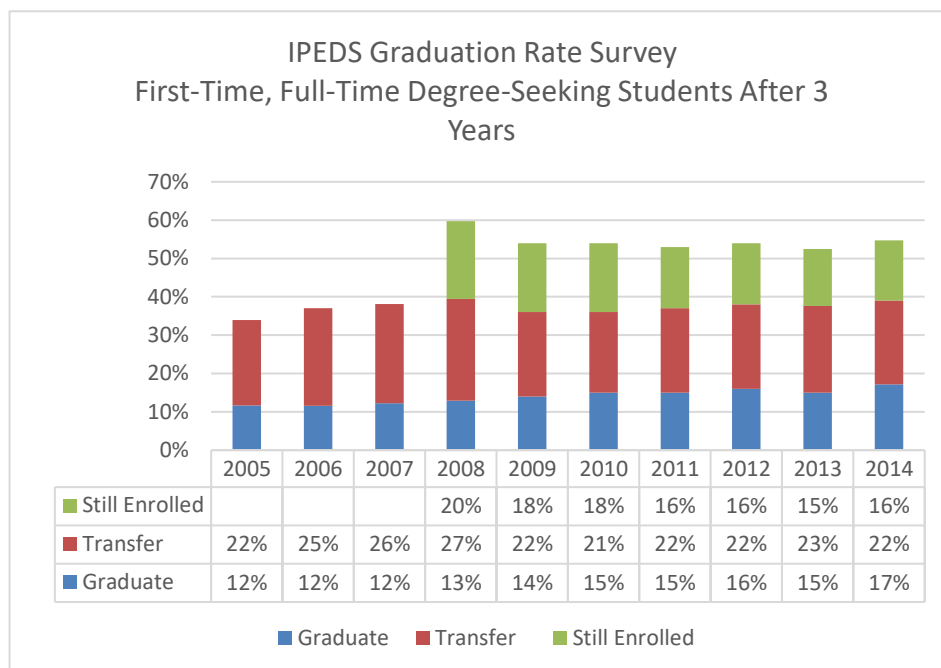
Top Transfer Schools: Fall 2017 Massasoit Students – Transferred Out by Fall 2018

School Name	Total Transfer Outs	Graduated Prior to Transfer		Transferred Prior to Graduation	
BRIDGEWATER STATE UNIVERSITY	271	162	60%	109	40%
UNIVERSITY OF MASSACHUSETTS BOSTON	85	44	52%	41	48%
UNIVERSITY OF MASSACHUSETTS AT AMHERST	48	21	44%	27	56%
BRISTOL COMMUNITY COLLEGE	46	4	9%	42	91%
UNIVERSITY OF MASSACHUSETTS-DARTMOUTH	31	17	55%	14	45%
UNIVERSITY OF MASSACHUSETTS LOWELL	20	7	35%	13	65%
CURRY COLLEGE	20	11	55%	9	45%
QUINCY COLLEGE	14	1	7%	13	93%
FRAMINGHAM STATE UNIVERSITY	18	3	17%	15	83%
LABOURE COLLEGE	17	4	24%	13	76%
SOUTHERN NEW HAMPSHIRE UNIVERSITY	36	14	39%	22	61%
MASSACHUSETTS MARITIME ACADEMY	15	3	20%	12	80%
SALEM STATE UNIVERSITY	15	6	40%	9	60%
MASSACHUSETTS COLLEGE OF PHARMACY	13	3	23%	10	77%
WENTWORTH INSTITUTE OF TECHNOLOGY	11	3	27%	8	73%
WESTFIELD STATE UNIVERSITY	11	3	27%	8	73%
BROCKTON HOSPITAL SCHOOL OF NURSING	10	2	20%	8	80%
MASSACHUSETTS BAY COMMUNITY COLLEGE	8	1	13%	7	88%
STONEHILL COLLEGE	9	4	44%	5	56%
CAPE COD COMMUNITY COLLEGE	9	2	22%	7	78%
EASTERN NAZARENE COLLEGE	9	3	33%	6	67%

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.

We have seen a slight increase in our graduation rate in the past several years, maintaining a rate of 15% or higher. At the same time, we have maintained a Transfer-Out rate (prior to graduation) of about 22% with still enrolled rates averaging 16%.

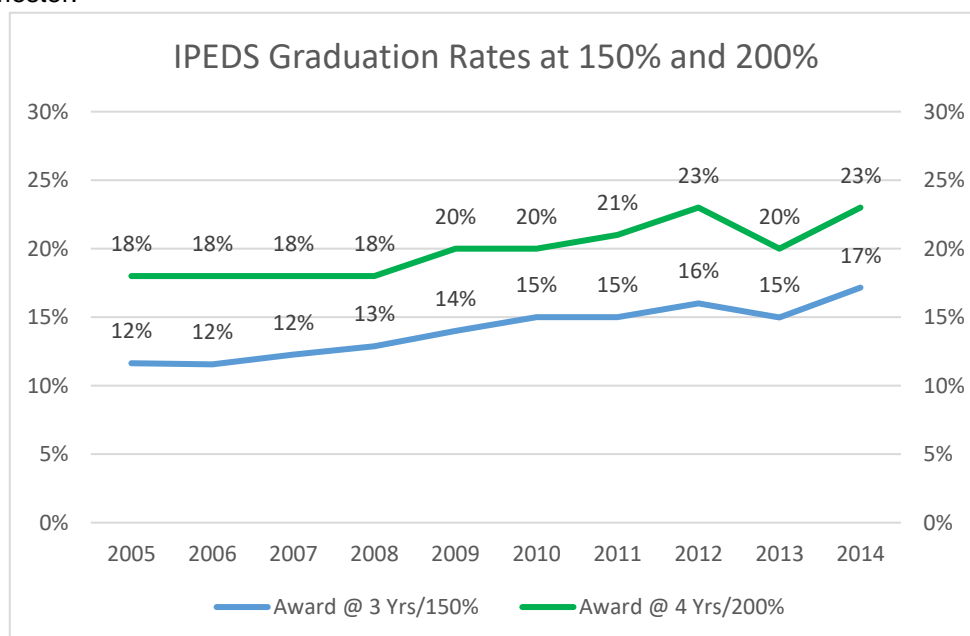


IPEDS* Entering	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Fall Cohort**	1057	1151	1117	1297	1252	1145	1227	1211	1281	1189

*Integrated Postsecondary Education Data Systems

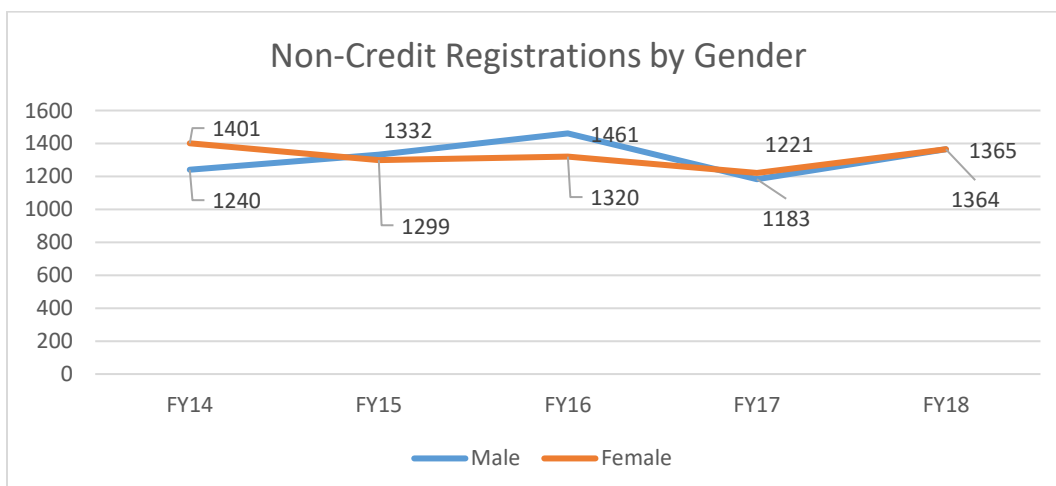
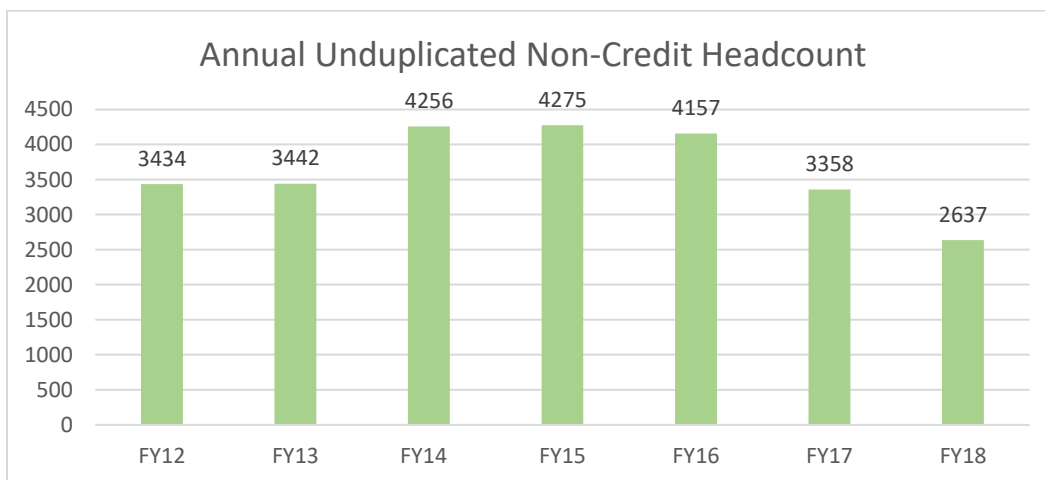
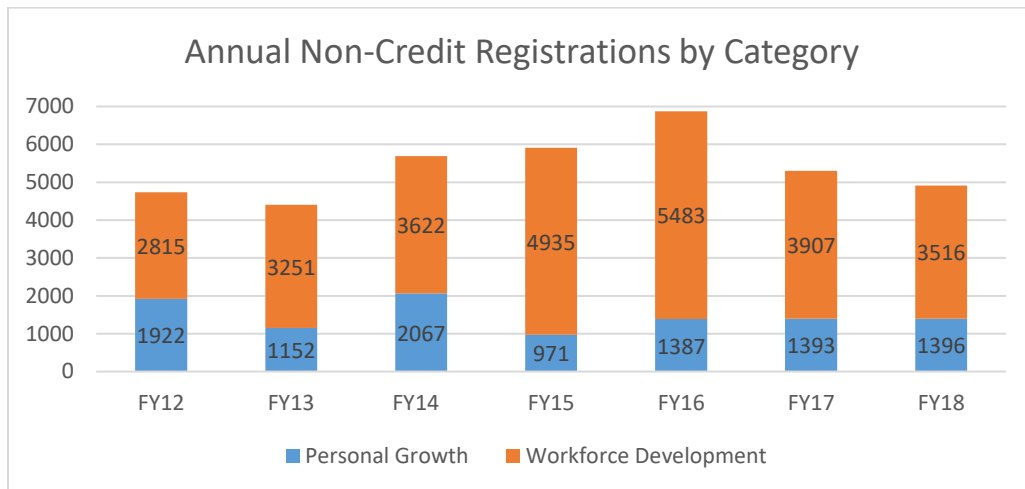
**Established cohort of students who are first-time, full-time degree-seeking (or certificate-seeking) students entering for a particular Fall semester.

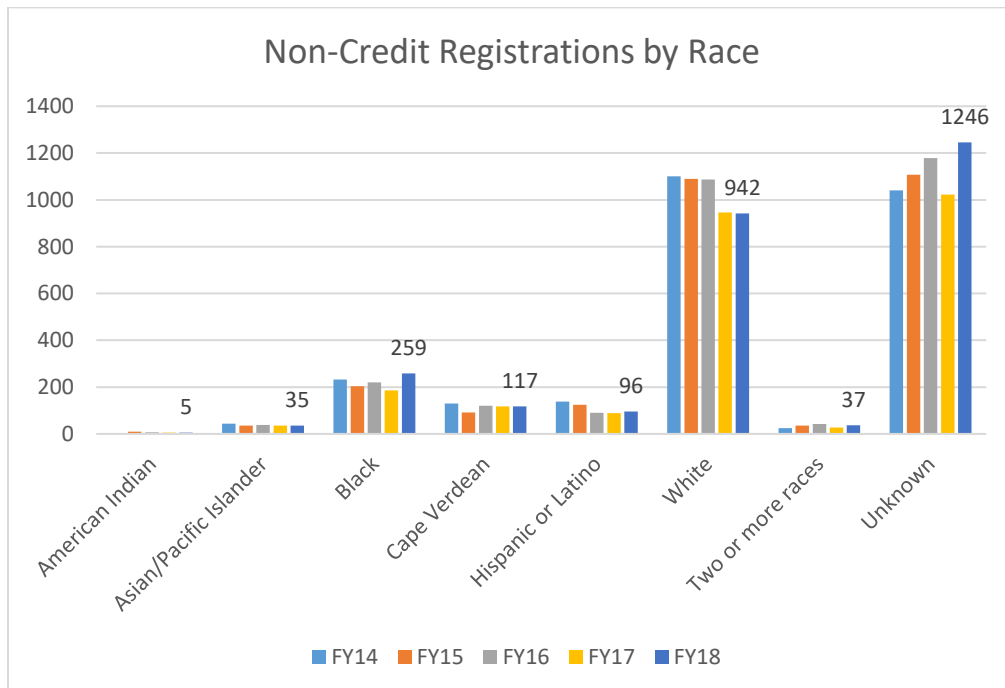
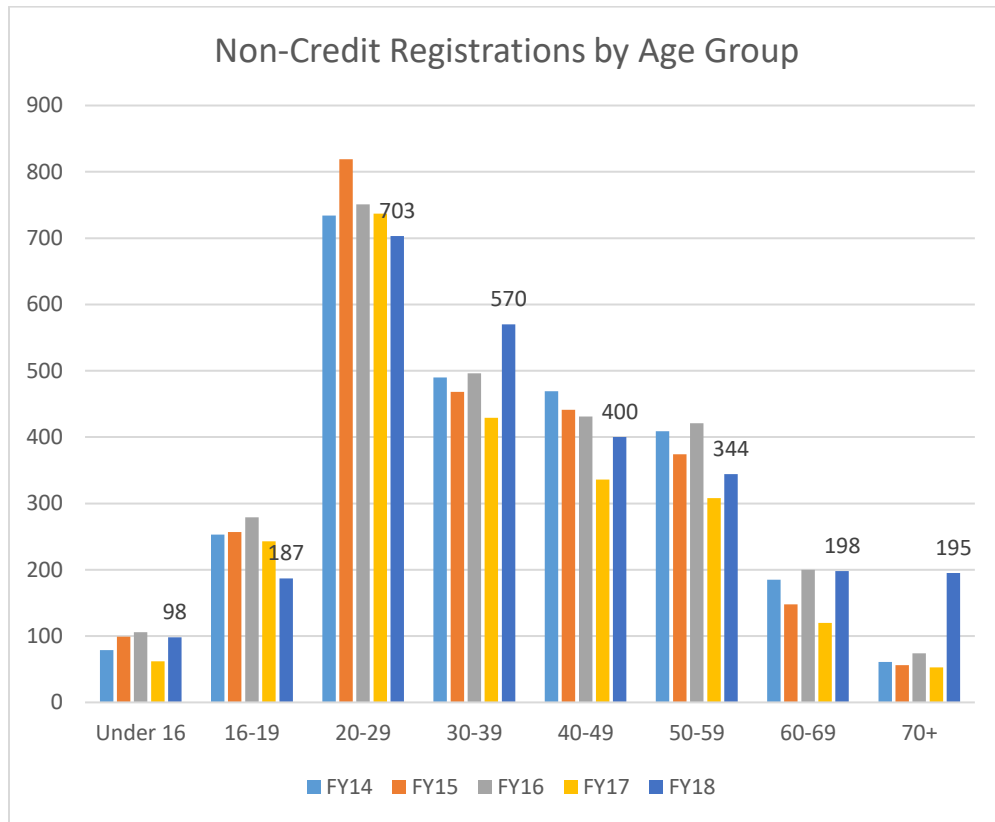
IPEDS also now collects data on graduation at the 200% mark (four years for an associate degree). By simply giving students in the original cohorts an additional year, we have seen an additional six or seven percent of the original cohort complete their program of study.



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 FY18, a total of 2637 individuals registered for 4912 courses.





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/seat 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.

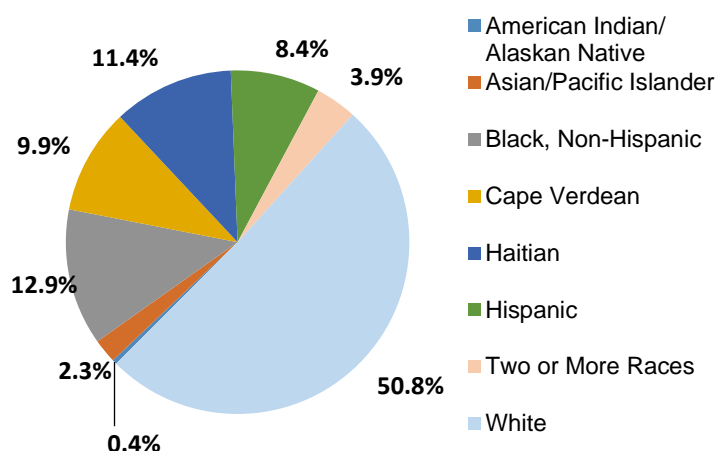
Nondegree students: Students who had not applied or have not been accepted into a formal program, but who are taking one or more classes. All high school students are included in this category (since graduation or GED/HiSET is required for admission).

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.

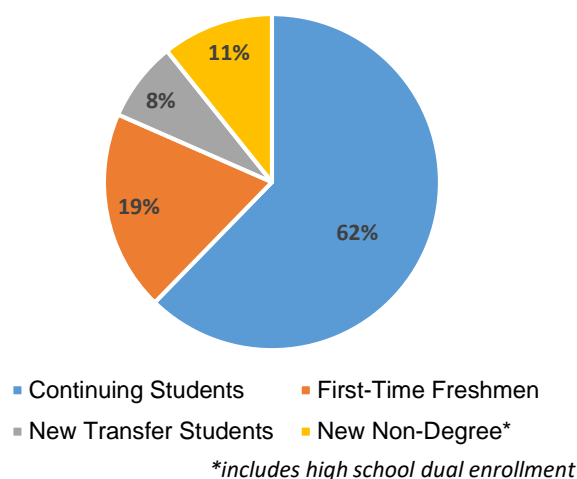
Fall 2018 Student Demographic Snapshot

Students Enrolled for Credit in Fall 2018: 6995					
Gender			Special Populations		
Male	2974	42.5%	ESL	1217	17.4%
Female	4021	57.5%	Disability	418	6.0%
Average Age: 25.25			Pell Recipient	2305	32.9%
Full time	22.16		Veterans	276	3.9%
Part time	27.13				

Race/Ethnicity (of 6416 reporting)



Student Type, Credit Students (6995)



Enrollment Status			Credits		
Full time	2652	38%	Total credits	62702	
Part time	4343	62%	FTE (credits/15)	4180.1	
Residence			Students by Campus (taking <i>any</i> credits)		
			Brockton	5444	78%
Massachusetts	6965	99.6%	Canton	1114	16%
Other state	30	0.4%	Middleborough	378	5%
			Online	1796	26%
Top Residence Towns, Credit Students					
Town		Students		% Enrollment	
1. Brockton		2242		32.1%	
2. Randolph		376		5.4%	
3. Stoughton		258		3.7%	
4. Weymouth		253		3.6%	
5. Middleborough		221		3.2%	
6. Bridgewater		195		2.8%	
7. Taunton		178		2.5%	
8. Whitman		174		2.5%	
9. Boston		163		2.3%	
10. East Bridgewater		136		1.9%	

Massasoit Community College

Fall Enrollment by Program*				Student Headcount (Unduplicated by first major)							Second Majors***	
Division	CIP Code	Code	Major Name	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	1 yr %chg	Fall 2018 by Class**		
										Fresh		Soph
ET	150101	ATAR	Architectural Tech	54	55	60	50	45	-10%	32	13	
SC	261201	BIOT	Biotechnology Cert	13	7	1						1
BU	520301	BACA	Bus Admin Career-Account	105	105	99	81	92	14%	50	42	1
BU	520201	BACG	Bus Admin Career-General	235	202	186	173	158	-9%	107	51	3
BU	520901	BACP	Bus Admin Career-Hospitality	44	35	33	29	19	-34%	14	5	1
BU	521401	BACM	Bus Admin Career-Marketing	62	65	58	52	49	-6%	33	16	
BU	520204	BACS	Bus Admin Career-Sup Mgmnt	47	47	48	45	47	4%	30	17	
BU	529999	BATR	Business Admin Transfer	479	526	544	516	498	-3%	282	216	3
BU	110202	PRCP	C++ Programming Cert			1	3					4
PS	190799	CCCT	Child Care Cert	19	27	26	20	9	-55%	9	0	12
PS	190708	CCET	Child Care Ed+Adm-Transfer	118	119	112	93	90	-3%	53	37	
PS	190709	CCEA	Child Care Education&Admin	115	104	83	63	61	-3%	34	27	
BU	110201	CISP	Computer Info Systems-Program	96	93	105	108	86	-20%	53	33	1
BU	119999	CISS	Computer Info Systems-User Sup	57	55	57	51	52	2%	31	21	1
BU	470104	CORM	Computer Repair&Main	4	4	8	7	4	-43%	4	0	3
BU	110101	CSTR	Computer Science Transfer/					68		61	7	
		LATC	Liberal Arts Transfer-Computer	104	104	120	122	57	2%	23	34	
BU	301601	CMAC	Computerized Accounting Cert	5	5	12	6	6	0%	4	2	2
AH	510998	CMTC	Computerized Tomography Cert	13								
PS	430199	CORR	Corrections Cert		1		2	1	-50%	1	0	1
PS	430107	CJCR	Criminal Justice-Career	203	186	130	106	102	-4%	56	46	
PS	430199	CJTR	Criminal Justice-Transfer	364	357	309	328	302	-8%	171	131	1
BU	120503	CULA	Culinary Arts	127	120	103	93	90	-3%	61	29	3
PS	511502	MNHL	DDS Human Services Cert	4	3	5	9	7	-22%	5	2	4
AH	510601	DNTA	Dental Assisting	17	16	16	14	16	14%	12	4	1
ET	470605	DIET	Diesel Technology-Diesel	45	42	56	47	43	-9%	26	17	
ET	470613	DTHE	Diesel Technology-Heavy Equipment		1							
PS	190709	EECC	EEC Lead Teacher Qual Crs Cert			2	4	5	25%	2	3	2
ET	150303	ELCT	Electronic Technology	46	47	34	24	10	-58%	7	3	
PS	510904	EMSP	EMS-Paramedic Cert	7	26	32	46	51	11%	23	28	2
ET	140102	ENCH	Engineering Trans-Chemical		5	11	18	15	-17%	8	7	
ET	140102	ENCI	Engineering Trans-Civil		14	26	29	43	48%	30	13	
ET	140102	ENEL	Engineering Trans-Electrical		18	54	49	61	24%	46	15	
ET	140102	ENME	Engineering Trans-Mechanical		26	70	77	85	10%	52	33	
PS	430203	FRST	Fire Science Technology	82	101	101	84	79	-6%	43	36	1
BU	120505	KTAS	Food Production Cert		2	3	2	3	50%	1	2	2
ET	470201	HVCT	Heating Ventil&Air Cond Cert	5	5	5	3	1	-67%	1	0	
ET	470201	HVAC	Heating Ventil&Air Cond Tech	38	37	35	23	8	-65%	3	5	
PS	440000	HSCC	Human Services-Career	100	98	89	70	62	-11%	36	26	
PS	449999	HSTR	Human Services-Transfer	187	162	138	110	104	-5%	48	56	
ET	150501	HVBS	HVAC Bldg Systems	7	10	6	5	4	-20%	2	2	
BU	510714	IBS	Insurance Billing Specialist	9	21	14	13	2	-85%	1	1	1
BU	110202	PRJV	Java Programming Cert				1	1	0%	0	1	5
PS	430103	LAWC	Law Enforcement Cert	7	5	5	5					9
HU	240101	LAST	Liberal Arts Studies	641	523	444	333	310	-7%	202	108	
HU	240199	LATR	Liberal Arts Transfer	1146	932	772	663	610	-8%	398	212	1
PS	131202	LATE	Liberal Arts Transfer-Elem Ed	82	82	75	68	64	-6%	38	26	
SC	301801	LATS	Liberal Arts Transfer-Science	1458	1512	1458	1432	1447	1%	884	563	2
HU	090102	MDAA	Media Arts/					32		29	3	
		LASM	Liberal Arts Studies-Media	90	86	110	104	62	-10%	20	42	
AH	510801	MEDA	Medical Assisting	11	15	15	11	13	18%	5	8	
BU	110601	MOSP	Microsoft Office Specialist Cert	6	4	6	8	3	-63%	3	0	1
BU	110202	MADV	Mobile App Development Cert			2	1	2	100%	2	0	2
ET	301401	MUST	Museum Studies Cert	3	4	3	1					
ET	110901	NTSP	Networking Tech Cert	1	4	7	13	20	54%	18	2	10
0	none	NOND	Non-Degree	1167	1066	1068	1119	1186	6%	1028	158	
AH	513801	NURS	Nursing Education-Day	98	96	98	96	90	-6%	0	90	
AH	513801	NURE	Nursing Education-Evening	27	26	25	37	31	-16%	0	31	
AH	513801	NULD	Nursing LPN Day	12	18	15	15	18	20%	0	18	
AH	513801	NURL	Nursing LPN Eve	42	28	30	36	36	0%	0	36	
BU	110299	PROO	Object-Oriented Program Cert					1		1		3
BU	520408	OFFT	Office Technologies	1	3	6	1	1	0%	0	1	1
BU	120501	PACT	Pastry Cert	5	4	5	2	2	0%	2	0	5
AH	511009	PHLE	Phlebotomy Cert	8	7	10	6	8	33%	4	4	
AH	510910	POLS	Polysomnography	1								
PS	430109	PSBC	Private Security Basic Cert				2					1
PS	420101	PSYC	Psychology/					107		88	19	
		LATP	Liberal Arts Transfer-Psych			62	198	102	6%	50	52	1

Massasoit Community College

Fall Enrollment by Program*				Student Headcount (Unduplicated by first major)							Second Majors***	
Division	CIP Code	Code	Major Name	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	1 yr %chg	Fall 2018 by Class**		
										Fresh	Soph	
AH	510907	RADT	Radiologic Technology	51	47	52	47	44	-6%	1	43	
AH	510908	RESP	Respiratory Care	52	51	54	55	48	-13%	5	43	
PS	450101	SSTR	Social Science Transfer/		92	165	118	38	-15%	19	19	
		LTSS	Liberal Arts Transfer-Soc Sci					62		22	40	
ET	150305	TELL	Telecommunications			7	7	7	0%	4	3	
HU	500501	THEA	Theater/					8	-9%	7	1	
		LATA	Liberal Arts Studies-Theater	22	26	19	23	13		8	5	
SC	510808	VTSC	Veterinary Tech		21	30	35	42	20%	9	33	
ET	500409	VAGD	Visual Arts-Art&Graphic Design	126	93	90	102	108	6%	71	37	
ET	500702	VAFA	Visual Arts-Fine Arts	37	41	46	40	44	10%	24	20	
		Total		7,905	7,637	7,471	7,154	6,995	-2%	4,397	2,598	
		Enrollment by Type		Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018				
			Degree	6,600	6,408	6,219	5,855	5,653				
			One-Year Certificates (CRT)	29	34	37	26	30				
			Short-term Certificates (IHC)	109	129	147	154	126				
			Nondegree	1167	1,066	1,068	1,119	1,186				
				7,905	7,637	7,471	7,154	6,995				
		Enrollment by Division		Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018				
			Business & Technology	1,386	1,395	1,410	1,314	1,241				
			Emergent Technologies	362	402	510	488	494				
			Humanities/Liberal Arts	1975	1,649	1,420	1,123	1,035				
			Nursing & Allied Health	332	304	315	317	304				
			Public Service/Social Science	1212	1,281	1,259	1,326	1,246				
			Science & Math	1471	1,540	1,489	1,467	1,489				
			(Nondegree)	1167	1,066	1,068	1,119	1,186				
				7,905	7,637	7,471	7,154	6,995				
		Enrollment % by Division		Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018				
			Business & Technology	17.5%	18.3%	18.9%	18.4%	17.7%				
			Emergent Technologies	4.6%	5.3%	6.8%	6.8%	7.1%				
			Humanities/Liberal Arts	25.0%	21.6%	19.0%	15.7%	14.8%				
			Nursing & Allied Health	4.2%	4.0%	4.2%	4.4%	4.3%				
			Public Service/Social Science	15.3%	16.8%	16.9%	18.5%	17.8%				
			Science & Math	18.6%	20.2%	19.9%	20.5%	21.3%				
			(Nondegree)	14.8%	14.0%	14.3%	15.6%	17.0%				
				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 the primary or first major to provide an unduplicated headcount.										
		***Counts listed in far right Secondary Majors column are for additional/secondary majors in the program.										
		In many departments, students are eligible to earn a certificate on the way to the degree.										
		Shaded tan cells indicate no enrollment in the program for that term.										
		Majors in blue type have had name changes starting this term; former program name in black. One-year % change includes enrollment in both.										

Historical Graduates by Program: Degrees Conferred/Certificates Awarded

Division	CIP Code	Code	Program Name	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Degrees Conferred													
ET	150101	ATAR	Architectural Design & Construction	7	6	9	13	9	9	8	11	6	7
BU	520301	BACA	Business Administration Accounting	15	9	15	12	13	12	17	12	10	17
BU	520201	BACG	Business Administration Career	56	57	65	53	47	46	41	40	36	33
BU	520901	BACP	Business Administration Hospitality	1	6	6	8	6	3	9	5	6	7
BU	521401	BACM	Business Administration Marketing	3	3	3	9	2	3	3	6	8	4
BU	520204	BACS	Business Administration Supervisory	10	7	4	6	5	7	4	7	3	4
BU	529999	BATR	Business Administration Transfer	52	51	65	66	68	84	87	95	116	98
PS	190709	CCEA	Child Care Ed & Admin	25	18	20	18	15	14	13	16	11	8
PS	190708	CCET	Child Care Ed & Admin Transfer	5	3	4	7	10	20	13	14	22	9
PS	190708	CCES	Child Care Ed+Adm-Sch Age Ch	1									
BU	110201	CISP	CIS Programming Option	6	4	7	12	11	11	10	15	15	11
BU	119999	CISS	CIS Support Option	7	3	6	6	8	9	9	4	10	6
BU	520401	CAS	Computer Application Specialist	2	2	1							
PS	430107	CJCR	Criminal Justice-Career	25	27	24	23	15	17	17	30	20	10
PS	430199	CJTR	Criminal Justice-Transfer	32	52	46	55	75	70	64	54	48	52
BU	120503	CULA	Culinary Arts	11	10	10	13	18	14	16	18	15	20
ET	470605	DIET	Diesel Technology	3	5	2	11	7	5	5	7	5	8
ET	150303	ELCT	Electronic Technology	3	4	2	6	11	6	0	4	8	
ET	140102	ENEL	Engineering Trans-Electrical										2
PS	430203	FRST	Fire Science Tech	19	15	17	16	16	14	17	15	31	10
PS	440000	HSCC	Human Services Career	5	6	3	11	3	5	5	8	7	7
PS	449999	HSTR	Human Services Transfer	10	16	13	22	17	34	31	26	31	26
ET	470201	HVAC	HVAC	6	14	6	13	11	10	4	7	11	5
ET	150501	HVBS	HVAC Bldg Systems										2
PS	131202	LASE	LAS-Elementary Education	3	5	11							
PS	130101	LASI	LAS-Instruct Paraprofessional	1	1								
HU	240101	LAST	Liberal Arts Studies	150	132	121	112	101	102	69	55	45	33
HU	090102	LASM	Liberal Arts Studies-Media	6	6	4	7	7	9	6	10	17	8
HU	500501	LATA	Liberal Arts Studies-Theater	4	1	2	3	1		2		5	4
HU	240199	LATR	Liberal Arts Transfer	42	49	62	90	107	123	151	123	108	83
BU	110199	LATC	Liberal Arts Transfer-Computer	2	1	2	4	2	2	6	5	9	9
PS	131202	LATE	Liberal Arts Transfer-Elementary Ed				6	11	10	13	13	10	14
PS	420101	LATP	Liberal Arts Transfer-Psychology									2	8
SC	301801	LATS	Liberal Arts Transfer-Science	28	32	45	63	99	120	125	124	126	126
PS	450101	LTSS	Liberal Arts Transfer-Soc Sci								7	46	38
AH	513801	NURS	Nursing Education--Day	53	61	54	59	45	46	42	30	37	38
AH	513801	NURE	Nursing Education--Evening			23			27			24	1
AH	513801	NULD	Nursing Education--LPN Day	37			37	11	6	11	14	15	12
AH	513801	NURL	Nursing Education--LPN Evening			36	0	1	42	38	1	30	33
AH	510910	POLS	Polysomnographic Tech					5	4	2	1		
AH	510907	RADT	Radiologic Technology	33	31	22	23	24	22	24	21	22	23
AH	510908	RESP	Respiratory Care	24	27	29	41	25	28	24	19	23	28
ET	150305	TELL	Telecommunications	26	28	26	26	22	38				
BU	520903	TRTO	Travel & Tourism	2	1								
SC	510808	VTSC	Veterinary Technology									8	10
ET	500409	VAGD	Visual Arts-Art&Graphic Design	14	19	8	13	14	15	21	15	8	13
ET	500702	VAFA	Visual Arts-Fine Arts	5	4	13	6	8	5	6	7	4	7
Subtotal Associate Degrees				734	716	786	870	850	992	913	839	958	834
Board Certificates Awarded													
AH	510601	DNTA	Dental Assisting	20	20	11	15	17	12	12	11	12	12
AH	510801	MEDA	Medical Assisting	17	13	19	13	8	11	11	14	10	8
BU	520408	OFFT	Office Technologies				3	2	1		2	1	3
Subtotal Board Certificates				37	33	30	31	27	24	23	27	23	23

Massasoit Community College

Division	CIP Code	Code	Program Name	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
In-House Certificates Awarded													
SC	261201	BIOT	Biotechnology Cert				0	1	6	3	1	1	
BU	110202	PRCP	C++ Programming Cert									9	1
PS	190799	CCCT	Child Care Cert	1	0	1	4	4	14	4	7	3	8
BU	470104	CORM	Computer Repair & Maintenance Cert		1	1					2	1	
BU	301601	CMAC	Computerized Accounting Cert	6	4	4	3	4	7	2	1	8	3
AH	510998	CMTC	Computerized Tomography Cert	12	11	17	11	20	10	2	2		
PS	430199	CORR	Corrections Cert								3		1
PS	511502	MNHL	DDS Human Services Cert	9	10	5	6	3	3	6	4	7	3
PS	190709	EECC	EEC Lead Teacher Qual Crs Cert						40	8	1	6	5
PS	510904	EMSP	EMS-Paramedic Cert								5	7	9
BU	521902	FSMR	Fashion Merchandising Cert			2							
BU	520399	FSSC	Financial Support Services Cert			1							
BU	120505	KTAS	Food Production Cert					2	1	1			1
ET	470201	HVCT	Heating Ventilation & Air Cond Cert		1				1		1		
AH	510714	IBS	Insurance Billing Specialist	25	25	42	18	18	18	8	7	9	6
BU	110202	PRJV	Java Programming Cert									12	5
PS	430103	LAWC	Law Enforcement Cert	2		7	6	4	14	23	11	7	9
AH	510911	MRIC	Magnetic Resonance Image Cert	23	15	12	15	4	10	1			
BU	110202	MADA	Mobile App - Android Cert										3
BU	110202	MADI	Mobile App - ios Cert										3
BU	110202	MADV	Mobile App Development Cert										2
PS	511502	MNHL	DDS Direct Support Cert										2
BU	110601	MOSP	Microsoft Office Specialist Cert	1	2	1	1	6	15	5	4	5	3
ET	301401	MUST	Museum Studies Cert								3	3	2
ET	110901	NTSP	Networking Specialist Cert							1		4	5
BU	110299	PROO	Object-Oriented Programming Cert									9	9
BU	520407	OFSC	Office Skills Cert										
BU	120501	PACT	Pastry Cert					4	14	6	4	9	7
AH	511009	PHLE	Phlebotomy Cert	26	25	20	20	19	15	15	15	14	14
ET	500605	PHOT	Photography Cert		1								
PS	430109	PSBC	Private Security Basic Cert								3	2	2
BU	110202	PRCP	Personal Computing Cert										7
BU	110202	PRJV	Java Programming Cert										8
BU	520903	TRTC	Travel & Tourism Cert	1									
ET	100303	WEBP	Web & Print Media Publishing			1							
<i>Subtotal In-House Certificates</i>				106	95	114	84	89	168	85	74	116	118
Total Awards				877	844	930	985	966	1184	1021	940	1097	975

Graduates by Division

Business & Technology	175	161	193	196	198	229	216	220	282	264
Emergent Technologies	64	82	67	88	82	89	45	55	49	51
Humanities/Liberal Arts	202	188	189	212	216	234	228	188	175	128
Nursing & Allied Health	270	228	285	252	197	251	190	135	196	178
Public Service/Social Science	138	153	151	174	173	255	214	217	260	218
Science & Math	28	32	45	63	100	126	128	125	135	136
Total Awards	877	844	930	985	966	1184	1021	940	1097	975

Graduates by Division

Business & Technology	20%	19%	21%	20%	20%	19%	21%	23%	26%	27%
Emergent Technologies	7%	10%	7%	9%	8%	8%	4%	6%	4%	5%
Humanities/Liberal Arts	23%	22%	20%	22%	22%	20%	22%	20%	16%	13%
Nursing & Allied Health	31%	27%	31%	26%	20%	21%	19%	14%	18%	18%
Public Service/Social Science	16%	18%	16%	18%	18%	22%	21%	23%	24%	22%
Science & Math	3%	4%	5%	6%	10%	11%	13%	13%	12%	14%

Total Individual Graduates (Unduplicated Headcount)	872	841	925	979	956	1136	995	915	1058	919
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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 two-fifths 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.
- 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.
- *Massasoit's Four-Year Average Graduation Rate: 16%*
- *Massasoit's Four-Year Average Transfer Rate: 22%*
- In our most recent submission to IPEDS, the **Fall 2014 cohort** (1189 students) were tracked through 2017 graduation. A total of 204 (17%) graduated within 150% time. Another 260 (22%) transferred before completing their Massasoit program.
- An additional 187 (16%) in the cohort are still enrolled (persisting) at Massasoit.
- One tenth of the cohort group (131 or 11%) transferred after graduation, in addition to the 22% who transferred without completing their Massasoit program.

IPEDS Fall Cohort	2011	2012	2013	2014	4-Year Total
Total	1227	1211	1281	1189	4908
Grad Rate 150%	183	196	192	204	775
<i>(within three years)</i>	15%	16%	15%	17%	16%
Transfer Rate	274	262	290	260	1086
<i>(prior to graduation, within three years)</i>	22%	22%	23%	22%	22%
Combined Grad & Transfer Rate	37%	38%	38%	39%	38%
Still Enrolled	193	200	190	187	770
<i>(after three years)</i>	16%	16%	15%	16%	16%
Combined Success (@ three years)	53%	54%	53%	55%	54%
Report Year	2015	2016	2017	2018	
200% Grad Rate (@ four years)	21%	23%	20%		
Report Year	2016	2017	2018		

*Integrated Postsecondary Education Data Systems

IPEDS* Institutional Graduation & Transfer Rates -- Disaggregated

Fall 2014 Cohort** <i>(three years later)</i>	Total	Grad Rate @ 3 years (150% time)	Transfer Rate (prior to graduation)	Still Enrolled (@ three years)	Combined Success (@ three years)
	1189	17%	22%	16%	55%
Gender					
Female	566	21%	21%	16%	59%
Male	623	13%	22%	15%	51%
Race/Ethnicity					
American Indian/Alaskan Native	na				
Asian/Pacific Islander	23	22%	30%	17%	70%
Black, Non-Hispanic	304	13%	22%	18%	53%
Hispanic	101	10%	22%	15%	47%
Two or More Races	50	18%	12%	16%	46%
<i>Subtotal Ethnic Minority</i>	<i>481</i>	<i>14%</i>	<i>22%</i>	<i>17%</i>	<i>52%</i>
White, Non-Hispanic	670	19%	22%	15%	57%
Non-Resident Alien	na				
Unknown	34	24%	24%	12%	59%
<i>Disaggregated results reported as "na" for smaller groups in order to protect privacy</i>					
By Financial Aid Status					
Pell Recipients <i>(within first year)</i>	620	16%	19%	17%	51%
Direct Subsidized Loan, no Pell <i>(within first year)</i>	103	20%	24%	15%	59%
No Pell or Direct Subsidized Loan <i>(within first year)</i>	466	18%	26%	15%	59%

**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.*

Massasoit Community College
Academic Program Review Template

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- Section I: Program Overview
- Section II: Outlook for Program Graduates
- Section III: Program Design and Curriculum Review
- Section IV: Program Leadership
- Section V: Program Student Outcomes Review
- Section VI: Student Learning Outcomes Map and Evaluation
- Section VII: Student Input
- Section VIII: Enrollments and Student Progress
- Section IX: Student Success Initiatives
- Section X: External Auditor
- Section XI: Evaluation Summary

Appendices:

- A. Program Requirement Sheets/Academic Map for each program option
- B. Sample syllabi used to complete the map in Section VI
- C. Copy of the Student Survey and results; questions and analysis from the Student Focus Groups
- D. Course Enrollments and Outcomes Report
- E. External Auditor's Report

Report Sections:

Section I: Program Overview

What does the program offer students and how does it contribute to the regional community?

In 2-3 pages, include the following information as part of your overview.

- A. Program description and evolution, particularly any relevant and recent changes. This section should be one to two paragraphs.
- B. Program mission and goals
- C. Alignment with Massasoit CC Mission and Statement of Values
- D. Alignment with stated DHE priorities
- E. Contribution to the public good/social, labor or other public need met by the program
- F. Alignment with MCC's Strategic Plan
- G. Alignment with division goals (if applicable)

Section II: Outlook for Program Graduates

How well does the program prepare students for the opportunities available to its graduates?

This section incorporates outside research, transfer agreements, and data from Massasoit Office of Institutional Research (IR). After researching the current job market and transfer opportunities for students in the program, complete Section II of the program review.

- A. Preparation for career entry or advancement
 - 1. List examples of career opportunities a graduate of the program would be prepared for.
 - 2. Describe the current and projected regional labor market for these types of jobs.
 - 3. When available, include employment and salary data for recent grads.
- B. Preparation for transfer to 4 year degree program
 - 1. List UMass and other 4 year programs in New England that a graduate could successfully transfer to.
 - 2. List/describe any articulation agreements beyond UMass.
 - 3. Include transfer data on program majors for the past 5 years.
 - 4. When available, report 4 year graduation data on students who transferred from the program.

Section III: Program Design and Curriculum Review

Has the program curriculum remained relevant to changes in the discipline and in market demand?

Before beginning Section III, collect all program requirement sheets and academic maps for your program. Also, examine comparable programs in New England (or beyond if reviewing online programs).

- A. Describe the program structure and options. Include program requirements sheets/academic maps for each option as an appendix.
- B. Evaluate how well the curriculum aligns with each of the following:
 - 1. The program's mission and any stated goals
 - 2. The leading academic research on educational practices in your discipline
 - 3. Knowledge and skills required for success in a 4-year program and/or
 - 4. Expectations of employers in the industry
- C. Review comparable programs in New England (or beyond if reviewing online programs)
 - 1. Complete the program comparison worksheet using peer websites/catalogs.
 - 2. Comment on any significant differences between Massasoit's program and others.
 - 3. Identify any promising ideas or best practices that bear further exploration.
 - 4. Identify a uniqueness or strength in our program that Massasoit could build upon.

Section IV: Program Leadership

How is the program leadership structured, and what is the role of both the program leaders and advisory board?

- A. Describe the roles and leadership positions in the program; for example, what is the role of the department chair in relation to the program?
- B. If applicable, describe the program's advisory board and its relationship with the program. Include any recent implemented changes from the advisory board meetings and plans to evaluate those changes.

Section V: Program Student Learning Outcomes Review

Do the Program Student Learning Outcomes adequately describe a graduate that is well-prepared to meet the expectations of the current labor market or 4-year degree academic program?

Student learning outcomes should focus on what students should be able to do with the knowledge and skills they have acquired in their program. Your program may need to revise the wording of your PSLOs as part of the program review process. The Assessment Canvas Space includes resources on how to revise and word PSLOs. The number of PSLOs will vary by program; however, all PSLOs will have a similar structure.

- A. List the Program Student Learning Outcomes (PSLOs).
 - 1. Ensure that each PSLO is written as a statement of what graduates will be able to do with the knowledge and skills they have acquired in their program. I.e. "Every program graduate will be able to...."
- B. Evaluate the PSLOs as a whole, and comment on their alignment with the outlook for program graduates described in Section II.

Section VI: Student Learning Outcomes Map and Evaluation

How does the curriculum provide opportunities for students to demonstrate competency in each of the PSLOs and the Massasoit Core Competencies (aka Institutional Student Learning Outcomes or ISLOs)?

Focusing on the PSLOs from Section V, sample syllabi, MCC's Core Competencies, and the analysis of these materials from your Program Review Curriculum Committee, complete the following curriculum map.

- A. Map how your program provides opportunities for students to meet the PSLOs and where the PSLOs include MCC's Core Competencies.
 1. List the program's PSLOs in the first column.
 2. Using the Core Competency abbreviations, list the corresponding Core Competencies the PSLO supports where applicable.
 3. Use the "course" rows to map which courses are used to Introduce (I) and Develop (D) Core Competencies (ISLOs) as well as where the student is expected to show how Competent (C) the student is in the outcome. (PIE is available to assist with this process.)
 - Ensure that Core Competency codes for courses in the program are based on the matrix revised in Spring 2017. Courses may need to be recoded to include the revised Core Competencies and matrix. The revised matrix and Core Competency abbreviations are part of the initial program review packet and can be found on the Assessment Canvas space and Academic Senate Portal space (PIE is available to assist with any needed revision.)
 4. Since each program is unique, some program outcomes (PSLOs) will not include a completed column entitled "supported by PSLO." For example, a program outcome for architecture may not connect to one of MCC's Core Competencies. If this occurs with one of your PSLOs, please still include the PSLO on the map and complete the course columns treating the PSLO as a unique competency for your program. An example is provided. In addition, if there are Core Competencies that cannot be mapped in your program, please complete B2 below.
- B. Use the completed map to evaluate for program strengths and weaknesses in providing opportunities for students to develop and demonstrate competency in each PSLO.
 1. Where does the map suggest revisions to the program's sequencing, course availability, or connection between the PSLOs and Core Competencies? What issues should be addressed? Where are the strengths for the PSLOs?
 2. In addition to any sequencing or availability issues, are there any Core Competencies not supported at the Competent (C) level in the map above? If the program provides opportunities to meet these Core Competencies in ways that are not reflected in the map, please describe these opportunities.

Example Curriculum Map

PSLO	Core Competency supported by PSLO	Course	Course	Course	Course	Course	Course

Curriculum Map

PSLO	Core Competency support by PSLO	Course	Course	Course	Course	Course	Course

Section VII: Student Input

How well does the program meet student needs and expectations?

Drawing from the student survey as well as the student focus group, examine the expectations the program's students have in comparison to the curriculum and outcomes for the program. Include both the challenges and strengths of the program from the perspective of its students represented in the two areas below.

A. Student focus groups

B. Student survey

*** Planning for student focus groups and the student survey is done in consultation with Institutional Research, and needs to start very early in the Program Review Process (see APR Timeline) to ensure that results are available for the APR Committee review and discuss in the APR report.*

Section VIII: Enrollments and Student Progress

How well is the program serving students and helping them to achieve their goals?

Study the program data provided by Institutional Research (Include the IR data report as an appendix), and comment on the following questions:

1. Describe program enrollment trends (i.e. growing, declining, flat over x time period) and comment on any external or internal contributing factors.
2. What percentage of declared majors successfully complete the gateway course(s)? What proportion of these students successfully complete each stage of the 4-term recommended curriculum?
3. Complete the program progression table, and comment on the following:
 - a. Are there stages in the program where a large percentage of students falter?
 - b. Are there any particular courses that present obstacles to a large proportion of students?
 - c. What can the program do to provide additional support for students at those choke points?
4. Given the trend data along with known internal and external conditions, what is the projected program enrollment and completion rates for the next 3 years?

Section IX: Student Success Initiatives

What is the program doing to maximize student success?

- A. Describe existing program strategies and address the following questions for each:
 - 1. When was the strategy introduced?
 - 2. How many faculty members are involved? Has the number changed over time?
 - 3. How many students are impacted?
 - 4. What has been each strategy's impact on student success?
- B. What practices or strategies to increase student success does the program plan to expand or introduce.
- C. How will these strategies and initiatives impact student success over the next 5 years?
(Work with PIE to establish measurable outcome metrics.)

Section X: External Auditor

What are the program's strengths and areas for improvement according to an external voice?

Briefly summarize the findings of the external auditor's report. Note any areas of improvement, suggested curriculum changes, and strengths of the program. These may also appear in the table for Section XI. In addition, attach the full auditor's report as part of the appendix.

Section XI: Evaluation Summary

After completing the processes above, complete the evaluation summary below.

A. Strengths and Challenges

Program Strengths	Section of PR Where Strength is Located

Program Challenges	Section of PR Where Challenge is Located

B. Program Action Plan

Taking into consideration insights gained through the Program Review process, the strengths and challenges noted above, and any future plans for the program, complete the table below.

Action Items (State the section where the item is located)	Plan for Improvement	Finances Needed	Proposed Timeline for Completion of Action Item

Appendices:

A. Program Requirement Sheets/Academic Map for each program option

B. Sample syllabi used to complete the map in Section VI, "Student Learning Outcomes Map and Evaluation."

C. IR Student Survey and results; questions and analysis from the Student Focus Groups

D. Program Metrics provided by PIE/Institutional Research, including but not limited to:

- Course Enrollments - 10 year trend headcounts and student demographics
- Course Outcomes (Pass, Fail and Withdraw rates) - 10 year trend
- Student progress through the Program Curriculum – Based on the program's recommended course sequence: Term to term completion rates; Average time to completion; Tables or charts demonstrating patterns of student progression.

E. Data or reports used to complete Section II, "Outlook for Program Graduates"

F. External Auditor's Report

MASSASOIT COMMUNITY COLLEGE

HEATING VENTILATING & AIR CONDITIONING TECHNOLOGY

ACADEMIC REVIEW

2016

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HVAC Technology

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HEATING, VENTILATING & AIR CONDITIONING TECHNOLOGY

I. INTRODUCTION

Heating, ventilating and air conditioning affect almost every aspect of our lives. From indoor living comfort to industrial process environments, every building has a need for temperature and air quality control. The employment opportunities in this vast field are many and varied.

Through lecture and lab procedures the HVAC program provides students with the theoretical and practical knowledge necessary to enter this growing and vital field. The major courses combine the mechanical and electrical concepts with engineering design and apply these principles to residential, commercial and industrial applications. Students are introduced to computer applications and the utilization of design and business software for the HVAC industry.

In order to stay current with industry needs our program is always evolving. By introducing new topics of discussion and ongoing improvements and upgrading of our labs, we are able to include new material such as geothermal and solar components to our curriculum. We have also recently expanded our curriculum to include a Building Energy Systems Management option to our program as well as course offerings later in the day. These new additions expand the possibilities of our students to prepare for employment opportunities and also offer more convenient class options for those who work during the day.

Our unique program enjoys the benefit of a highly regarded reputation in the HVAC field. The diverse training gives the students a broad base from which they can enter the industry in any number of professional occupations such as designer, CAD operator, estimator, project manager, sales representative, building manager or service and installation technician. Our graduates are typically sought after by consulting engineers, mechanical contractors, utilities, building automation contractors, equipment manufacturer's representatives, many of whom are our own HVAC program alumni.

The HVAC Technology program is affiliated with professional organizations including the American Society of Heating Refrigerating and Air Conditioning Engineers (ASHRAE), Air Conditioning Contractors of America (ACCA), Air Conditioning and Refrigeration Institute (ARI).

II. OBJECTIVES and SELF APPRAISAL

A. HVAC PROGRAM OBJECTIVES

Heating, Ventilating and Air Conditioning Technology is a day undergraduate A.A.S. Degree program. We strive to provide the area population of which we serve with high quality up to date technical training for the purpose of full time career employment. To provide industry with entry level graduates to fulfill current manpower needs. To provide those in the HVAC industry the necessary instruction required to upgrade their skills in our ever changing industry. To provide special training and re-training programs for area displaced workers for the purpose of re-entering the workforce as fulltime employed.

Our HVAC Program outcomes include the ability to:

- Produce heating and cooling load calculations for residential and commercial buildings
- Design and create plans and specifications for hydronic and forced air heating and cooling systems
- Specify and select equipment and materials for the constructions of HVAC systems
- Produce cost estimates for the installation of HVAC systems
- Design and troubleshoot HVAC control systems
- Understand the installation, operation and service of various types of HVAC equipment

Below is a sample of job categories in which our graduates are typically hired:

CAD Drafter	Energy Conservation
HVAC System Design	HVAC Controls
Estimating	Project Management
Product and Construction Sales	Service and Installation

B. PROGRAM STRUCTURE

The program takes students from various backgrounds and tests them during orientation. Assessment is done at this time in the areas of math and English skills. The mandatory course placement is designed to ensure that the student can perform at the necessary level to complete the required courses in the HVAC Program. At the beginning of the school year we hold a department orientation. The purpose is to explain the requirements necessary for graduation. At this time we also review the support services that the college offers. We explain the advising system and recommend that the student make an appointment with their advisor to review their progress. The department chairman also offers the students assistance in all curriculum matters. HVAC courses are offered in a sequential manner with one building upon another. There are four courses in the HVAC program that are “stand alone” and do not require any prerequisite courses. Our evening courses provide the students an opportunity to take several program courses during the evening in order to accommodate their personal schedule. The HVAC faculty also participates in a mid-semester student evaluation. A letter is sent to students that are not performing to academic standards and recommend that they see the faculty in a particular course before it is too late to correct the deficiency. This is done only on a department level for HVAC course offerings.

The heating, ventilating and air conditioning industry is extremely diverse in breadth and scope. There are three basic levels of career opportunity; the mechanic, the engineering technician and the professional engineer. The mechanic is involved in the installation, service and maintenance of HVAC systems. The professional engineer develops the concept and then designs the HVAC system. There is a need for trained people to work as a coordinator between the mechanic and the professional engineer. Our program targets this area. Appendix C exhibits our course requirements for our degree and certificate programs. At the level of training we provide, the associate degree student also has the opportunity to enter the workforce in an entry level engineering coordinator position. The associate degree graduate may also, if desired, proceed to a four year school to pursue a bachelor degree in engineering or technology. Many of our students follow a career in service and installation as well. These varied opportunities are the result of our diverse technical curriculum providing courses in service, design and theory.

C. NEED

There is great need for trained personnel in the HVAC industry, both at the local and national level. The Air Conditioning & refrigeration Institute (ARI) estimates that 30,000 entry level HVACR technicians are needed annually nationwide. This is due to a number of factors, including attrition, retirement, career changes and growth in both the commercial buildings and their related system application as well as steady increases in the residential retrofit market. Even in the soft economy of the past few years, the HVAC field has not seen the same downturn as many other industries. According to the Bureau of Labor Statistics, in 2006 there were over two million people employed in the HVAC industry in the United States. Employment opportunities in the field are expected to continue modest growth as the economy improves into the next decade. Our program started in 1976. Since then, all of our graduates interested in employment have found jobs. Many years our graduates have several job offers each to choose from. The economic recovery that is now happening bodes well for our graduates with jobs opening in the engineering, sales and construction industries. The new generation of energy efficient HVAC equipment is in demand in both the residential and commercial sectors and our students will be well positioned to take advantage of the opportunities.

There have been a number of outside interests in the HVAC program. In the past years we have completed special training programs for displaced workers due to utility company mergers.. We are investigating the possibility of forming alliances with industry organizations for the purpose of offering unique and specialized training that would not otherwise be found in our area. We have also been in conference with U Mass Boston and Sheet Metal Workers Local 17 Training Center to look at the possibility of setting up an agreement on articulation with their apprentice program.

Massasoit's HVAC Department is a recognized student chapter of the American Society of Heating, Refrigeration and Air Conditioning Engineers (ASHRAE). Our ASHRAE Student Chapter continues to benefit from this relationship. The Boston ASHRAE Chapter awards our Student Chapter annual funding for club activities. ASHRAE members have also allowed our students to visit construction sites so that the students can observe the interaction of engineering and construction professionals. In addition, students are invited to attend the Boston ASHRAE Chapter's monthly meetings at no charge, where they have dinner and hear a guest speaking on a current industry topic.

D. PERSONNEL

The full time faculty of the HVAC department consists of two full time professors. Our number has dropped from three due to the Commonwealth's attrition policy. This requires adjunct faculty to provide coverage for the courses now offered in the day schedule. We currently have one adjunct faculty in the department. Adjunct faculty are used for the evening course program and possibly more for the day program if the number of course offerings increase. The challenge will be to find qualified faculty to teach during our day program.

John Fitzgerald has been teaching in the Massasoit HVAC program for over twenty years. He teaches a number of the computer and design related courses. He has a Bachelor of Science degree from Suffolk University and Associates in Applied Sciences from Blue Hills Technical Institute (now part of Massasoit Community College) where he majored in Heating, Ventilating and Air Conditioning. After graduation from Blue Hills, John continued to take a selection of evening courses at Northeastern University while working in the HVAC industry. His work experience includes estimating, project management and HVAC system design.

Thomas Leahy has worked in a number of capacities in the HVAC service industry before entering the teaching profession. Tom teaches our technical and service related courses. He was an HVAC&R instructor at Kaplan Institute for eight years before joining the faculty at Massasoit two years ago. Tom has his Bachelor's Degree from Masson College and a Massachusetts Refrigeration license well as a number of state and EPA licenses and certifications.

See Appendix A&B for a listing of day faculty and program advisory committee.

E. FACILITIES & EQUIPMENT

The physical plant provides us, in general, with adequate lab space in which to offer the HVAC curriculum and meet the needs of the HVAC student. The college has made an effort to be more sensitive to the needs of our program that evolve with the changes in the industry. Through monies from the Perkins Grant and the college, we have been improving our labs over the past couple of years. Our refrigeration trainers are being converted to use more environmentally friendly refrigerants. All of our blackboards have been replaced with white boards and we have received new lab furniture. We have two new pieces of lab equipment, a geothermal trainer and an air distribution trainer. HVAC Lab 201 has also been upgraded to a “smart” classroom with new computer and audio-visual facilities as well as over \$15,000 in new software. As part of the normal budgetary process we annually receive funding to replace small tools and lab supplies.

The Emergent Technologies division now has access to two CAD labs, one of which is a multipurpose lab with traditional drafting facilities as well. This is a great improvement over the single CAD lab that the entire division had to share among all its programs in the past.

Since the last review we have completed a major project. We have finished the construction of a commercial HVAC hot and chilled water system that incorporates DDC controls. The department faculty has obtained donations of major components for this system. With college funding, alumni assistance and a grant from ASHRAE we were able to find the necessary funds and equipment to complete the trainer. In an effort to continue to improve our labs we have recently submitted a budget request to further update the control system for the commercial trainer.

F. DEPARTMENT RECRUITMENT ACTIVITIES

Recruiting and marketing at Massasoit’s technical programs has been an ongoing issue. The lack of a current printed catalog and the inconsistency of producing up to date catalogs and quality marketing products has always been a concern, not only to the HVAC program, but to the college as a whole.

The program draws strongly from the AC&R programs in the Regional Voc-Tech high schools as it always has. We have Tech-Prep agreements with more than 10 high school HVAC and ACR programs in the area. The Tech-Prep program has proven to be a good recruiting tool. It is a program that is designed to prepare vocational students for 2 year college programs and also provides an articulation mechanism that may allow college credits for courses taken in their vocational programs.. We encourage the area Voc-Tech schools to tour our facilities at Massasoit. This helps to maintain personal contact with the HVAC instructors at the high schools and expose the prospective students to an opportunity to see our facility and meet the faculty.

Comprehensive high schools, on the other hand, continue to be largely unaware of our program. The reduction in the number of faculty has resulted in the inability to provide time to pursue a concentrated effort to bring our program to the comprehensive high schools where we could recruit

students that might otherwise be considering a four year school. Face to face time with high school faculty and guidance personnel works much better than sending them a brochure which is easily misplaced or forgotten. This is an area that still needs improvement.

G. CURRICULUM

Our curriculum offerings are unique. There are no programs like us in public or private education in Massachusetts. We offer an algebra based engineering technology program that leads to an Associate's Degree in Applied Science. We also offer a service oriented in-house certificate (see attached curriculum). Our curriculum is geared toward the installing contractor, estimator and design engineer. There are a number of schools in the public and private sector that offer mechanic level training that leads to a certificate or diploma. There are also a number of colleges that offer calculus based Bachelor of Science degrees in Mechanical Engineering, but our is the only HVAC specific degree program available. Springfield Technical Community College offers an Energy Systems Technology program, but it is geared toward industrial applications rather than comfort conditioning. In addition, STCC is located in the western part of the state.

We have recently developed an option for the HVAC Associates degree, the Building Energy Systems Management option. This program was developed in conjunction with our Architectural, Engineering and Diesel departments to offer a program geared toward the student that desires a career in the facilities management field. This program option became available in the Fall of 2013. At this time we have three students pursuing this option.

Our curriculum is kept up to date through the following process:

Twice annually we meet with our advisory committee. This group is made up of local members of the HVAC and engineering community. At that time we examine our curriculum and industry needs. Not only are present needs addressed, but a future forecast is examined as well. We then hold a department faculty meeting to evaluate the curriculum and start the process of update and change that the industry advisory committee recommended we consider. These changes are then passed to the college's Curriculum Committee for approval. Upon their approval the curriculum change is implemented for the next incoming class.

We strive to keep the curriculum current with industry needs. There have been a number of modifications implemented over the past several years. These changes have been designed to keep the educational offerings up to date in meeting industry requirements. We have included more extensive use of computers in the curriculum. We use the most up to date version of AutoCAD which is upgraded every year and we will be adding Revit design software to the curriculum in the near future. We also use computer software in our Load Calculation and Design courses. Recently we received new simulation software for our refrigeration and control labs. To keep current with industry trends we are including geo-thermal and solar components into our design courses.

The department will have to weigh any future curriculum changes that we wish to implement with department manpower needs. We are envisioning some changes to improve the transferability of our courses to four year schools. This may require additional HVAC faculty or faculty support from other departments within Massasoit. We are addressing the need for course offerings through the Division of Continuing Education in order to expand the accessibility of the program.

The advisory committee has recommended a curriculum change in our Refrigeration principles course that we are considering. This change would take the current Refrigeration Principles course and split it into two courses, Refrigeration I and Refrigeration II. Refrigeration I would cover the fundamental refrigeration principles and the refrigeration cycle. This would allow students with no refrigeration or air conditioning background to advance to a level of knowledge that the vocational students enjoy. Refrigeration II would introduce advanced concepts of refrigeration, refrigerant applications, test instrumentation and refrigerant piping design

We have already acted on a recommendation of the advisory committee to revise our curriculum by replacing the HVAC Principles and the HVAC System Design courses with Hydronics and Piping Design and Psychrometrics and Duct System Design courses. This change was made effective for the class entering in the fall of 2010 and is working well.

We have completed the development of an Outcome Based Learning Matrix for each of our HVAC courses. In this matrix we outline a number of outcomes that we want the student to achieve and the methodology which we employ to accomplish each outcome. This helps us to define the courses and assist adjunct faculty to maintain a base level of content and quality in the preparation for any course they will be teaching.

(see appendix B for program and certificate curricula course listings)

H. TRANSFERRABILITY

Our program offers an A.A.S. degree. It is primarily a career program. The intent is to prepare the two-year graduate for the workforce. We recognize that some of our students wish to continue their education. We have included in our curriculum electives that allow our students to take higher level math and physics courses that can be transferred to a four year college. The college has also increased the math requirement for all degree programs at Massasoit. In order to attain a degree the student must now complete a course in College Algebra. This will provide any student graduating from Massasoit a transferable mathematics course. The college is also in the process of upgrading the physics requirements for degree programs. These changes should increase the number of credits that our students will be able to carry with them if they choose to further their education, especially within the Massachusetts State College system. We have a transfer agreement with Ferris State University in Michigan that will allow our graduates an opportunity to transfer all their credits earned at Massasoit toward a Bachelor's degree at Ferris State.

I. ADVISORY COMMITTEE RECOMMENDATIONS (Fall 2014)

1. CURRICULUM

- a. Develop an internship program for second year students
- b. Incorporate Revit design software into the HVAC curriculum
- c. Expand evening, summer and intersession HVAC credit bearing courses

2. PHYSICAL PLANT

- a. Removal of obsolete lab equipment and replace with new items
- b. Improve ventilation in the labs
- c. Continue the refrigeration upgrades in Lab 201

3. NEED TO HAVE HVAC PROGRAM “STATE APPROVED”

- a. Get a determination of the number of hours in the program that are applicable to license requirements
- b. Apply to the Massachusetts Department of Public Safety for recognition of the HVAC program as a training facility for the state Refrigeration License

4. MARKETING and RECRUITING

- a. Rewrite articulation agreements with high schools currently involved with the Tech Prep program
- b. Expand articulation agreements to include comprehensive high school science programs
- c. Institute placement testing of Tech Prep students
- d. Increase college funding for innovative marketing efforts and materials

Response to Advisory Committee Recommendations

We have been taking steps to initiate some of the recommendations proposed by the Advisory Board

Curriculum.

We are offering the Basic Electricity in every semester including the Summer Session in order that new students, regardless of the semester in which they start, have the opportunity to take this important required course.

Faculty members in the HVAC, Engineering and Architecture programs are currently taking training in Revit. We hope to have a course available in 2016.

Physical Plant

We continue to upgrade the refrigeration trainers in Lab 201. We received the equipment necessary to refit two stations this spring and a promise for funding for at least two in the next fiscal year.

We have removed some of the older equipment from the labs in order to gain space, but do not at this time anticipate funding for replacement units such as furnaces and condensing units.

We have replaced two older refrigerant recovery machines with new units.

Ventilation in the labs has not been addressed by the building operations staff.

State Approval of the program

Due to both the nature of our program, which has a pre-engineering focus, and our course structure of 3 hours lecture and 2-hour labs per week we are unable to meet the state's requirement for shop hours needed to grant us recognition as an approved school for training refrigeration mechanics. It would require a total revamping of our mission and curriculum in order to provide this type of training.

We have sent course descriptions and contact hours to the Department of Public Safety but as of yet have not received a reply as to the number of hours that may be applied toward licensure.

Marketing and Recruitment

We have had several groups of high school students stop by our area during their tours of Massasoit. Their response was positive and we may have some prospective students from schools that we had not had contact with previously. Also we made contact with several interested potential students at the most recent open house conducted at the Brockton Campus.

We have not yet met with the assessment and testing office to discuss the Board's recommendations regarding placement testing for Tech-Prep students in Refrigeration, Electricity and Auto-CAD.

APPENDICES

APPENDIX A

Full Time Faculty

John P. Fitzgerald, Professor, Department Chair

A.A.S. Blue Hills Technical Institute, Canton MA

B.S. Suffolk University, Boston MA

EPA 608 Universal Refrigerant Recovery License

Thomas Leahy, Instructor

B.A. Nasson College, Springvale ME

Chapter 74 Certification- Department of Vocational Education

Refrigeration Technician Mass License

Mass Teaching Certificate (HVAC) Approval

EPA 608 Refrigerant Recovery License

Licensed EPA 608 Test Proctor

APPENDIX B

HVAC Technology Advisory Board Membership 2015-2016

Robert Persechini

RDK Engineers

451 D Street

Boston, Ma 02210

James Coughlin

Empire Engineering

263 Revere Street

Canton, MA 02021

Leo McNeil Jr.

New England Trane

225 Wildwood Road

Woburn, MA 01801

Eric Edman

BR+A Engineers

Main St

Watertown, MA

James Blanchard

E M Duggan Co

140 Will Drive

Canton, MA 02021

Kevin Todd

EMCOR Services

80 Hawes Way

Stoughton, MA 02072

Michael Carr

Northeast Air Solutions

Wood Road

Braintree, MA

APPENDIX C

PROGRAM REQUIREMENTS

HVAC Technology Degree

Building Energy Systems Management Degree

HVAC Certificate

TABLE I
Degree Program Requirements

HVAC Program

COURSE REQUIREMENTS	For Degree	
	No. of courses	No. of hours
Electives Within Major	11	40
Grade Point Average Requirement	2	
Other Requirements	2	6
General Education Requirements	9	21
Total Requirements/Courses and Hours	22	67

Prerequisites for Admission to the HVAC Program

Please list all pertinent examples <i>(diploma, specific courses required, such as science, competencies, GPA, etc.)</i>
<p>High School Diploma or GED</p>

Massasoit Community College

900 Randolph Street, Canton, MA 02021-1367

Phone (508)588-9100 • Fax (781)575-9428

9/2010

HEATING, VENTILATING & AIR CONDITIONING TECHNOLOGY

ASSOCIATE DEGREE PROGRAM

<u>semester</u>	<u>course</u>	<u>credit</u>	
I	ENGL101	English Comp. I	3
	MATH141 or higher	Math Elective	3
	HVAC111	Basic Electricity & Control Theory +	4
	HVAC121	Drafting for HVAC Technicians	3
	CTIM101/104/107	Begin / Inter / Advanced Windows +	1
	CTIM102/104/108	Begin / Inter / Advanced Word	1
	CTIM103/106/109	Begin / Inter / Advanced Excel	1
II	ENGL102	English Comp. II	3
	ENGT107	Computer Aided Drafting	3
	PHYS---	Physics Elective	3/4
	HVAC114	Heat Principles & Applications +	4
	HVAC116	Heating & Cooling Load Calculations	3

III	ENGT109	Intermediate CAD	3
	PHYS---	Physics Elective	3/4
	HVAC201	Refrigeration Principles & Application +	4
	HVAC204	Hydronics and Piping Design	4
	HVAC213	HVAC Equipment Controls +	4
IV	HVAC211	Cost Estimating	3
	HVAC224	HVAC Systems Control +	4
	HVAC205	Psychrometrics and Duct System Design	4
		Social Science/Humanities Elective	3
		HVAC223 HVAC Service Proc. <u>or</u> ENGT401 Co-Op +	3

NOTES:

1. A minimum of 67 semester hours and 22 courses is required for graduation.
2. Developmental and remedial courses cannot be used towards graduation requirements.

Massasoit Community College

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Phone (508)588-9100

9/2012

HEATING, VENTILATING & AIR CONDITIONING TECHNOLOGY

ASSOCIATE DEGREE PROGRAM Building Energy Systems Management Option

<u>Semester</u>		<u>Course</u>	<u>credit</u>
I	ENGL101	English Comp. I	3
	MATH	Math Elective (MATH141 or higher)	3
	HVAC111	Basic Electricity & Control Theory	4
	ARCH106	Graphic Communications with CAD	3
		Elective Option "A"	3-4
II	ENGL102	English Comp. II	3
		Physics Elective	3-4
	HVAC114	Heat Principles & Applications	4
	HVAC116	Heating & Cooling Load Calculations	3
		Elective Option "A"	3-4
III	HVAC201	Refrigeration Principles & Applications	4
	HVAC206	Hydronics and Piping Design	4
	HVAC213	HVAC Equipment Controls	
		Physics Elective	3-4
		Elective Option "A"	3-4
IV	DIES141	Standby Power Generation	3
	HVAC224	HVAC Systems Control	4
	HVAC207	Psychrometrics and Duct System Design	4
		Social Science / Humanities Elective	3
		Elective Option "B"	3-4

NOTES: Elective Options "A"

ARCH107, ARCH121, ARCH122, ARCH214, ARCH226, ARCH230, ARCH251, ARCH252
DIES107, DIES108, DIES122
ENGT111, ENGT114, ENGT209, ENGT227

Elective Options "B"

ENGT109, ENGT 211
HVAC211, HVAC223

Massasoit Community College

900 Randolph street, Canton MA 02021-1367

Phone (781)821-2222 Fax ((781)575-9428

HEATING, VENTILATING & AIR CONDITIONING TECHNOLOGY

IN- HOUSE HEATING AND COOLING TECHNOLOGY CERTIFICATE

<u>semester</u>	<u>course</u>		<u>credit</u>
I	HVAC111	Basic Electricity and Control Theory	4
II	HVAC114	Heat Principles and Applications	4
	HVAC205	HVAC Principles	4
III	HVAC201	Refrigeration Principles	4
	HVAC213	HVAC Equipment Controls	4
IV	HVAC223	Service Procedures	3
		(or ENGT 401 Tech Co-Op)	
	HVAC224	Systems Control	4

Notes:

1. Math 101 (Intro Algebra) is recommended for certificate students
2. After completion of this certificate, credits may be transferred to the HVAC Associate Degree Program

APPENDIX D

HEATING, VENTILATING & AIR CONDITIONING TECHNOLOGY

COURSE DESCRIPTIONS

HVAC111	Basic Electricity and Control Theory	4 Credits
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This course is the first in a series of electrical courses for the HVAC student. It provides students with a general knowledge of electricity and how it is applied to control circuits found in the HVAC industry. After introduction to the electron theory, students explore magnetism, electric meters, direct and alternating current power generation, distribution and utilization. Once they gain the knowledge of what electricity is, they then proceed to schematic symbols, wiring diagrams, electric code, and motor control fundamentals. In the laboratory, students explore these principles and components through test and analysis.

Lecture: 3 hours, Laboratory: 2 hours

Prerequisite: None

HVAC114	Heat Principles and Application	4 Credits
----------------	--	------------------

This course is an in-depth study of heat principles, gaseous and liquid heating fuels, heating equipment, and distribution systems. Also discussed is the removal of combustion by products through ventilation and venting requirements as prescribed in the state and national codes. High efficiency heating units and their special venting requirements are covered. In a laboratory setting, the student is exposed to instrumentation, methods of metering and proper fuel delivery, and adjusting heating equipment to achieve maximum performance.

Lecture: 3 hours, Laboratory: 2 hours

Prerequisite: None

HVAC116	Heating and Cooling Load Calculations	3 Credits
----------------	--	------------------

This course utilizes the most current theories and principles in thermodynamic heat transfer in buildings as required to calculate the heat loss and gain. This analysis and the calculations are the first vital steps to the design of all heating, ventilating, and air conditioning systems. This course includes the selection of design conditions, heat transfer coefficients, and ventilation requirements used to calculate the design loads for residential, commercial, and industrial HVAC systems.

Lecture: 3 hours

Pre/Co requisites: Introductory Algebra Competency, or permission of the Instructor.

HVAC121**HVAC Drafting for Technicians****3 Credits**

This course includes components by which the student will generate several types of drawings used in the HVAC industry by employing multiple drawing techniques. The types of drawings generated will include pipe and duct layouts, mechanical room plans, equipment layouts, schematics, flow diagrams, schedules and electrical diagrams. Drawing techniques used will include sketching, drafting and CAD components. Students taking this course should have basic knowledge in AutoCAD or possess adequate industry skills.

Prerequisites: Computer Aided Drafting, or permission of the Instructor.

HVAC201**Refrigeration Principles and Application****4 Credits**

This course Is a concentrated study of the fundamentals of mechanical refrigeration systems, its components, and cycles used in cooling and heat pump applications. Utilizing thermodynamic principles, the students explore methods of heat transfer, nature and effect of heat energy in refrigeration, the physical characteristics of the common refrigerants, and refrigerant piping design. In the laboratory, through demonstration and experimentation, students validate these principles. Students are exposed to instrumentation and procedures utilized for testing and evaluating purposes.

Lecture: 3 hours, Laboratory: 2 hours

Pre/Co requisites: Physics Elective, or permission of the Instructor.

HVAC204**HVAC Principles****4 Credits**

This course examines the properties of air and water as applied to heat transfer in HVAC Systems. The concepts of fluid flow as applied to water and air systems are covered. This includes the interpretation of air conditioning processes on the psychometric chart, pumps, blowers, piping, duct systems, volume control, and system performance. Laboratory experience includes piping and duct systems layout. Trainers are utilized by the student In measurements of system performance.

Lecture: 3 hours, Laboratory: 2 hours

Pre/Co requisites: Introductory Algebra Competency and Physics Elective, or permission of the Instructor

HVAC206**Hydronics and Piping Design****4 Credits**

This course covers the study of concepts related to steam, hot water and chilled water systems including pumps fluid flow, piping, valves, boilers, air venting and condensate handling. Weekly

labs will provide related practical experiences including laying out basic one and two pipe systems, calculation of pressure drops through the system and proper pipe sizing methods. Trainers will be used by the student in the measurement of fluid flow, supply and return temperatures and the performance of hot water systems. Projects include the design of residential and commercial piping systems, developing specifications and equipment selection.

Lecture: 3 Hours, Laboratory: 2 Hours

Prerequisites: Introductory Algebra or higher, Physics Elective, Load Calculations, Heat Principles, Computer Aided Drafting

HVAC207 Psychrometrics and Duct System Design 4 Credits

This course examines the properties of air and the interpretation of the properties of air and air conditioning processes on the psychrometric chart. Requirements for good air distribution, outlet performance, volume control, noise limitations, selection and location of air outlets are studied. Discussions of centrifugal fans and fan laws as well as air balancing and system commissioning are part of this course. Design of ducted systems, ventilation and exhaust requirements and equipment selection are also covered.

Lecture: 3 Hours, Laboratory: 2 Hours

Prerequisites: Introductory Algebra or higher, Physics Elective, Load Calculations, Computer Aided Drafting

HVAC213 HVAC Equipment Controls 4 Credits

This course is a detailed study of circuitry found in HVAC equipment. Topics covered are controlling factors, system control components, and heating and cooling equipment control circuitry. Utilizing theories learned, students develop equipment control circuitry. In the laboratory students investigate the application and troubleshooting techniques of these circuits.

Lecture: 3 hours, Laboratory: 2 hours

Prerequisites: Basic Electricity and Control Theory, or permission of the Instructor.

HVAC211 Cost Estimating 3 Credits

This course is designed to acquaint students with the installation practices, pricing, and sales concepts used within the heating, ventilating, and air conditioning industry. Discussed are codes and standards and their effect upon the cost of construction. Students take a basic installation and price the job, breaking down all of the component parts. Students are exposed to cost-volume-profit relationships and the use of cost data in decision-making. Customer needs and work habits are discussed to develop the understanding and the skills needed in professional sales. Skills

necessary to interpret blueprints will be developed. Students are required to complete many assignments utilizing computer applications.

Lecture: 3 hours

Prerequisites: Refrigeration Principles and Application, Heat Principles and Application, HVAC Principles and Beginning Windows, or permission of the Instructor.

HVAC224

HVAC Systems Control

4 Credits

This course explores the principles of electric, electronic, and pneumatic systems control. An examination of current practices regarding application and design of commercial systems is studied. Discussions include energy savings through computer application in building automation systems. In the laboratory, students investigate the principles, application, and troubleshooting techniques of these circuits. Students will also develop computer generated control drawings.

Lecture: 3 hours, Laboratory: 2 hours

Prerequisites: Basic Electricity and Control Theory, HVAC Principles, and CAD, or permission of the Instructor or Department Chair.

HVAC223

HVAC Service Procedures

3 Credits

This course introduces students to the basic service, troubleshooting, repair, and start-up procedures found within the HVAC industry. Areas covered include refrigeration, electrical, and heating and cooling systems components. Emphasis is placed on the diagnosis of operational failure and the appropriate corrective action required. Refrigerant leak detection, recovery, and recycling procedures are covered in detail

Laboratory: 6 hours

Prerequisites: Heat Principles and Application, Refrigeration Principles and Application, HVAC Equipment Controls, or permission of the Instructor or Department Chair.

ENGT107

Computer Aided Drafting

3 Credits

Using a microcomputer based CAD system the student will learn basic drawing tools, modifications, layers, dimensioning, text, blocks, and hatch parameters. Students will create drawings, plot, file, retrieve and modify them. Projects include drawings from career fields: architectural, civil, mechanical, HVAC and electronic. Course includes a review of basic drawing concepts orthographic and isometric and line weights.

Prerequisite: None

ENGT109**Intermediate Computer Aided Drafting****3 Credits**

This course involves using more advanced concepts of the AutoCAD computer drafting program. The topics covered are advanced set-up procedures, plotting, blocks & attributes, creating bills of materials, Design Center, external references, dimension styles, plot styles, advanced text, 3-D basics.

Prerequisite: Computer Aided Drafting

ENGT401**Cooperative Work Experience in Applied Technology****4 Credits**

This course offers students an opportunity for a structured, supervised paid work experience in their applied technology area. This coop experience allows the student to apply the theory of the classroom experience to its practical application in his/her technical field of concentration. In addition, a biweekly seminar gives the students the opportunity to discuss their job and their employer's evaluation of their work performance in their weekly academic assignments. The course is open to qualified sophomore students in any of the departments within the Applied Technology Division.

Prerequisites: Approval of Department Chair.

APPENDIX E

Student Survey Report Spring 2016

In the Spring of 2016, faculty of the HVAC Technology Department at Massasoit Community College administered the *HVAC Technology Student Survey* (**Appendix A**) students enrolled in HVAC programs. Many students completed the survey multiple times. A total of 36 students were enrolled in HVAC programs in Spring 2016, and a total of 43 surveys were completed by students.

The survey instrument was developed by the HVAC Technology Department with the assistance of the Office of Institutional Research. The survey included fourteen questions regarding students' goals, current employment and educational status, future plans, and evaluation of the program. At the end of the survey, students were asked to provide additional suggestions or comments regarding the program.

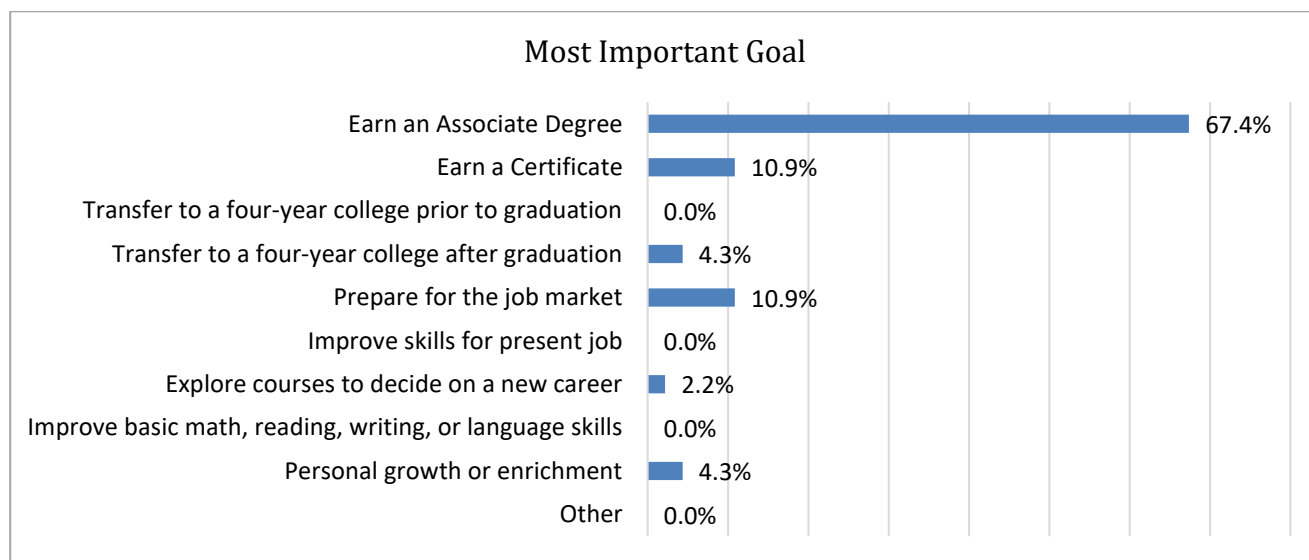
The responses were entered and analyzed by the Office of Institutional Research using the *Statistical Package for the Social Sciences (SPSS)*. The results are presented in the following text and tables.

Survey Results

Educational Objectives

Students were asked to identify their most important educational objective at the time they enrolled at Massasoit. As shown, most of the respondents said earning an Associate Degree (64.7%) or earning a certificate (10.9%) was their most important educational objective when entering Massasoit. Approximately 11% said preparing to enter the job market was their primary goal. Two respondents said their most important objective was to transfer to a four-year college after graduation, while two other said that their most important objective was personal growth. And finally, one respondent said his/her main objective was to explore courses to decide on a new career.

Figure 1



Employment

Most respondents (59.6%) said they were employed while attending Massasoit. As shown in the table below, 12 (28.6%) were employed full-time (35 hours or more per week), almost a third (31.0%) were employed part-time (20-34 hours per week), and almost a quarter (21.4%) were employed less than 20 hours per week. Five respondents (7.1%) were not employed but would like to work while three were not employed and had no plans to work while attending Massasoit.

Table 3

Employment while attending Massasoit	Number	Percent
Employed full-time (35 hours or more per week)	12	28.6%
Employed part-time (20-34 hours per week)	13	31.0%
Employed less than 20 hours per week	9	21.4%
Not employed, but would like to work	5	11.9%
Not employed and do not plan to work	3	7.1%
TOTAL	42	100.0%

When respondents were asked if their job was related to the HVAC field, 36 students responded. Overall, 22% said their job was related to the field while 78% said it was not related.

Table 4

Job related to program of study	Number	Percent
Directly or closely related	8	22.2%
Only slightly or not related	28	77.8%
TOTAL	36	100.0%

When survey participants were asked what type of agency they worked for (state, federal or private), a total of 32 students responded. As shown, most (90.6%) said they worked in the private industry.

Table 5

Employed by:	Number	Percent
A state agency	3	9.4%
A federal agency	0	0.0%
Private industry	29	90.6%
TOTAL	32	100.0%

Survey participants were asked what their employment plans were immediately after completing their program at Massasoit. Among the respondents, almost all said they were planning to seek employment in their field of study either full-time (86.0%) or part-time (7.0%). Three respondents said they planned to continue at their present job after graduation.

Table 6

Employment plans immediately after completing program	Number	Percent
Seek full-time employment in this field	37	86.0%
Seek part-time employment in this field	3	7.0%
Seek employment in another field	0	0.0%
Continue in my present employment	3	7.0%
Will not seek employment at that time	0	0.0%
TOTAL	43	100.0%

Career Goals

Respondents were asked to indicate their career goal after completing all of their education. As shown in the table below, the majority of respondents indicated they wanted to pursue a career in the HVAC field. More than half (56.4%) specifically indicated they wanted to be an HVAC Technician.

Table 7

	Number	Percent
Acquire experience	1	2.6%
Engineer (Includes Mechanical engineering)	5	12.8%
Engineering Sales	1	2.6%
ESL Teacher	2	5.1%
Further education	1	2.6%
Get a job	1	2.6%
HVAC Designer	1	2.6%
HVAC Engineer	2	5.1%
HVAC Technician	22	56.4%
Own Company	1	2.6%
Unsure	2	5.1%
TOTAL	39	100.0%

Students were asked if their career goals changed since they began their program at Massasoit. Overall, one-third said they had, while little under two-thirds said they had not.

Table 8

Have your career goals changed since you began Massasoit?	Number	Percent
Yes	15	34.9
No	28	65.1
TOTAL	43	100.0

Education

Vocational Technical High School Attendance

When students were asked if they had attended a vocational technical high school, almost four-fifths (73.8%) said they had not attended such a high school, while 26.2% said they had. Of those attending a vocational high school, two (18.2%) specified that they had been enrolled in an HVAC training program.

Table 9

Did you attend a vocational technical high school	Number	Percent
Yes	11	26.2%
No	31	73.8%
TOTAL	42	100.0%

Education Plans

When respondents were asked what their education plans were six months after completing their program at Massasoit, more than a third (39.5%) said they did not plan to continue beyond their Associate Degree. Nearly as many (30.2%) did not know what their plans were six months after completing their program. The rest said they were planning to enroll at a four-year college within six months—either full-time (7.0%) or part-time (4.7%)—or at some time further in the future (18.6%).

Table 10

Education plans six months after completing program	Number	Percent
Enroll at a 4-year college full-time	3	7.0%
Enroll at a 4-year college part-time	2	4.7%
Plan to enroll at a 4-year college some time further in the future	8	18.6%
Do not plan to continue beyond Associate Degree	17	39.5%
Don't know what my plans are yet	13	30.2%
TOTAL	43	100.0%

Among the students who said they were planning to enroll at a four-year college, seven provided the name of the college(s) that they plan to attend. Five mentioned Wentworth or Northeastern University. Others listed MIT and UMass Lowell. Also, 14 students revealed their planned academic major. As shown in Table 11, four (28.6%) said they would major in Engineering, four (28.6%) in HVAC, three (21.4%) in Business, one (7.1%) in Thermodynamics, and two (14.3%) in Mechanical Engineering.

Table 11

Majors	Number	Percent
Business (Project and Construction Management)	3	21.4%
Engineering	4	28.6%
Engineering (Thermodynamics)	1	7.1%
HVAC	4	28.6%
Mechanical Engineering	2	14.3%
TOTAL	14	100.0%

When respondents were asked if they had sought assistance in planning or choosing a transfer school, two (4.7%) said they had sought assistance from a faculty advisor and another from their department chair. Overall, almost two-thirds (58.1%) said they were not interested in transferring and another third (34.9%) said they had not started planning for transfer.

Table 12

Have you sought assistance in choosing a transfer school?	Number	Percent
Yes, from my faculty advisor	2	4.7%
Yes, from my department chair	1	2.3%
Yes, from a counselor in Advisement & Counseling Center	0	0.0%
No, I haven't begun planning transfer yet	15	34.9%
No, I'm not interested in transfer	25	58.1%
TOTAL	43	100.0%

Almost two-quarters of respondents (47.6%) said the highest degree they planned to earn was an Associate Degree. An equal number said they planned to earn a Bachelor's Degree. One respondent (2.4%) said s/he planned to earn a graduate or professional degree, and another respondent (2.4%) said s/he did not plan to earn a degree.

Table 13

What is the highest degree you plan to earn?	Number	Percent
Associate Degree	20	47.6%
Bachelor's Degree	20	47.6%
Graduate or professional degree	1	2.4%
Do not plan to earn a degree	1	2.4%
TOTAL	42	100.0%

Evaluation of HVAC Program

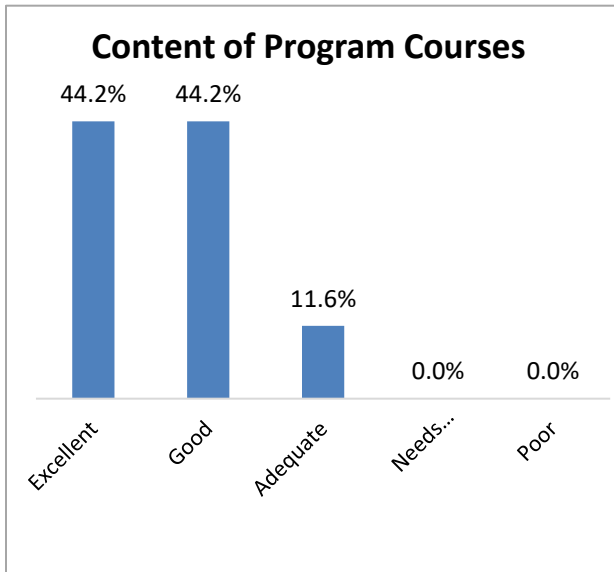
Survey respondents were asked to rate sixteen areas of the HVAC program on a scale ranging from Excellent (5) to Poor (1), including a Not Applicable (0) option. Table 14 contains the overall average or mean of the responses for each area (please note, the “not applicable” option was excluded when calculating the mean score). Frequencies for each survey item are displayed in the bar charts within the following pages.

As shown in Table 14, the majority of survey items were rated favorably. All survey items received average scores in the Adequate (3) to Excellent (5) range. The program received the highest ratings for the following survey items: providing general knowledge of this field (4.37), class size in program courses (4.29), and content of HVAC program courses (4.29). The lowest average ratings were given for the following survey items: computer availability and/or access (3.64), library program-related materials (3.75), and job information and placement services (3.92).

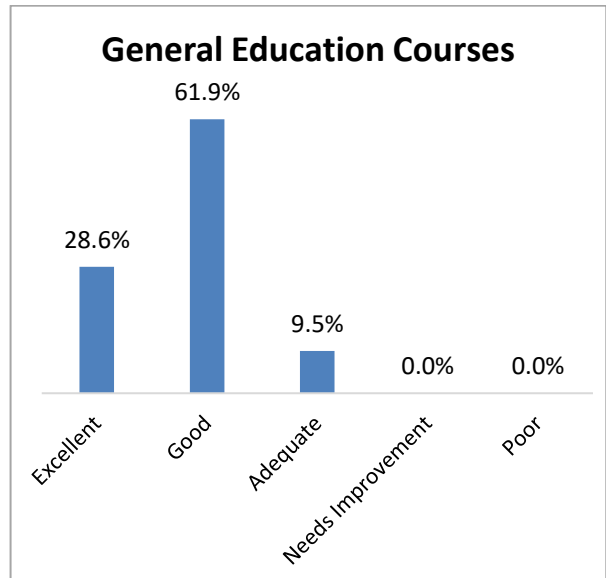
Table 14

Key: 5 = Excellent, 4 = Good, 3 = Adequate, 2 = Needs Improvement, 1 = Poor, 0 = Not Applicable

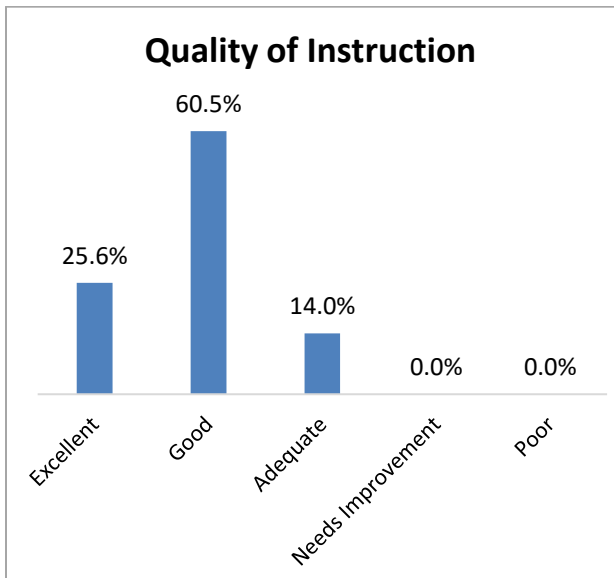
Program Evaluation Items	Average
Content of HVAC program courses	4.29
General education courses	4.09
Overall quality of instruction	4.11
Availability of instructors to provide help	4.25
Grading/testing procedures	4.13
Text and instructional materials	4.20
Providing general knowledge of this field	4.37
Training in specialized technical skills	4.15
Laboratory facilities and equipment	3.97
Academic advising and Transfer services	4.05
Job information and placement services	3.92
Library (program-related materials)	3.75
Class size in program courses	4.29
Opportunities for elective courses	4.00
Computer availability/access	3.64
Computer applications (software)	4.21



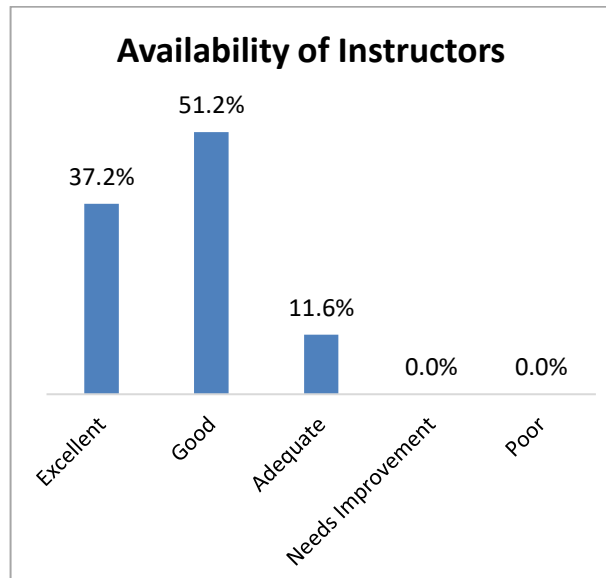
Number of Responses: 43



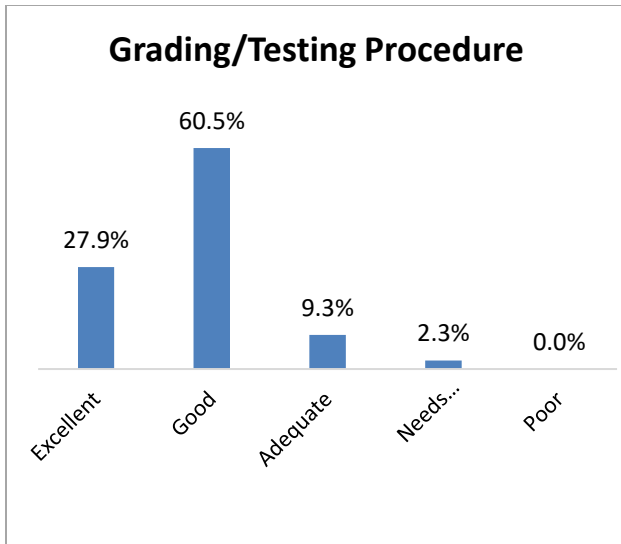
Number of Responses: 42



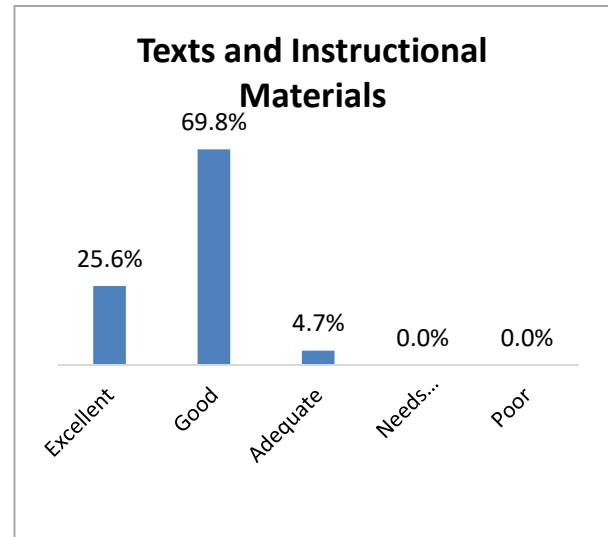
Number of Responses: 43



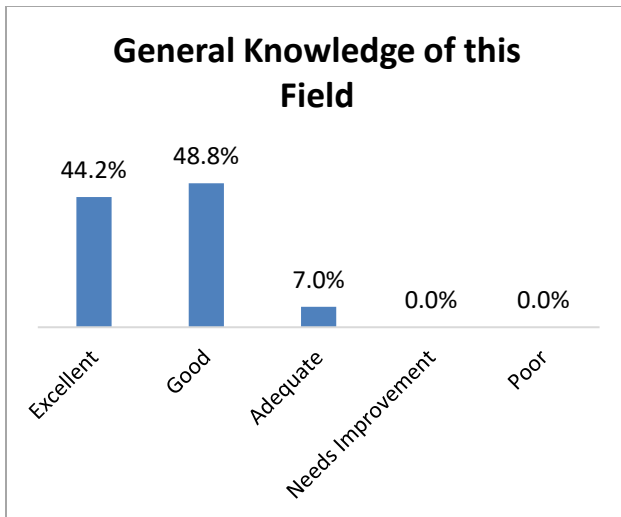
Number of Responses: 43



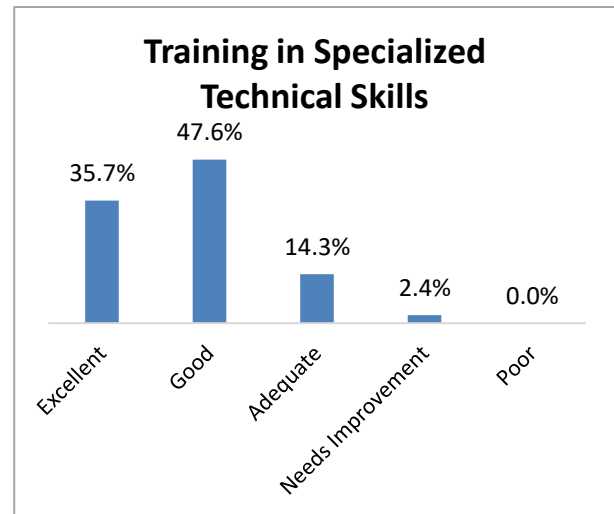
Number of Responses: 43



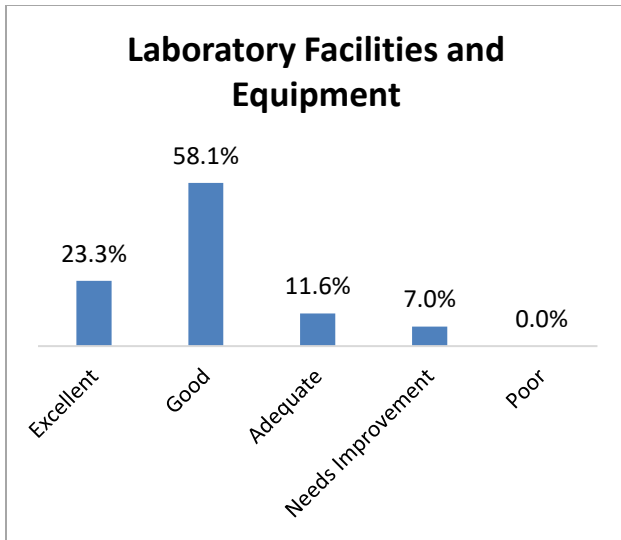
Number of Responses: 43



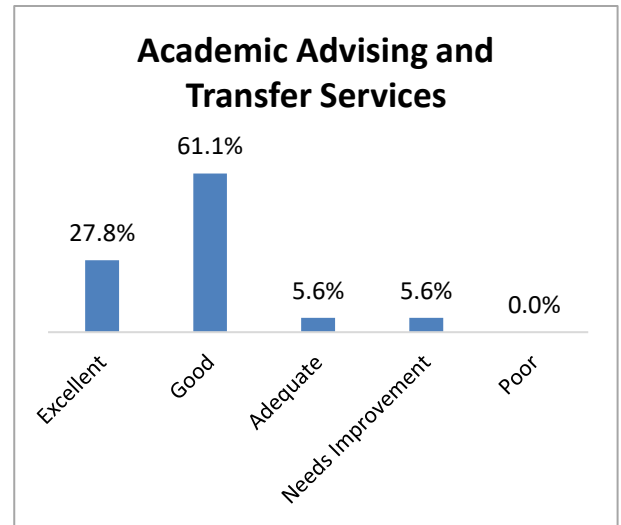
Number of Responses: 43



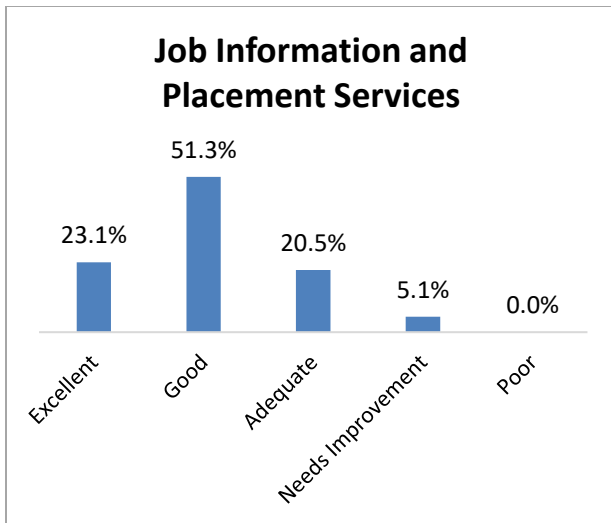
Number of Responses: 42



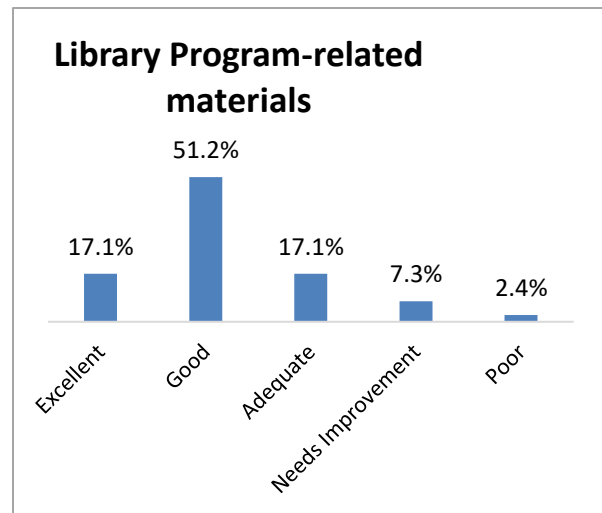
Number of Responses: 43



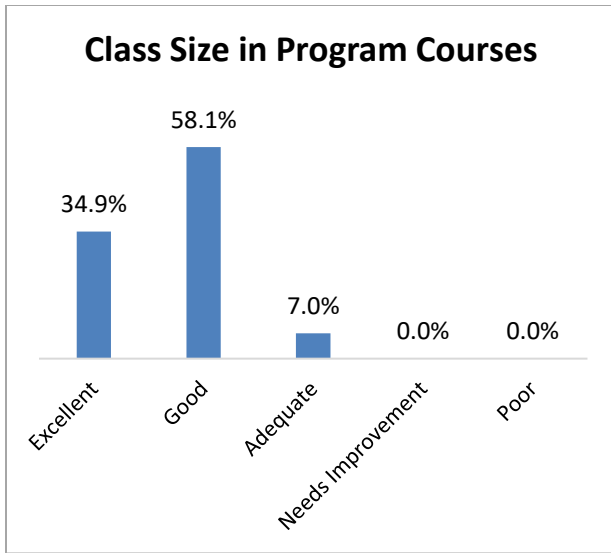
Number of Responses: 36



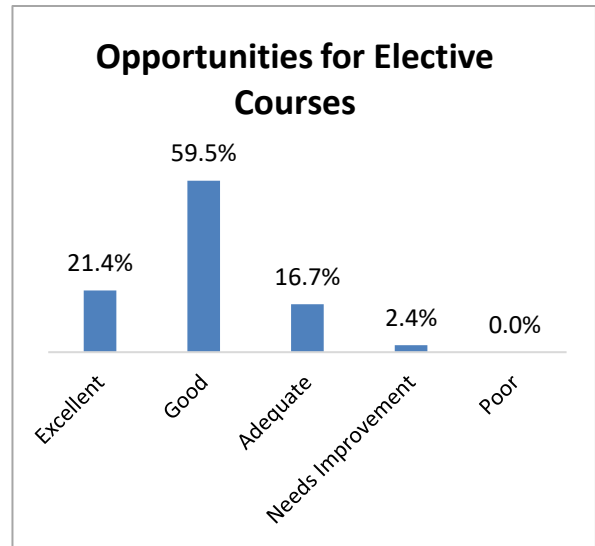
Number of Responses: 39



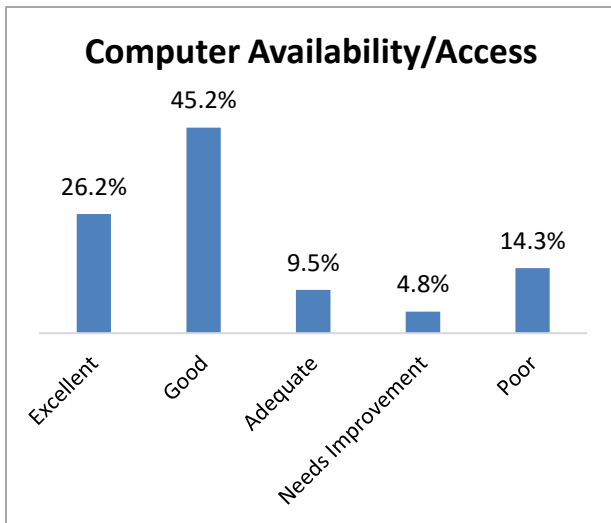
Number of Responses: 41



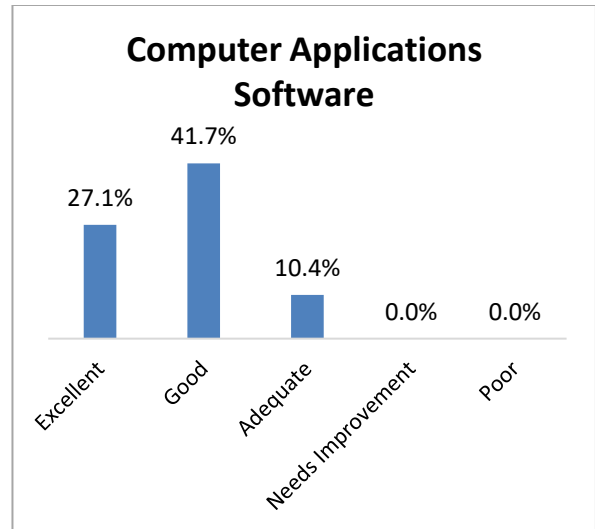
Number of Responses: 43



Number of Responses: 42



Number of Responses: 42



Number of Responses: 38

Additional Comments

At the end of the survey, respondents were asked to provide additional comments to further assist in evaluating the HVAC program. Overall, a total of four respondents provided comments, which are displayed in the table below.

Table 17

Comments
More equipment to practice.
Very good course.
Teaching more practically and making references as we progress. More teachers are needed in the HVAC Department.
The computer lab needs to be opened more often. CAD lab needs to be opened more often.

HVAC Technology Student Survey 2016

Massasoit is reviewing its program in HVAC Technology. As a student in this program, your goals and opinions are important. You can help us to improve our programs by taking a few minutes to complete this questionnaire. All responses are confidential; completed questionnaires are tabulated by the Office of Institutional Research, not the HVAC Technology department, and results will be reported in summary form only.

DIRECTIONS: For each of the following question, fill in the oval next to the best response(s), or fill in the blank provided.

1. Which of the following goals was most important to you in enrolling at Massasoit? (Select ONE.)

☐ (a) Earn an Associate degree
☐ (b) Earn a Certificate
☐ (c) Transfer to a four-year college prior to graduation
☐ (d) Transfer to a four-year college after graduation
☐ (e) Prepare for the job market
☐ (f) Improve skills for present job
☐ (g) Explore courses to decide on a new career
☐ (h) Improve basic math, reading, writing, or language skills
☐ (i) Personal growth or enrichment
☐ (j) Other: _____

2. Did you attend a vocational high school?

☐ (a) Yes ☐ (b) No

If so, in what program were you enrolled?

3. Are you employed while attending Massasoit?

☐ (a) Employed full-time (35 hours or more per week)
☐ (b) Employed 20–34 hours per week
☐ (c) Employed fewer than 20 hours per week
☐ (d) Not employed, but would like to work
☐ (e) Not employed and do not plan to work

4. If you are employed, is your job related to the HVAC field?

☐ (a) Directly or closely related.
☐ (b) Only slightly related or not related.

5. If you are employed, are you employed by?

☐ (a) A state agency
☐ (b) A federal agency
☐ (c) Private industry

(Name of employer—optional)

6. What is your career goal after completing your education?

(Name of job or occupation)

7. Have your career goals changed since you began your Massasoit program?

☐ (a) Yes ☐ (b) No

8. What are your employment plans immediately after completing this program?

☐ (a) Seek full-time employment in this field.
☐ (b) Seek part-time employment in this field.
☐ (c) Seek employment in another field.
☐ (d) Continue in my present employment.
☐ (e) Will not seek employment at that time.

9. What is the highest degree that you plan to earn?

☐ (a) Associate degree
☐ (b) Bachelor's degree
☐ (c) Graduate or professional degree
☐ (d) Do not plan to earn a degree

10. What are your educational plans within six months after completing this program?

☐ (a) Enroll at a 4-year college full-time.
☐ (b) Enroll at a 4-year college part-time.
☐ (c) Plan to enroll at a 4-year school at some time further in the future.
☐ (d) Do not plan to continue beyond associate degree.
☐ (e) Don't know what my plans are yet.

11. Have you sought assistance in choosing a transfer school or in planning for transfer?

☐ (a) Yes, from my faculty advisor.
☐ (b) Yes, from my department chair.
☐ (c) Yes, from a counselor in the Advisement and Counseling Center.
☐ (d) No, I haven't begun planning transfer yet.
☐ (e) No, I'm not interested in transfer.

12. If you are planning to transfer to a 4-year college, which schools would you most like to attend?

In what subject do you plan to major? _____

13. Please rate the following aspects of your program, by one response for each item. Please keep in mind that you are rating your whole program, not just the class in which you are completing this survey.

DIRECTIONS: For each of the following questions, mark the oval for the best response.

	Incorrect Mark ○ ⊗ ○ ⊙				Correct Mark ●	
	Excellent 5	Good 4	Adequate 3	Needs Improvement 2	Poor 1	No opinion 0
a. Content of HVAC program courses	○	○	○	○	○	○
b. General education courses	○	○	○	○	○	○
c. Overall quality of instruction	○	○	○	○	○	○
d. Availability of instructors to provide help	○	○	○	○	○	○
e. Grading/testing procedures	○	○	○	○	○	○
f. Texts and instructional materials	○	○	○	○	○	○
g. Providing general knowledge of this field	○	○	○	○	○	○
h. Training in specialized technical skills	○	○	○	○	○	○
i. Laboratory facilities and equipment	○	○	○	○	○	○
j. Academic advising/transfer services	○	○	○	○	○	○
k. Job information and placement services	○	○	○	○	○	○
l. Library (program-related materials)	○	○	○	○	○	○
m. Class size in program courses	○	○	○	○	○	○
n. Opportunities for elective courses	○	○	○	○	○	○
o. Computer availability/access	○	○	○	○	○	○
p. Computer applications (software)	○	○	○	○	○	○

14. Comments: Please provide any additional information you think would be helpful in evaluating your program. Attach an additional sheet if you need more space.

To help us avoid duplicate questionnaires, and verify that responses are from students in the program, please provide your name and student ID number. These will not be used to identify individuals in any reports, or released to anyone outside of the Office of Institutional Research.

Name _____ ID # _____

Thank you for your help in this survey.

Reply to Outside Evaluator's Report

This document is a reply to the evaluation of the Massasoit Community College HVAC Technology program conducted by Edward Curran of Manchester (NH) Community College.

Mr. Curran's evaluation was a fair and honest assessment of the Massasoit HVAC Program, however, in many respects it was biased by the differences between the Manchester C.C. program and the Massasoit C.C. program. The focus of the program at Manchester is to develop HVAC service technicians while the Massasoit Community College program is an HVAC pre-engineering program designed to prepare students for a wider range of career opportunities.

In response to Mr. Curran's concerns we offer the following:

1. "Is the program viable and does it meet industry needs?"

Through meetings of our Advisory Committee, made up of industry professionals, we endeavor to keep in touch with the current trends in technology and modify our course content to reflect their recommendations. The Massasoit faculty strives to stay current with the industry through membership in related professional organizations such as ASHRAE, RSES and ACCA.

2. "Why are there only 2 students enrolled from High Schools with articulation agreements and why is this pipeline not being used effectively?"

As Mr. Curran states in his overview, the HVAC industry is currently in a growth spurt. Historically the program at Massasoit suffers enrollment during periods of low unemployment and experiences a surge in enrollment with a rise in unemployment. The fact that we have a low number of students from the Voc-Tec High schools is that these students are being absorbed into the industry as service and installation techs which is not the stated focus of the Massasoit program.

3. "Is the college committed to the support of the HVAC program ... through budget, marketing and recruiting assistance?"

This has been an ongoing issue not only in the HVAC program but throughout the Technology programs. Budgetary concerns for the college, as a whole, have stymied growth and equipment upgrades. Recruiting and marketing suffer with the rest of the college as a result of cutbacks in funding from the state.

Mr. Curran makes several recommendations that we entirely agree with and in some cases are working on already. As examples:

- We are currently sending out requests to industry for candidates for our Advisory Committee with the intention of widening the representation of industry segments on the committee.
- We have lost contact with many of the Voc-Tec High Schools through the retirement of the HVAC instructors at those facilities. We are hoping to re-establish contacts through their (Voc-Tec) guidance offices to invite their HVAC students for visits to Massasoit therefore introducing our program to the new High School faculty members .
- We are also looking at the existing articulation agreements. There is concern that the students are receiving credit for courses that they passed in high school but still exhibit weaknesses in those subject areas. This is more of a concern with theory rather than labs.
- The HVAC faculty is currently developing an Introduction to HVAC course as a first semester course for entering students.
- The HVAC faculty has started discussions with Engineering and Architecture faculty regarding potentially eliminating the Intermediate CAD course and expanding the use of Revit software.
- In many respects capstone projects already exist within the program without a capstone course. The HVAC 206 and 207 courses include design projects that include elements from the HVAC 114, 116, 121 and 201 courses. The HVAC223 course provides a vehicle for the students to employ skills developed in the HVAC111, 114,201 and 213 courses.

Some other of Mr. Curran's recommendations also deserve note:

- Breaking lab and theory elements into separate credit entities is something that we have never done and not sure if it is in concert with school policy.
- We have previously appealed to the state for information on how many hours of our program is eligible for state licensure with no response. However the stated outcomes of the program do not include license prep. This is the major difference between Mr. Curran's program at Manchester and the Massasoit program. Several of Mr. Curran's recommendations are based on a comparison of our program with Manchester's although they are substantially different in their respective outcomes. It is not our intention to totally revamp our program to become a license prep program.

Please rate your experience at Student Central today.



60%
999 resp.



13%
216 resp.



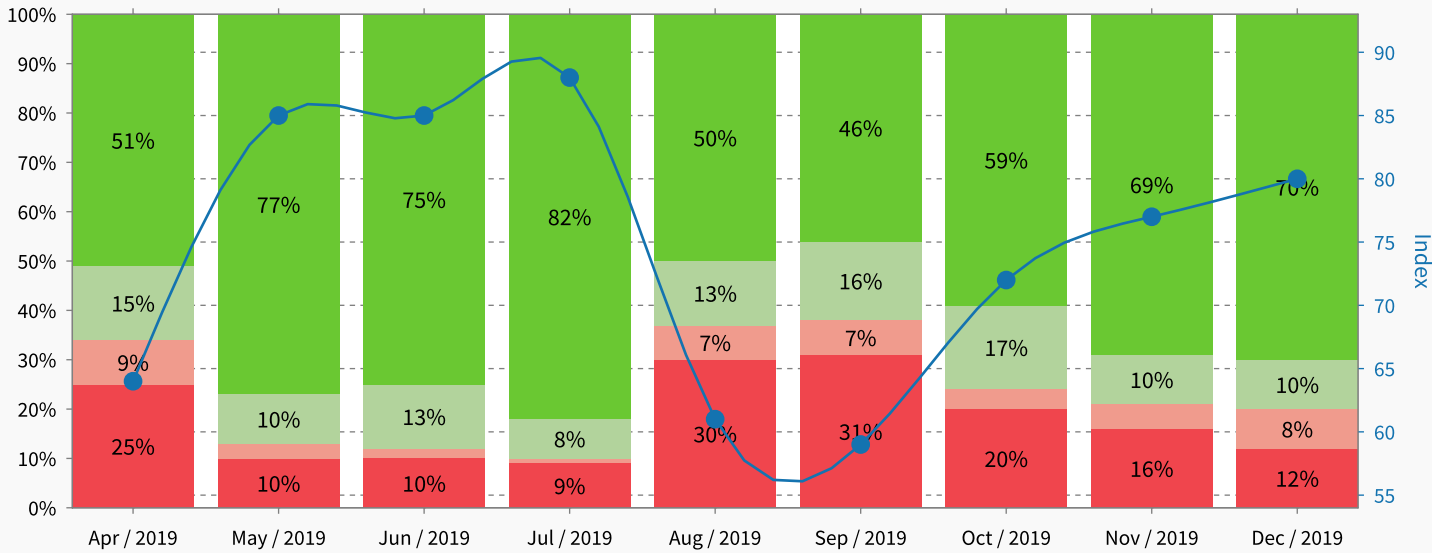
6%
94 resp.



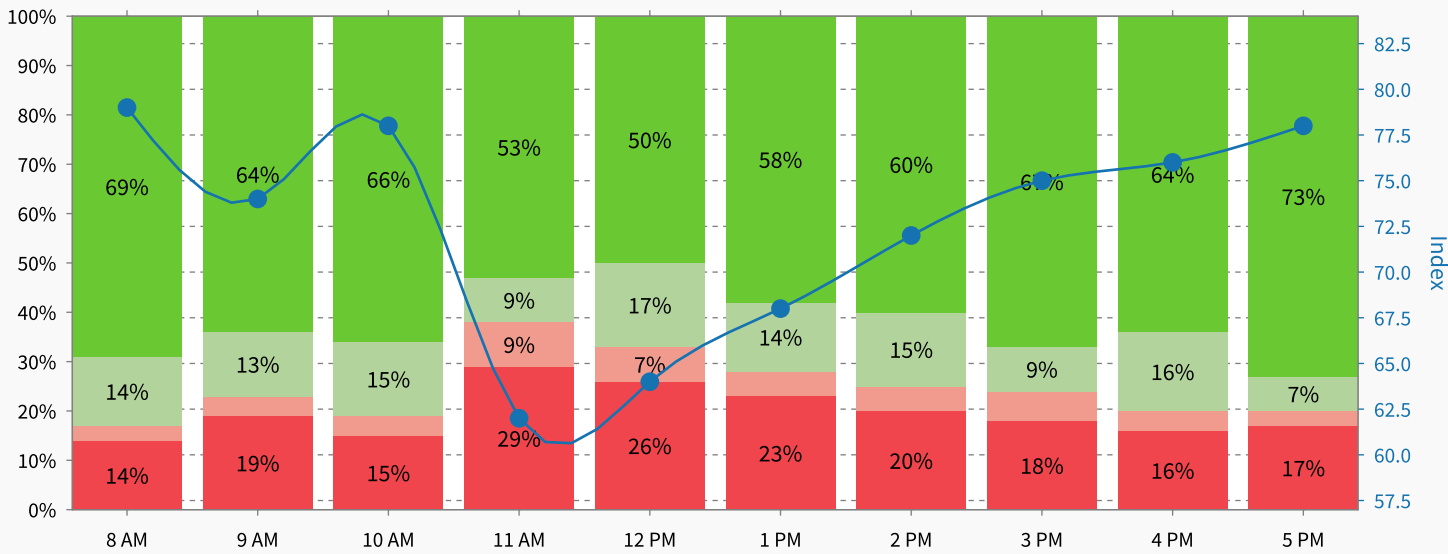
21%
352 resp.

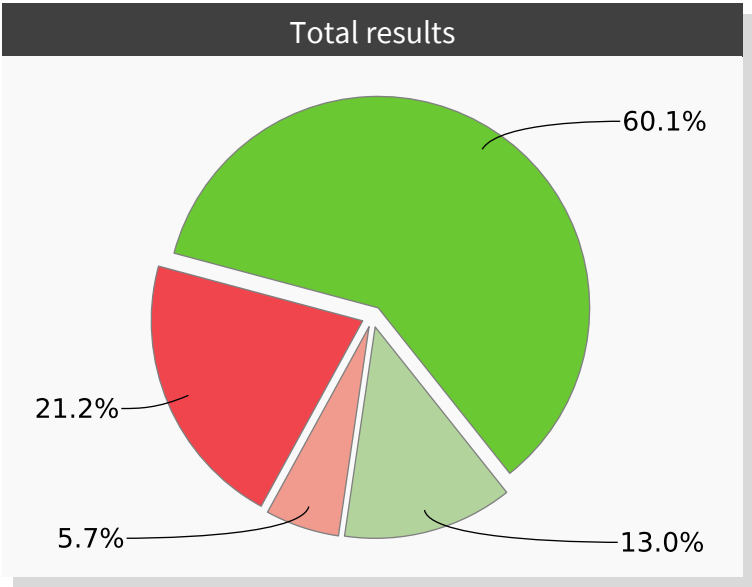
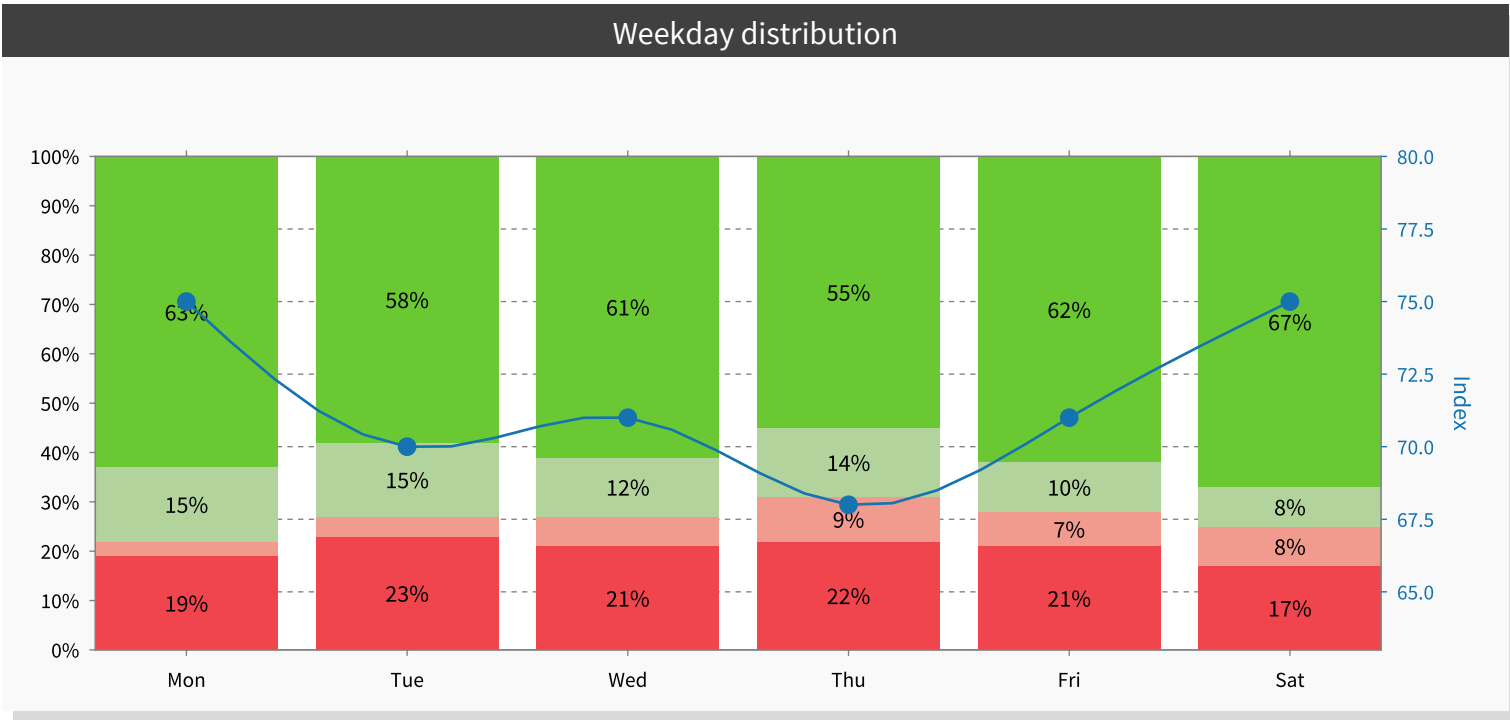
Index: 71.0
Responses: 1,661

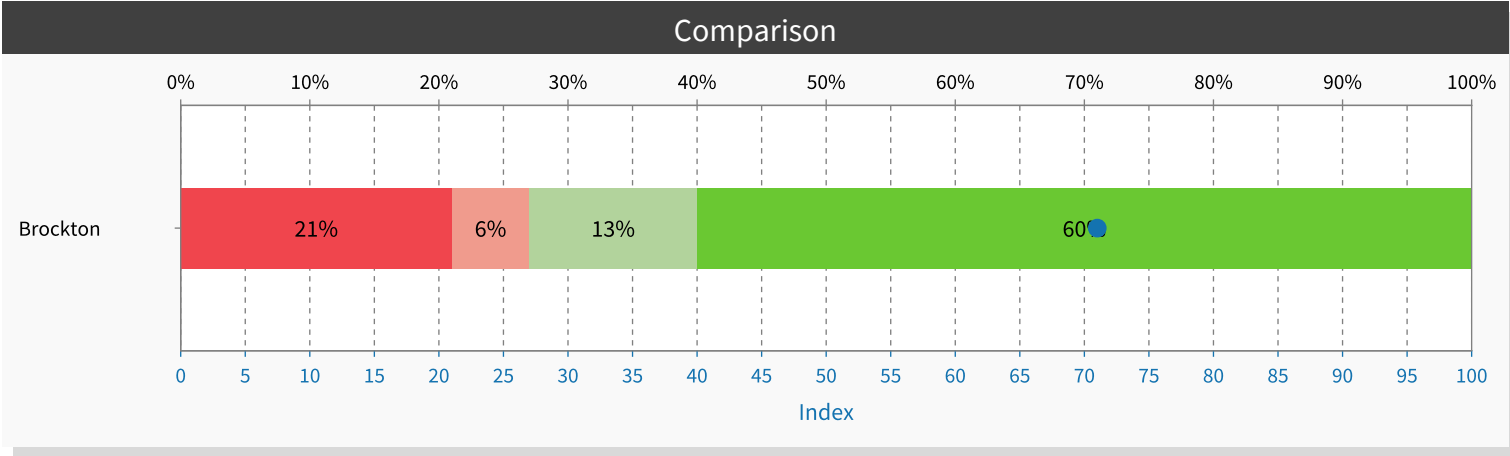
Monthly distribution



Hourly distribution

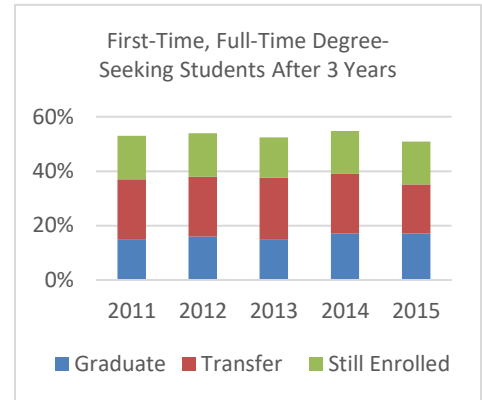






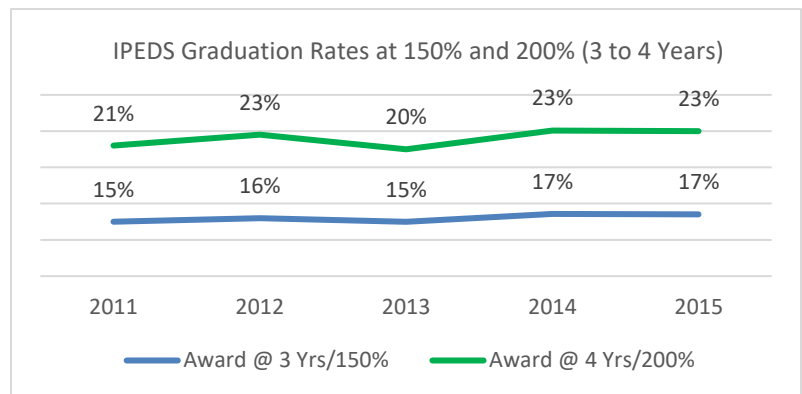
IPEDS Institutional Graduation & Transfer Rates

- 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 two-fifths 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: 16%; Transfer Rate: 21%*

- 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 2015 cohort** (1084 students) were tracked through 2018 graduation. A total of 185 (17%) graduated within 150% time.

Another 195 (18%) transferred before completing their Massasoit program.

- An additional 173 (16%) in the cohort are still enrolled (persisting) at Massasoit.
- One tenth of the cohort group (123 or 11%) transferred after graduation, in addition to the 18% who transferred without completing their Massasoit program.

IPEDS Fall Cohort	2012	2013	2014	2015	4-Year Total
Total	1211	1281	1189	1084	4765
Grad Rate 150%	16%	15%	17%	17%	16%
Transfer Rate	22%	23%	22%	18%	21%
Still Enrolled	16%	15%	16%	16%	16%
Combined Success (@ three years)	54%	53%	54%	51%	53%
Report Year	2016	2017	2018	2019	
200% Grad Rate (@ four years)	23%	20%	23%	23%	22%
Report Year	2017	2018	2019	2020	

*Integrated Postsecondary Education Data System

IPEDS* Institutional Graduation & Transfer Rates -- Disaggregated

Fall 2015 Cohort** <i>(three years later)</i>	Total	Grad Rate @ 3 years (150% time)	Transfer Rate (prior to graduation)	Still Enrolled (@ three years)	Combined Success (@ three years)
	1084	17%	18%	16%	51%
Gender					
Female	461	19%	18%	17%	54%
Male	623	16%	18%	15%	49%
Race/Ethnicity					
American Indian/Alaskan Native	4	--	--	--	--
Asian/Pacific Islander	20	10%	20%	30%	60%
Black, Non-Hispanic	289	9%	19%	18%	46%
Hispanic	108	10%	13%	13%	36%
Two or More Races	42	10%	24%	21%	55%
<i>Subtotal Ethnic Minority</i>	<i>463</i>	<i>10%</i>	<i>18%</i>	<i>18%</i>	<i>45%</i>
White, Non-Hispanic	578	23%	18%	14%	55%
Non-Resident Alien	11	--	--	--	--
Unknown	32	22%	19%	16%	56%
<i>Disaggregated results not reported for smaller groups in order to protect privacy</i>					
By Financial Aid Status					
Pell Recipients <i>(within first year)</i>	496	18%	16%	16%	51%
Direct Subsidized Loan, no Pell <i>(within first year)</i>	89	20%	15%	11%	46%
No Pell or Direct Subsidized Loan <i>(within first year)</i>	499	15%	20%	16%	52%

*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.

Introduction	Enrollment: Overall	Projections: Trad. Age Population	Projections: Regional Demogr'cs	Drivers: Segment	Drivers: Trad. Age Population + Segment	Drivers: Economy + Segment	Enrollment: By Institution
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Photo courtesy of Massasoit Community College

2018 ENROLLMENT

at Massachusetts Public Colleges & Universities

TRENDS & FACTORS

Introduction	Enrollment: Overall	Projections: Trad. Age Population	Projections: Regional Demogr'cs	Drivers: Segment	Drivers: Trad. Age Population + Segment	Drivers: Economy + Segment	Enrollment: By Institution
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Enrollment Trends

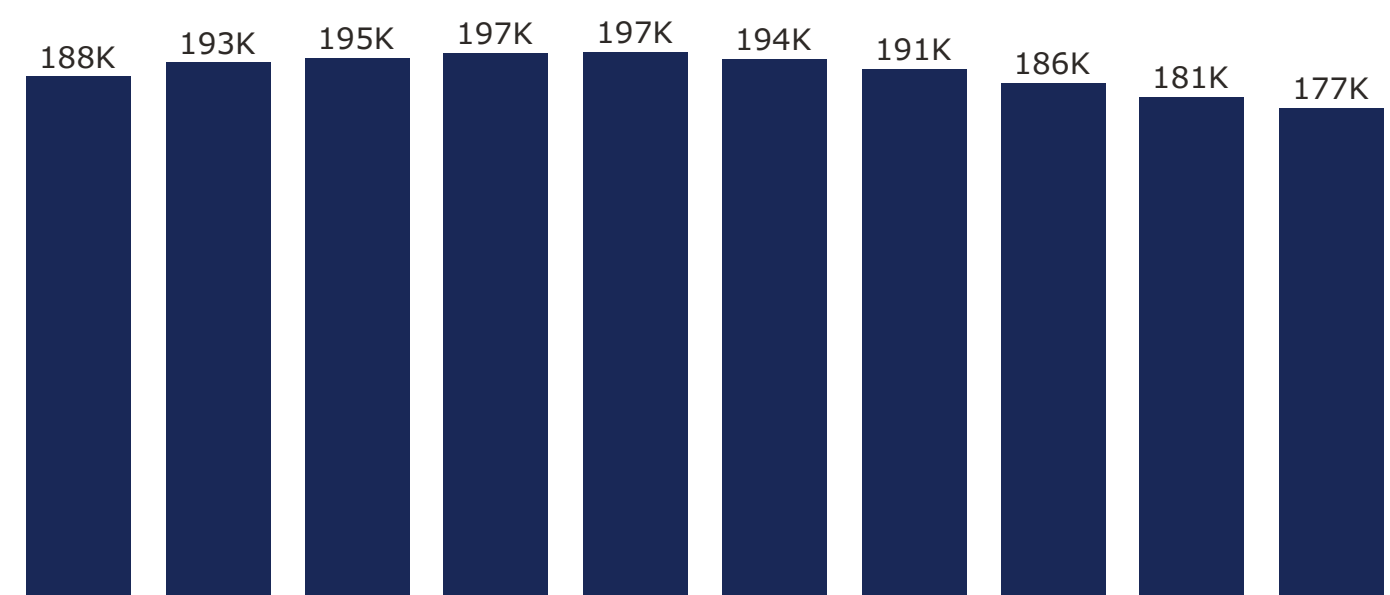
Overall

The Massachusetts public higher education system as a whole is experiencing its fifth straight year of declining undergraduate enrollment, but history shows that enrollment booms and busts have been common and, overall, enrollment remains high.

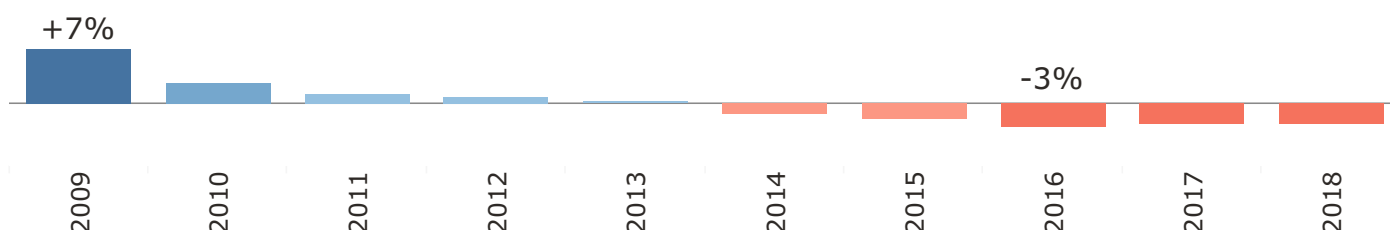
Select a Trend Range

10-Year Trend

Undergraduate Students Enrolled—Total (10-Year Trend)



Annual % Change (10-Year Trend)



Source: Massachusetts Department of Higher Education. 2018 data are estimates prior to final fall data collection in December 2018.

Introduction	Enrollment: Overall	Projections: Trad. Age Population	Projections: Regional Demogr'cs	Drivers: Segment	Drivers: Trad. Age Population + Segment	Drivers: Economy + Segment	Enrollment: By Institution
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Projections

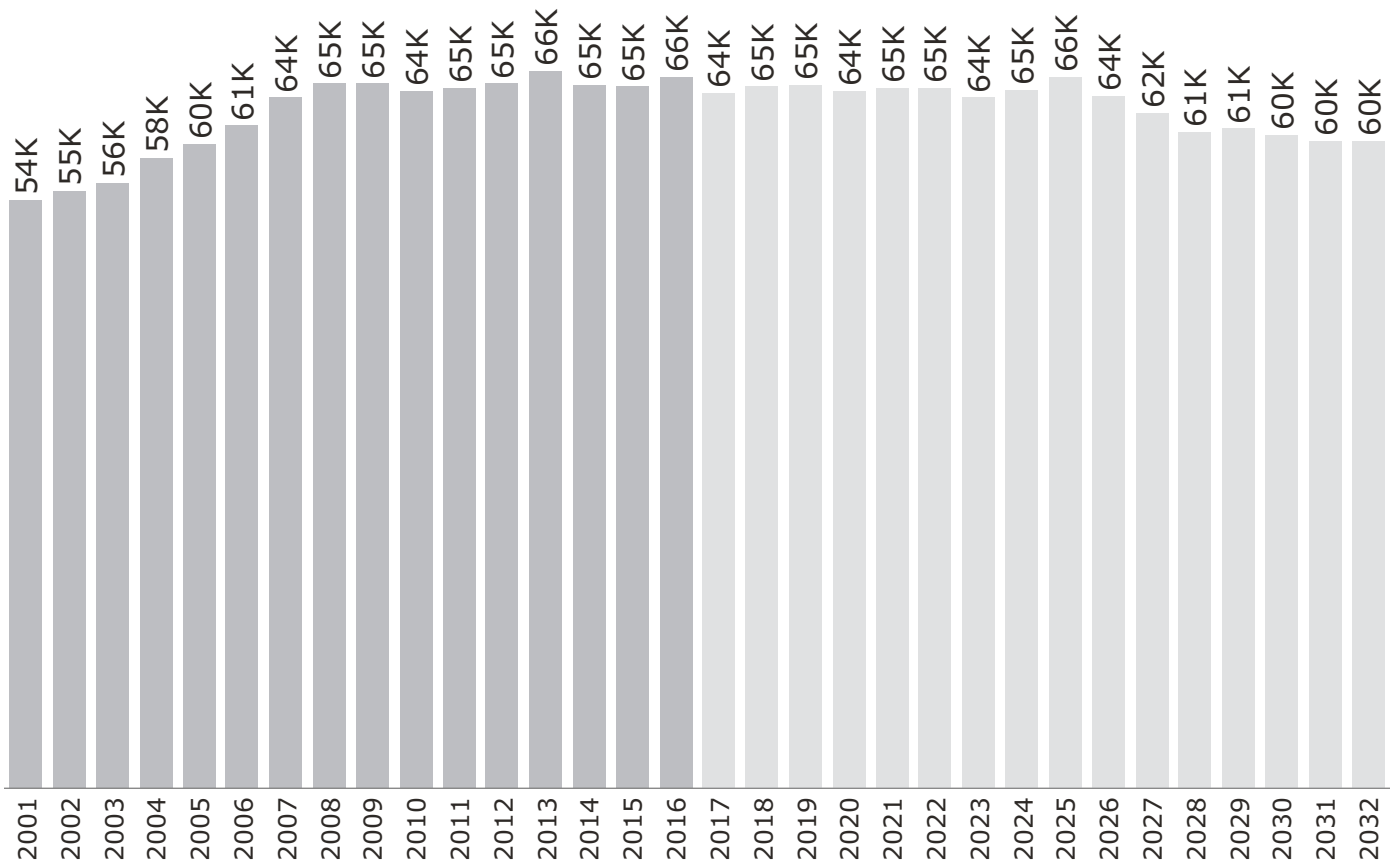
Traditional-Age Student Population

actual

projected

A prolonged decline in the size of Massachusetts public high school graduating classes, a traditional target population, is foreseen in projections through 2032.

New MA Public High School Graduates, Actual & Projected (2001–2032)



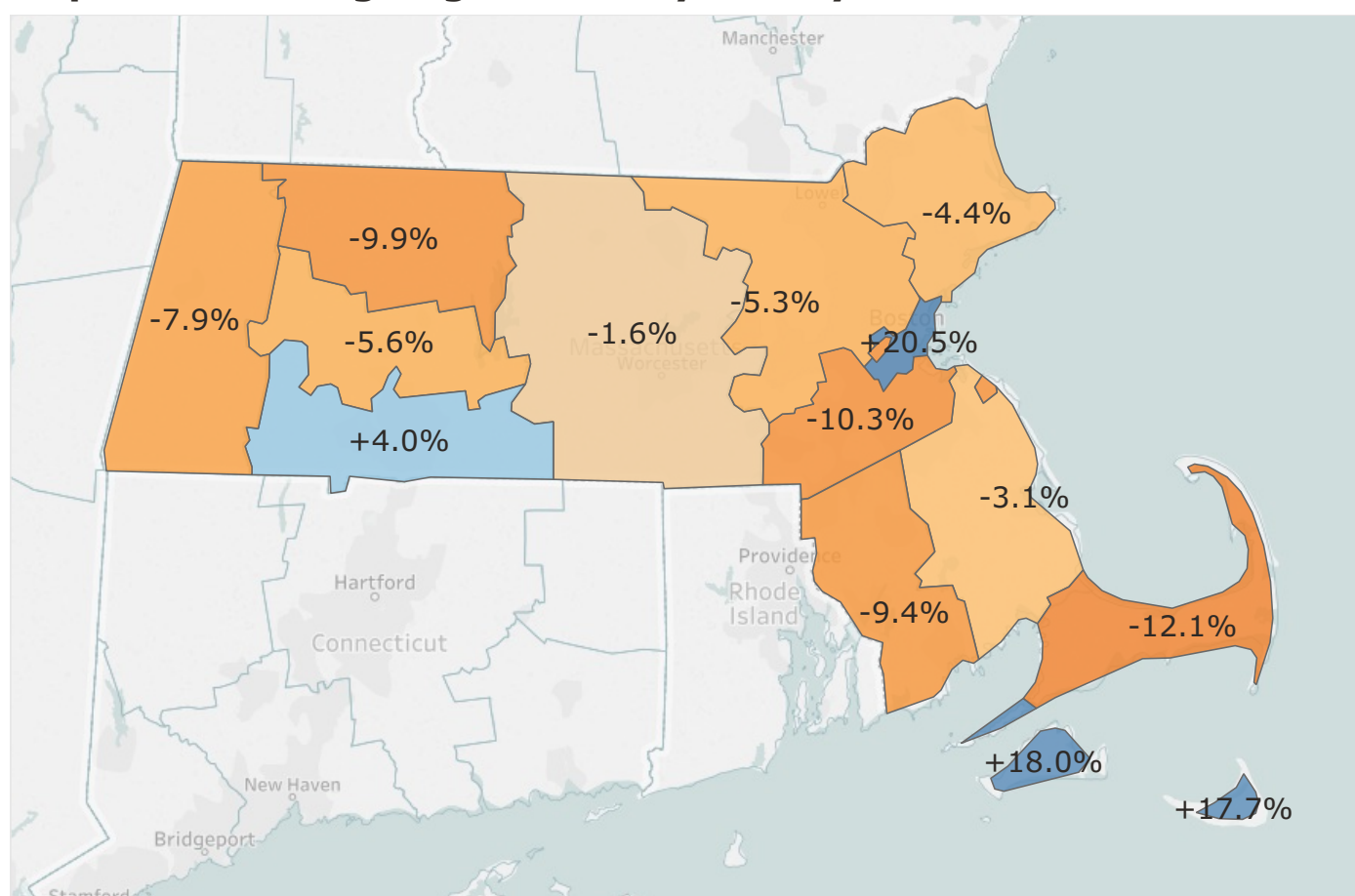
Introduction	Enrollment: Overall	Projections: Trad. Age Population	Projections: Regional Demographics	Drivers: Segment	Drivers: Trad. Age Population + Segment	Drivers: Economy + Segment	Enrollment: By Institution
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Projections

Regional Demographics

Analysis by the UMass Donahue Institute adds a regional perspective to projected statewide declines in the traditional-age college-going population. While most regions will follow the statewide downward trend to varying degrees, some regions are expected to see a rebound in this population in the coming decades.

Population Change Age 15–24 by County 2020–2035



Source: University of Massachusetts Donahue Institute (UMDI), 2018.

Introduction	Enrollment: Overall	Projections: Trad. Age Population	Projections: Regional Demogr'cs	Drivers: Segment	Drivers: Trad. Age Population + Segment	Drivers: Economy + Segment	Enrollment: By Institution
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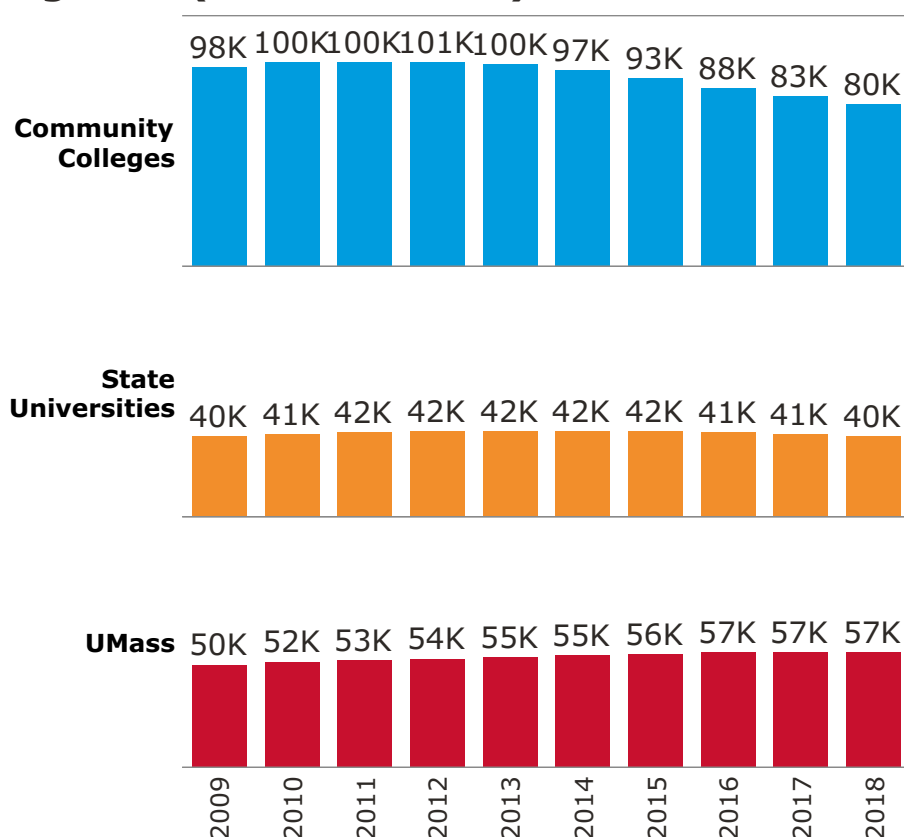
Drivers of Change Segment

Enrollment trends have varied by segment, with the Community Colleges experiencing the most substantial growth—and subsequent decline—in the past 10 years. UMass enrollment is at an all-time high, but the segment's pace of growth has slowed substantially.

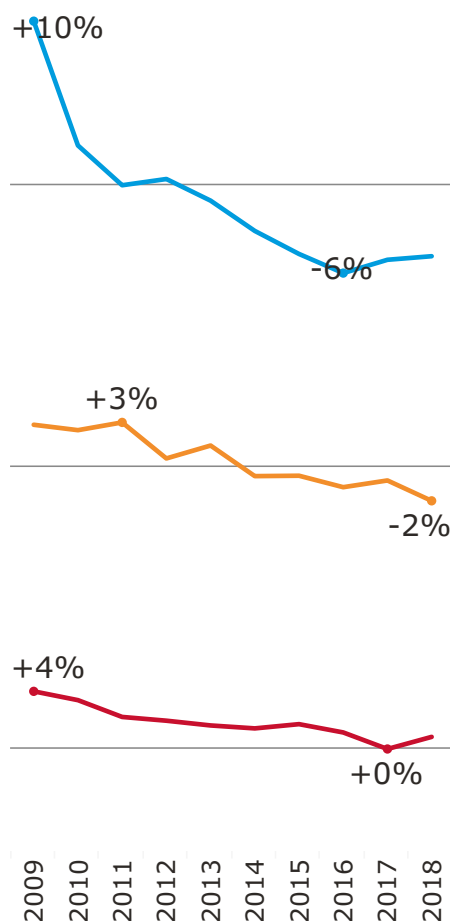
Select a Trend Range
15-Year Trend

Community Colleges
State Universities
UMass

Undergraduate Students Enrolled—By Segment (10-Year Trend)



Annual % Change (10-Year Trend)



Source: Massachusetts Department of Higher Education. 2018 data are estimates prior to final fall data collection in December 2018.

Introduction	Enrollment: Overall	Projections: Trad. Age Population	Projections: Regional Demographics	Drivers: Segment	Drivers: Trad. Age Population + Segment	Drivers: Economy + Segment	Enrollment: By Institution
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Drivers of Change

Traditional-Age Student Pipeline

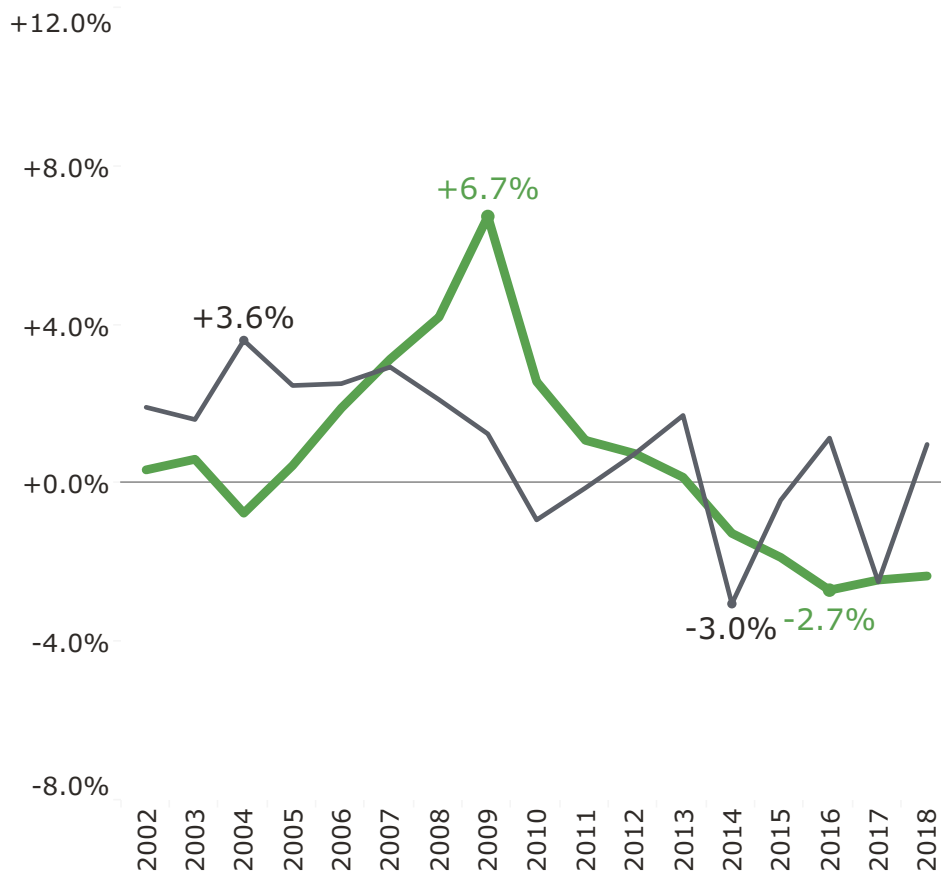
How have changes in the size of graduating classes of MA public high schools correlated with changes in fall undergraduate enrollment levels? Correlation has varied by segment, with State Universities having the strongest correlation and Community Colleges having the weakest.

Public Higher Ed System
New Public High School Grads

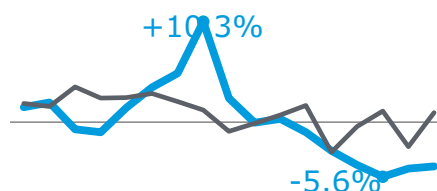
Community Colleges
State Universities
UMass

Comparing Annual Change: New Public High School Graduates

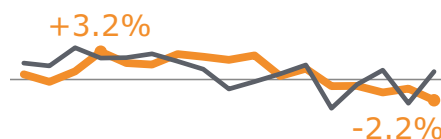
vs. Public Higher Ed System Fall Enrollment



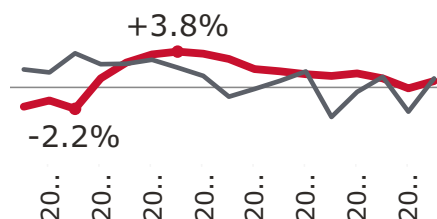
vs. Community College Fall Enrollment



vs. State University Fall Enrollment



vs. UMass Fall Enrollment



Introduction	Enrollment: Overall	Projections: Trad. Age Population	Projections: Regional Demogr'cs	Drivers: Segment	Drivers: Trad. Age Population + Segment	Drivers: Economy + Segment	Enrollment: By Institution
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Drivers of Change

Economy

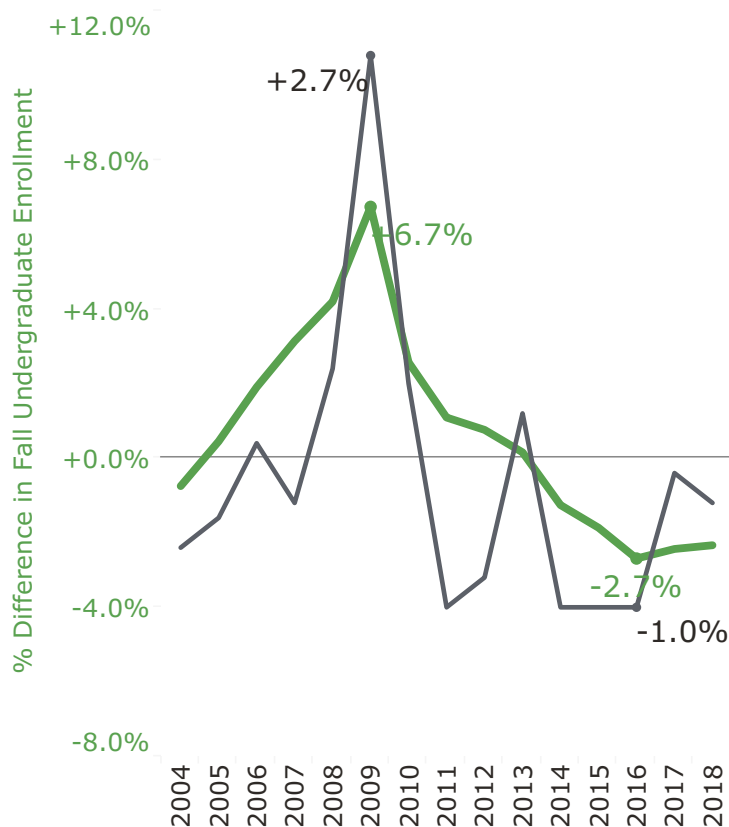
How has the Commonwealth's unemployment rate correlated with changes in fall undergraduate enrollment levels? Compared with the other segments, Community Colleges saw a much higher spike in enrollment during the height of unemployment and much steeper drops as unemployment rates improved.

Public Higher Ed System
May Unemployment Rate

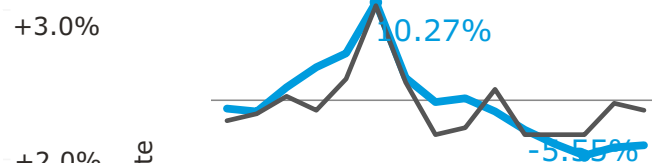
Community Colleges
State Universities
UMass

Comparing Annual Change: May Unemployment Rate

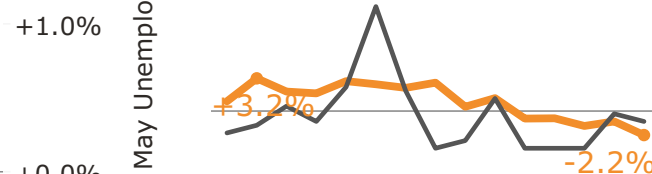
vs. Public Higher Ed System Fall Enrollment



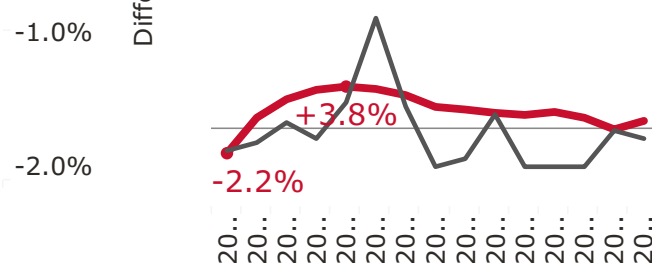
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Introduction	Enrollment: Overall	Projections: Trad. Age Population	Projections: Regional Demogr'cs	Drivers: Segment	Drivers: Trad. Age Population + Segment	Drivers: Economy + Segment	Enrollment: By Institution
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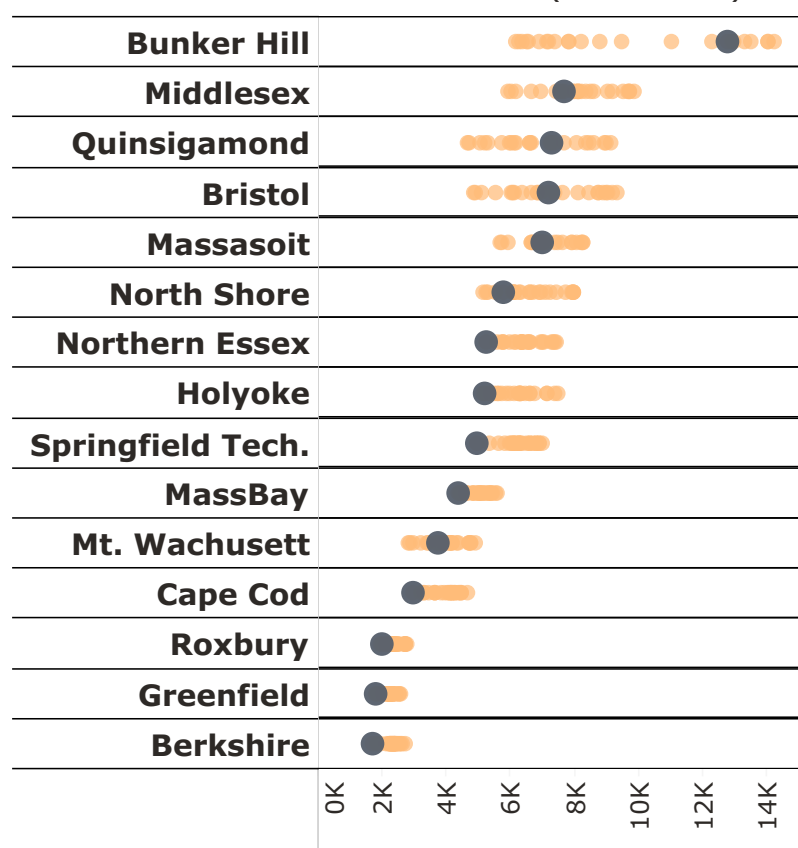
Enrollment Trends By Institution

Many institutions—particularly Community Colleges—have come down from their recent peaks, with some at their lowest enrollment levels in recent history.

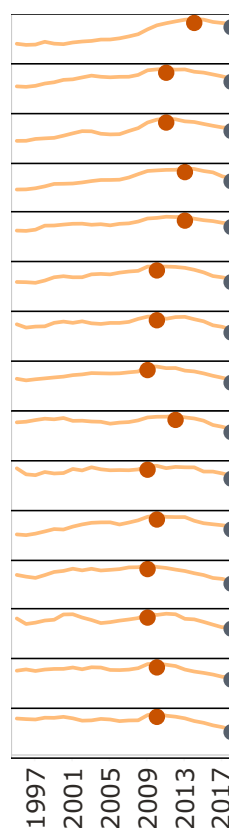
Segment Community Colleges

■ 2018 Enrollment
● Peak Year Enrollment
— Other Years' Enrollment

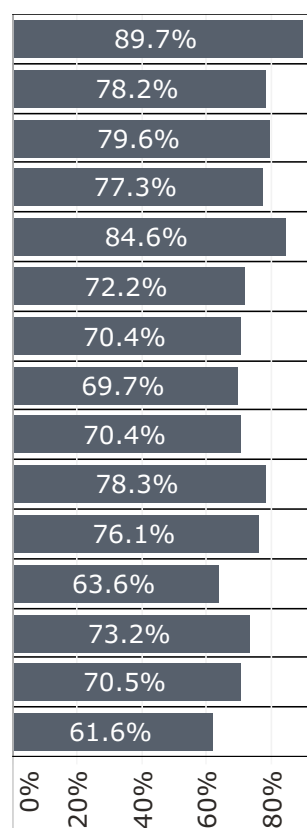
Distribution of Fall Enrollments (1995–2018)



Trend



2018 as % of Peak



Source: Massachusetts Department of Higher Education. 2018 data are estimates prior to final fall data collection in December 2018.

Massasoit Community College

Enrollment Projection Model Update

FY1819

Fall 2018 Projection				Fall 2018 Actuals			Spring 2019 Updated Forecast Projection	
Student retention from Spring 2018								
1	New Student	36.72%	1004	369	366	99.28%	-3	
	Incoming Transfer	56.70%	267	151	163	107.67%	12	
	Continuing	63.05%	4674	2947	2969	100.75%	22	
	Graduates	7.14%	600	43	44	102.71%	1	
Total Retention Rate		54.00%	6545	3534	3542	100.22%	8	67.50% 6995 4722
New incoming student population								
2	Returning Stop-Out			750	815	108.67%	65	400
	New to the College			2100	2095	99.76%	-5	1050
	New Transfer			460	543	118.04%	83	250
Total New Student In-take				3310	3453	104.32%	143	1700
TOTAL STUDENTS				6844	6995	102.20%	151	6422
3 Projected Credits (average per student)				9.30	63652	62702	98.5%	8.96 -950 8.94 57409

Last Year Comparison	Fall 2017	Proj.		Fall 2018	Actual	Spring 2018	Proj.	
Headcount	7154	6844	-4.3%	6995	-2.2%	6547	6422	-1.90%
Credit Count	66140	63652	-3.8%	62702	-5.2%	59464	57409	-3.50%

Prepared by J. Gilson, 11/5/18

TO: Massasoit Board of Trustees

April 17, 2019

FROM: Institutional Research

Preview: Massasoit & DHE's Community College Performance Measurement Reporting System (PMRS)

Summary of Metrics and Results:

The Massachusetts Board of Higher Education (BHE) approved a new set of key performance measures (detailed on the last page) at its December 2018 meeting. Working with metrics in five areas, staff at the Department of Higher Education (DHE) have created dashboards for each area, using *Tableau* software to show differences between a selected institution and state or national peers on the same measure. Dashboards have been developed for metrics related to access, affordability, and student success/completion; dashboards for workforce alignment and fiscal stewardship are in development.

The DHE will be sending these dashboards to the presidents and trustees of the community colleges and state universities by Monday, April 22, with a public launch of the site scheduled for Tuesday, May 7.

The following summary is intended to provide context for the Massasoit data and dashboards in each section; charts have been extracted from the Massachusetts Department of Education (DHE) Tableau website. **PLEASE NOTE:** results are under review and for internal use only; they are not public at this time.

Access

While Massasoit, along with the other Massachusetts community colleges, has been seeing a decline in enrollment since our peak Fall 2013 term, we saw only a 2.3% drop from Fall 2017 to Fall 2018, while the community college average was down 4.1%. (DHE staff will be adding more comparative data for these dashboards.)

Affordability

Massasoit aligns with the state average in terms of unmet need (3%) and loan default rates (12%); we continue to monitor both of these areas. Massasoit currently has the second lowest tuition and fees of all 15 community colleges. Taking it a step further, we identified eight other Massachusetts Community Colleges with demographics and service delivery areas most like our own. Using the 2013-2017 *American Community Survey*, as reported by the *Boston Globe* this past December, we compared tuition and fees with respect to the median household income within these similar service areas. If we increased our fees to the weighted average of the entire community college sector we remained squarely in the middle of this group of eight comparable community colleges. Some of these institutions' service delivery areas appeared in the ACS report with lower median household income, yet the institution charged higher tuition and fees.

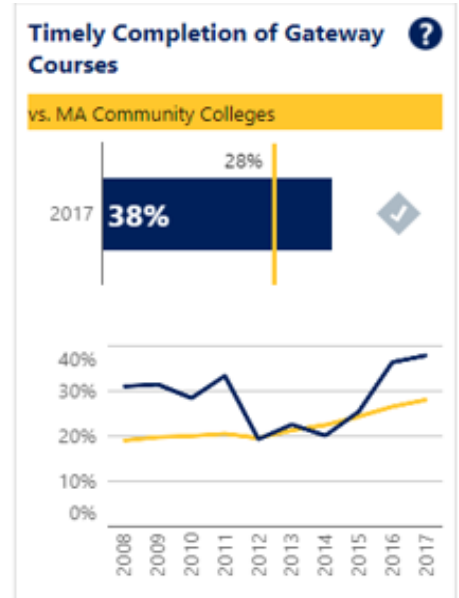
Student Success and Completion

First-Year Progress Metrics

Massasoit does very well on the *timely completion of gateway courses* – defined as successful completion of both an English and a math course beyond the developmental level. With rates above average (for Mass. community colleges), 38% of full-time matriculated students completed both English and math by the end of the first year and 45% completed by the end of the second year. While part-time students had lower rates – 17% by the end of year one and 23% by the end of year two – Massasoit was still well ahead of the segmental averages.

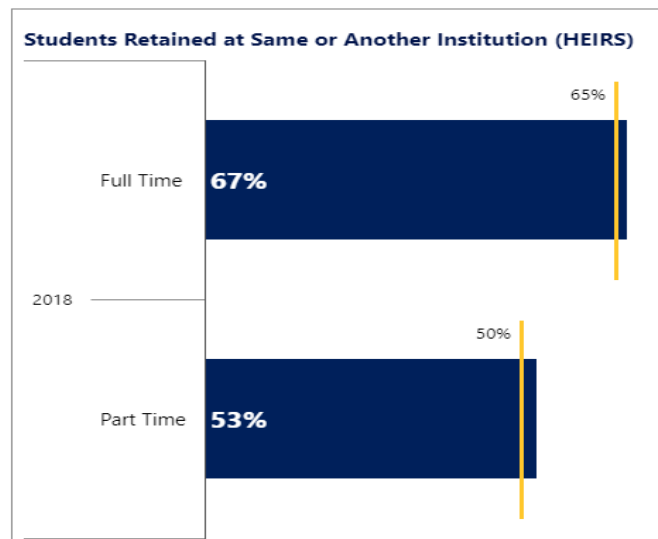
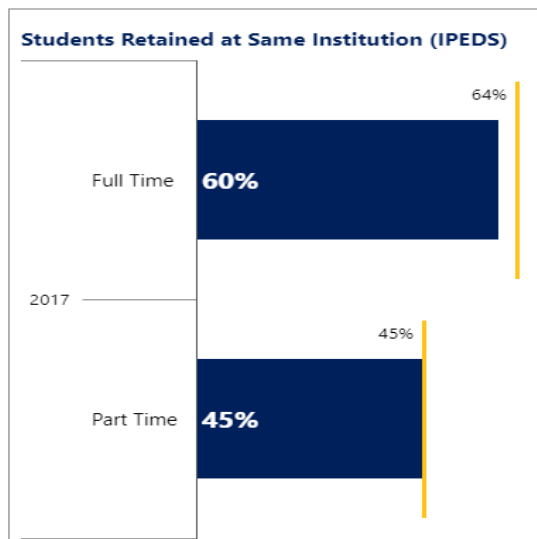
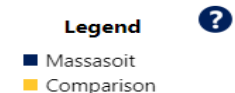
Massasoit has a lower than average rate (22% vs. 29%) for *on-time credit accumulation*. Rather ambitious, the measure looks at the percent of newly matriculated students who successfully complete 24 credits (for those starting full time) at the end of their first year; part-time students are expected to successfully complete 12 credits by the end of their first year. As has been discussed, Massasoit is seeing increasing numbers of our students going part time/taking fewer credits, even among those who start full time (12 or more credits) in the fall. Even for the “typical” full-time student taking 12 credits in each of the fall and spring semesters, accumulating 24 credits by the end of the first year means that all courses earn a passing grade, without any withdrawals.

Massasoit is behind our national peers on *retention after the first year* (IPEDS [Integrated Postsecondary Educational Data System] measure of first-time, full-time matriculated students after one year), which is not unexpected given the many options in this area for transfer. Under *Detail: 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.



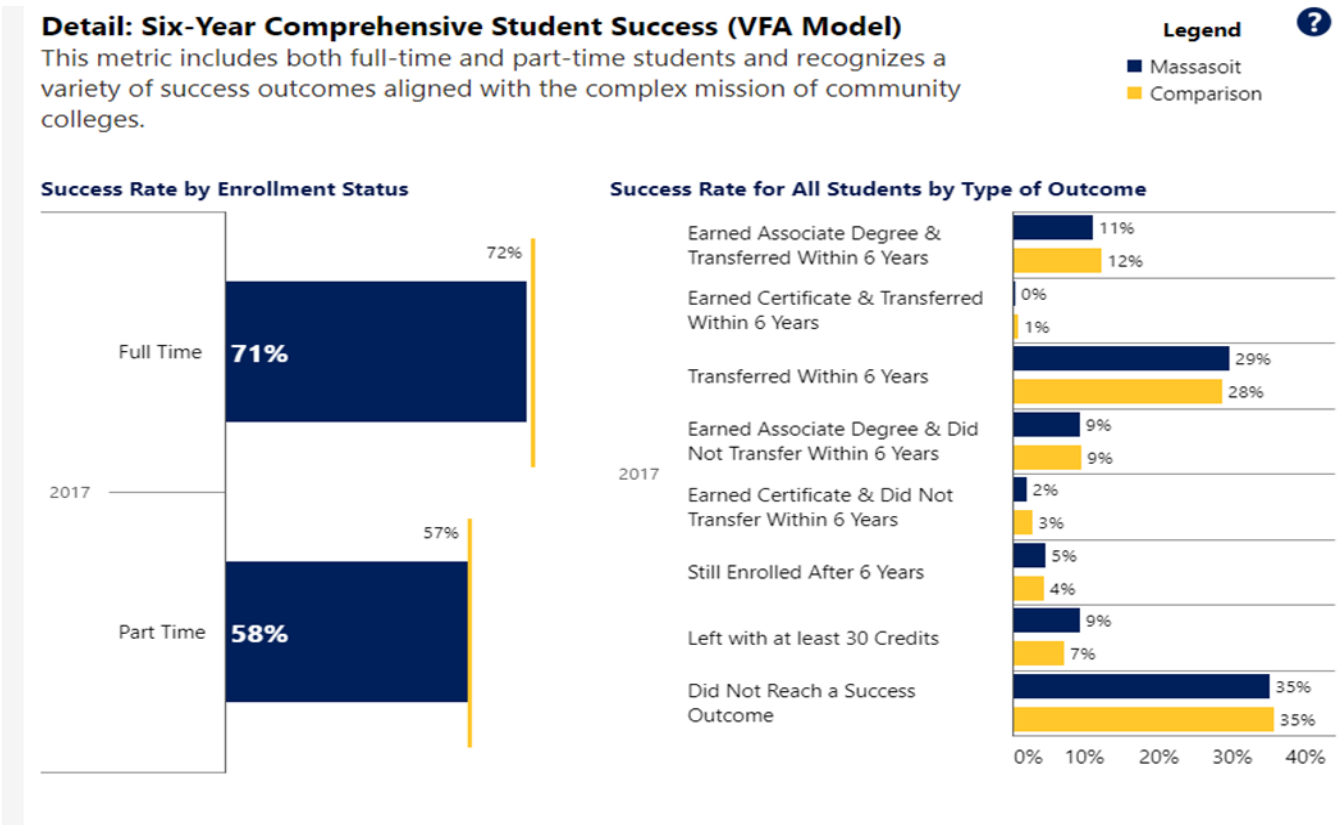
Detail: Retention After First Year

Research shows that degree-seeking students who remain enrolled in higher education for a second consecutive year after initial enrollment are more likely to graduate.



Long-Term Success Metrics

Massasoit does as well as its Mass. CC peers (overall 65% success) when using the *VFA Model* (measures success of new [first-time and transfer-ins] students after six years); success includes graduation, transfer-out, and leaving with more than 30 credits earned. In some years, Massasoit has exceeded the average (in 2015 and 2016). Under the *Detail* slide, we see how close Massasoit is to the overall comparison on every measure, within a percentage point or two.



VFA = Voluntary Framework of Accountability

Under the *IPEDS Outcomes Measures Model*, Massasoit is behind the national peer average (52% vs. 62%), following an entering cohort of students over eight years. As this is a new metric for IPEDS (federal data system), trends over time are not yet available. Unlike the VFA, *IPEDS Outcomes Measures* does not look at credit accumulation as a measure of success.

Equity in First-Year Progress & Long-Term Success Metrics

Finally, the PMRS allows for the display of each of the first-year and long-term success measures with comparisons by racial/ethnic groups, gender, and socio-economic level. While gaps certainly do exist in some measures, there are some metric where the gaps are so small, the lines even overlap, especially in the long-term measures.

Screenshots extracted on 4/11/19 @ 6:30 pm and 4/16/19 @ 10 am from <https://tableau.mass.edu/#/site/MassachusettsDHE/views/PerformanceMeasurement>

BHE Approved Key Performance Measurement Indicators

Access Metrics

Fall Undergraduate Enrollment Headcount
Graduate Enrollment Trends (SU)
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 (SU)
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 (SU)
State University Graduation Rates of First-Time Students (SU)
State University Graduation Rates of Transfer Students (SU)
Comprehensive Success of First-time and Transfer Students (SU)
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

SU = indicates that metric is for state universities only.



Fall 2018 Enrollment & Marketing Strategies Update

Office of Enrollment Management &
Office of College Communications

Presented by

Shilo Henriques

Dean of Enrollment Management

James Lynch

Director of Marketing & Creative Services

Sarah Yunits

Director of Communications & Public Relations

Executive Summary

Fall 2018 Census Date Enrollment Dashboard

2018-2019 Budgeted Enrollment Projections

Credit Enrollment Summary-Fall Terms, Prepared by Institutional Research

Average Credits & Full-time Enrollment – Fall Terms, Prepared by Institutional Research

**Fall-to-Fall Retention of First-Time, Degree/Certificate Seeking Freshman, Prepared by
Institutional Research**

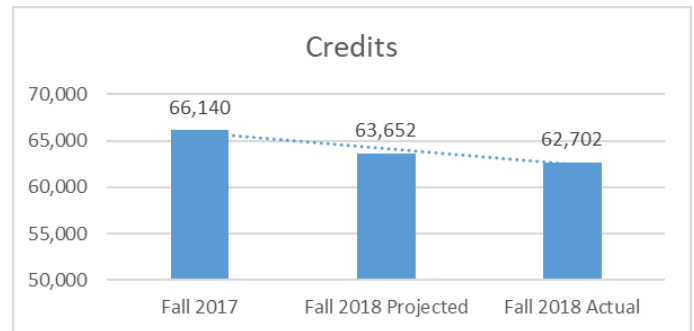
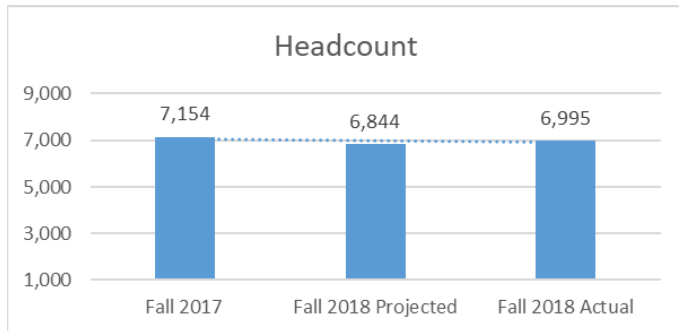
**2018 Enrollment at Massachusetts Public Colleges & Universities – Trends & Factors,
Massachusetts Department of Higher Education**

Executive Summary

Fall 2018 Enrollment and Marketing Strategies Update

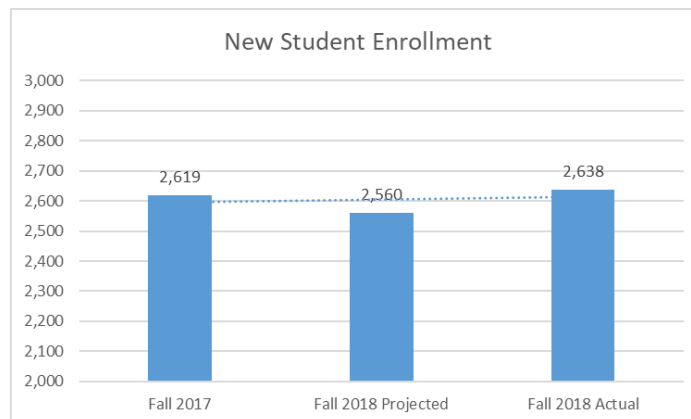
Enrollment Overview

Fall 2018 headcount enrollment (6,995 students/-2.2%) exceeded the projection (6,844 students/-4.3%) by 2.2% (151 students). While this was positive news in headcount enrollment, we fell short of the credit enrollment projection. Actual Fall 2018 credit enrollment (62,702 credits/-5.2%) was 1.5% (950 credits) less than the projection (63,652 credits/-3.8%).

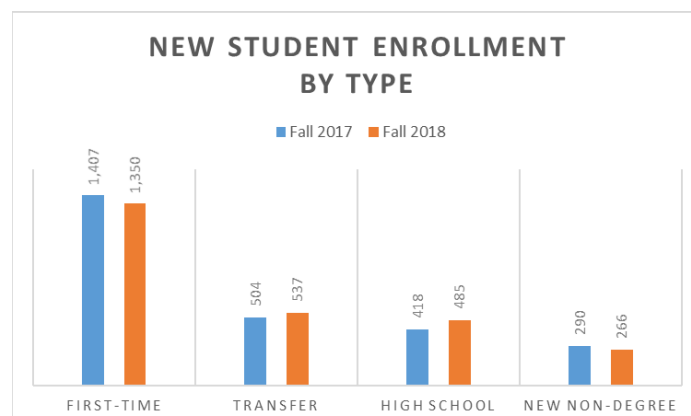


New Students

Fall 2018 New Student enrollment (2,638 students/+0.7%) exceeded the projection (2,560 students/-2.3%) by 3% (78 students).

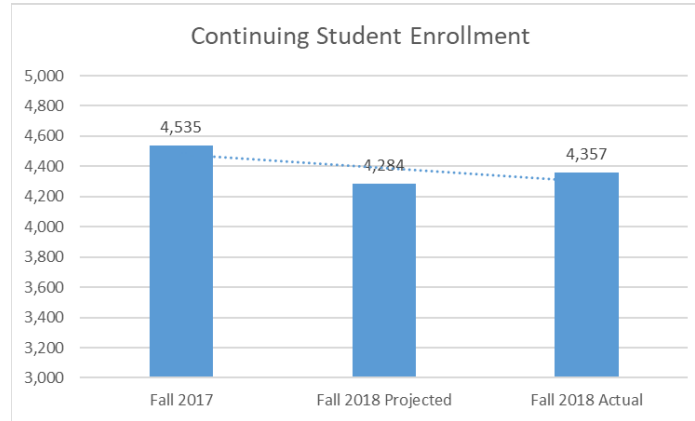


The New Student category is comprised of four student types: First-Time students (degree/certificate-seeking), Transfer students (degree/certificate-seeking), High School students (not degree-seeking) and New Non-degree students (other, not degree-seeking). First-Time student enrollment showed a decrease as compared to the previous fall term (-4.1% or 57 students) while transfer enrollment showed an increase (+6.5% or 33 students). High School student enrollment showed a significant increase as compared to Fall 2017 (+16% or 67 students), and New Non-degree students showed a decrease (-8.3% or 24 students).

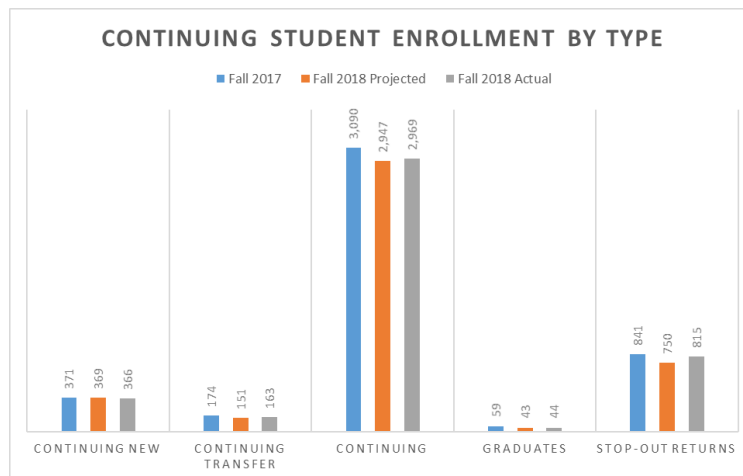


Continuing Students

Fall 2018 Continuing Student enrollment (4,357 students/-3.9%) exceeded the projection (4,284 students/-5.5%) by 1.6% (73 students).



This Continuing Student category is comprised of five student categories: Continuing New students (previous semester new excluding transfer), Continuing Transfer students (previous semester transfer), Continuing students (previous semester continuing minus graduates), Graduates (previous semester graduates returning for additional courses), and Returning Stop-Out students. Stop-out students, or those who do not return after a short-term absence, and Continuing Transfer students showed significant increases over projection of 8.67% (65 additional students), and 7.67% (12 students) respectively. Continuing New Students (-0.7%, or three fewer students), and Continuing Graduates (+2.7% or one additional student), remained relatively level as compared to Fall 2018 projections.



Enrollment Trends Overview

Review of the Fall 2018 enrollment cycle highlights a series of enrollment trends for Massasoit, which will assist us in refining both our projections and our practice. First, as our strategies to increase high school student enrollment through Early College Access opportunities are successful, we note that both here at Massasoit and nationally, high school enrollments are making up ground for the loss in first-time degree-seeking students. Second, as the economy continues to flourish and unemployment rates remain at historic lows, the number of students attending Massasoit full-time is dropping significantly. Finally, both of these trends combine to negatively impact our number of average credits per student. In fall 2018, despite exceeding headcount projections, the average credit per student dropped by 0.34 credits, from 9.3 to 8.96 credits per student, causing a shortfall of 1.5% (950 credits) from projection (62,702 vs. 63,652), and a 5.2% decrease in credits (3,438 credits) as compared to Fall 2017 (66,140 credits). Refer to *Average Credits & Full-time Enrollment – Fall Terms* report attached for detailed information by student type.

Factors Impacting Enrollment

- **Increasing Number of High School Students:** As the 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), a significant impact on

the credit average per-student is realized as students not seeking degrees tend to enroll at significantly lower credit levels – typically enroll in one to two courses only – than degree-seeking students.

- **Low Unemployment Rate:** As previously reported in fall 2017, the unemployment rate directly correlates to community college enrollment. The May unemployment rate in Massachusetts was 3.5%, a rate that has held very steady for the last year. This is the lowest unemployment rate in Massachusetts since 2001. A recent report from the Massachusetts Department of Higher Education (attached) demonstrates this correlation and highlights that this impact is most keenly observed within the community college segment of public higher education across the state. Evidence of this trend in Massasoit's Fall 2018 enrollment is observed in the 3.4% drop in the total percentage of enrolled students attending full-time (37.9% in Fall 2018 vs. 41.3% in Fall 2017).

Strategy Overview

As previously presented to the Board of Trustees, Massasoit Community College's enrollment management plan is based on a collaborative network of specific strategies, each supported operationally and tactically, and leveraging the work of the College Communications department from planning to execution. Additionally, a thread of increased process efficiency has been woven throughout the planning and execution of all initiatives. The five overarching strategies include:

1. **Increase Lead Generation and Boost Admission Yield Rate**
2. **Increase Returning Student Engagement**
3. **Execute Data-Informed Strategic Planning**
4. **Expand K-12 Partner Focus**
5. **Strengthen Retention Foundation Initiatives**

Enrollment Strategy Execution

Several operational concepts and tactical-level tasks associated with the above strategies were employed to influence Fall 2018 enrollment and continue into Spring 2019.

1. **Increase Lead Generation and Boost Admission Yield Rate**
 - Process efficiencies and expanded outreach efforts to incomplete applicants have resulted in a 1.7% increase in the Fall 2018 Admit Rate (85.6% in Fall 2018 vs. 83.9% in Fall 2017).
 - Expanded outreach efforts to admitted students resulted in a 0.7% increase in the Fall 2018 Admissions Yield Rate (55.5% in Fall 2018 vs. 54.8% in Fall 2017).
 - One year into the online inquiry form, we have to date received more than 1,200 individual inquiries. Each new inquiry triggers the distribution of an informational packet.
2. **Increase Returning Student Engagement**
 - Collective efforts to increase returning student engagement, including the Get Connected and Recruit Back campaigns, resulted in an on-target retention rate of returning spring students (3,542 actual vs. 3,534 projected). These same efforts yielded an additional 65 returning Stop-Out students above projection (815 actual vs. 750 projected).
3. **Execute Data-Informed Strategic Planning**
 - The Enrollment Projection Model continues to be implemented at key points during the year for appropriate setting and adjustment of budget and enrollment forecasting. Most recently, the changes in the average credit per student, largely due to the expansion of Early College programming, have precipitated us to refine how we use the model to more accurately capture the impact of this growing population.
 - College Communications currently has two student surveys in process, one regarding the matriculation process and one regarding media preferences. The data from both of these surveys will inform decisions made in the immediate and near future and help build a foundation for strategic marketing and communications plans. Results of both surveys will be shared with the Board once the data points have been finalized and evaluated.
4. **Expand K-12 Partner Focus**
 - The efforts executed by the newly formed department of Early College Access have resulted in a third consecutive year of significant growth in high school student enrollment. As mentioned earlier in the report, there was a 16% increase in high school student enrollment as compared to Fall 2017 (485 students vs. 418 students). Currently, high school students make up 18.4% of our New Student enrollment, representing a 2.4% increase over last year and a 10.8% increase over the last four years.

- Fostering deeper connections with our high school partners continues to be a priority. Expansion of the School Counselor & Community Partner Breakfast program has allowed us to expand our reach and allow partners to see more of what Massasoit has to offer. Typically held in Canton as a spring event, we have now expanded to three events annually, one each at Brockton, Canton and Middleborough. This year, we hosted 32 partners across three events as compared to 17 partners in spring 2017. Plans for continued expansion of this event as well as our Culinary Luncheon Series with School Counselors are underway for the spring.

5. Strengthen Retention Foundation Initiatives

- A three-phase project to automate the process for inviting students to New Student Orientation and register qualified students automatically for the online course, has resulted in an increase in New Student Orientation completion by 7.2%, or 131 students (1,947 in Fall 2018 vs. 1,816 in Fall 2017).
- Reported retention rates are determined annually by measuring the fall-to-fall retention of first-time degree/certificate seeking students. New Fall 2017 cohort data indicates a 0.5% increase in retention of full-time students over the Fall 2016 cohort. Part-time students in this cohort were retained at 46.5%, an increase of 1.2% over the Fall 2016 cohort.
- Based on both student and staff feedback received regarding the format for New Student Orientation, we are updating the model at the Brockton campus to reduce the event time while continuing to deliver the content and meet Student Learning Outcomes set by the Orientation Committee during the 2017 re-design of this important yield and retention foundation initiative. The updated model will be piloted for the Spring 2019 semester.

Role of Marketing & Communications

College Communications continues to focus on executing strategies that will improve brand recognition, reputation, and exposure. The marketing and communications strategies employed by the department ultimately support Enrollment Management's specific strategies to increase enrollment outlined at the beginning of this summary.

Working with our advertising agency, Carnegie Dartlet, much of our marketing is executed online through Google AdWords, targeted digital campaigns, social media campaigns, and digital radio advertising. Digital campaigns include overall brand as well as program-specific ads focused on programs chosen by the academic deans. The digital ads are, depending on placement, either static, audio, or video.

In order to target prospects, we utilize in-house data on the student profile, which includes demographic and socioeconomic information. That information is overlaid with our service area and cross-referenced with our high-yield communities to serve ads to prospective students. We also engage in retargeting campaigns for individuals who have visited our website before.

The goal of our marketing campaigns is to lead prospective students to the information they need in order to make informed decisions about enrolling at Massasoit. When a prospective student visits massasoit.edu, we are able to track not only their entry point, but the length of time they visited and what action was taken. Through this, we are able to see which ads and mediums performed best to generate an engagement response.

Throughout these efforts, College Communications works with Enrollment Management to support cohesive, branded, response-measurable activities including:

- Custom email campaigns
- Recruitment print materials
- Direct mail campaigns as part of overall recruit back and fall enrollment activities
- Branding of comprehensive campaigns that generate awareness and engagement both internally and externally.

Finally, the Communications department's work, while closely tied to increasing enrollment, is woven throughout all aspects of the institution. Beyond tasks and strategies intended to drive enrollment and retention, the department is also focused on activities that strengthen the college's name recognition and overall brand perception, including public relations and media outreach. More recently, organizational changes have increased our focus on fundraising and development as well as alumni engagement.

Fall 2018 Marketing Campaign

The primary objective for our Fall 2018 campaign was to increase brand awareness, inquiries, and application volume among prospective and current students. The tactics employed included:

- Pay Per Click (PPC) via Google using brand keywords, targeting key markets to generate visits to the website, brand awareness, inquiry, or application. This is a broad set of keywords that has reach across several parts of the website.
- Nationwide retargeting based on users' visits to key admissions pages on the Massasoit website, via the Google Display Network.
- Facebook/Instagram behavioral & lead generation, targeting key markets for general promotion. Depending on the point in the semester, users are encouraged to apply or schedule a tour.
- Facebook/Instagram retargeting, targeting nationwide users who have visited key pages on Massasoit's website.
- Facebook/Instagram targeting of currently enrolled students to encourage registration for the following semester.
- IP targeting of the enrolled students list captures the unique IP address of an enrolled student's device; specific ads are then delivered to that device and the devices in the student's home.
- Mobile footprinting delivers ads to devices in specific geographic areas surrounding specified high schools.
- Spotify (digital radio) ads target key markets for general promotion.

For Fall 2018 campaign (Aug-Sept.), our digital campaigns saw very strong engagement. Across PPC, Display, Facebook/Instagram, IP Targeting, Mobile Footprinting, and Spotify there were 1,997,005 impressions, 12,141 clicks, and 570.9 conversions generated. Of the conversions, 260 were clicks to the MyMassasoit portal, 198.4 were clicks to the Apply button, 85.5 were form inquiries, and 27 were clicks to the online Course Search. With 260 clicks to the MyMassasoit portal, engagement with active students (current or attended within the last four semesters) was particularly strong.

A Look Ahead: Winter and Spring 2019

In addition to the marketing tactics that have been employed in the Fall 2018 enrollment campaign, we plan to supplement existing marketing strategies with local transit. Based on the success of our Open House campaign, which in part utilized an electronic billboard on Rt. 24, we will consider a similar approach for Winter Session and Spring 2019.

Planning has begun to implement an Enrollment Services Center on the Brockton campus in the Spring 2019 semester with the aim of reducing administrative challenges within the onboarding and continuing student enrollment process. Providing streamlined enrollment services in a single, convenient location and creating an inviting "front door" to the campus for our students will improve the student experience and positively impact both onboarding and retention.

Appended to this Executive Summary, you will find updated Spring 2019 Forecasted Enrollment Projections. Each spring, forecasted projections are updated based on actual fall enrollment, guiding and informing change in strategy and resource allocation, if necessary.



MASSASOIT COMMUNITY COLLEGE FOUNDATION, INC.

Request for Funds Release Form

Name of Requestor: Joseph D. Harris

Title: Associate Dean for Student Success

Department/Division: Academic & Student Affairs

Date: April 30, 2019

Name of Fund or Project: Finish Strong Scholarship

Total Amount Requested: \$10,000 Initial, \$5,000 per subsequent annum

Brief Description of Funding Need/Objectives: (Attach additional pages if necessary):

We request the Massasoit Foundation consider establishing a new scholarship to help close a small gap in federal financial aid awards for some low-income students who are close to graduating. This scholarship would be disbursed by the college's Financial Aid Office.

For Academic Year 2018, 37.06% of Massasoit students were recipients of a federal Pell Grant for low-income students. (Financial Aid, 2019) Low-income community college students already face added challenges to completion, including poor academic preparation and the ability to meet basic needs of food, housing, transportation, work, and child care. (Kresge Foundation, 2016).

Many Massasoit students receive enough Pell funding to pay all of their tuition, fees, and course material expenses. However, a gap in this funding sometimes occurs for a small number of students during the summer. When a Pell-eligible student has been attending full-time for the entirety of the academic year, they must be enrolled in six or more credits during the summer to maintain their Pell eligibility for Summer Session. However, if such a student has fewer than six credits remaining in their program, they are in effect made ineligible for the Pell.

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 altogether. 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.

This small gap in financial aid creates a potential barrier to completion for some low-income students. Other than the General Scholarship Fund, there are no extant scholarships or grants through the Massasoit Foundation for which a student in this situation would qualify.

The eligibility requirement for this scholarship would be as follows:

- Pell Grant-eligible student who has fewer than six credits remaining in their degree and/or aid-eligible certificate program but whose financial and/or enrollment circumstances make them ineligible to receive the Pell Grant. Student must be registered for those remaining credits.

The award would cover all tuition, fees, and up to \$150 toward assigned course materials for their remaining credits. While this award would technically cover up to five credits, we anticipate that the more common awards would be for three or four credits, or about \$753 to \$954 per in-state student (AY2018 Tuition & Fees, plus up to \$150 for course materials). As 99.6% of Massasoit students are in-state (Institutional Research, 2019), and the scope of the scholarship is narrow, we expect few if any out-of-state students would be eligible for this scholarship.

This \$10,000 initial request could therefore reasonably be expected to support about 10 to 13 students. An appropriation of \$5,000 to the Finish Strong Scholarship would then be made on an annual basis either from the General Scholarship Fund or from Unrestricted Funds managed by the Foundation, to the extent that fundraising targeted for this specific fund is insufficient to meet the annual need. Financial Aid could request further replenishment of the fund from the Massasoit Foundation, if needed. Students would self-identify for this award through the financial aid office and other offices and support programs at the college.

Thank you for considering this request; while the targeted population for this scholarship is small, those students experiencing it find themselves in a trying situation. We are happy to answer any questions you may have. This proposal was developed in collaboration with the Financial Aid Office, College Advancement, Massasoit's Student Success Team, and the Division of Academic & Student Affairs.

Required College Signatures:

Date

Department Head/Division Chair (if applicable)

Dean/Vice President

President (required if over \$5,000)

UNIVERSITY CENTER CONCEPT PAPER

The Association for Consortium Leadership discovered 64 U.S. organizations that self-identify as a "higher education center."

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, especially in Allied Health, that currently require an associate's degree may soon require a baccalaureate.

Respiratory Care, AS to BS

The Committee for Accreditation for Respiratory Care (AARC), the national accrediting body, has ceased accreditation of any new program that is not at the baccalaureate level. With only 57 baccalaureate of science programs in the nation and none in Massachusetts, associate degree graduates will no longer have career opportunities through advanced higher education in our region. Changes to the accreditation standards went into effect on January 1, 2018.

Fortunately, the requirements for Respiratory Care professionals may be met by a baccalaureate of health science degree. AARC's position statement emphasizes that they support continuing the accreditation of existing associate degree programs that meet the Committee's standards, and that they recognize the prominent role played by associate degree respiratory therapy programs.

Additionally, they state that respiratory therapists with baccalaureate and graduate education are needed in larger numbers to serve as educators, researchers, managers, clinical specialists, and other roles throughout the healthcare delivery system.

Degree advancement programs are different from Entry programs in purpose, design and content. Entry programs provide individuals who have no respiratory care background or experience with the competencies needed to enter the profession, whereas degree advancement programs expand the depth and breadth of both knowledge and skills beyond those of an RRT entering the profession.

Advanced educational experiences, designed to enhance a respiratory therapist's ability to function in clinical, teaching, administrative, or research environments, are essential components of degree advancement programs in respiratory care. While minimal course content and resource requirements are specified in this document, flexibility and innovation in curricular development are encouraged.

Development of an effective degree advancement program requires a thorough assessment of the education experiences typically offered at the Entry level. Degree advancement programs will be able to use this foundation to develop new, advanced, in-depth educational experiences designed to enhance a respiratory therapist's professional practice. Each program must be able to demonstrate specific contributions to the advanced education of respiratory therapists.

Nursing RN to BSN:

There is a similar story to be told with our RN degree and new requirements that require a BSN degree. While the associates degree accreditation remains in place, students would have expanded opportunities if they had access to a baccalaureate and even Master's degree options.

From American Association of Colleges of Nursing (2017): The RN to Baccalaureate (BSN, BS or Bachelor of Science in Nursing) programs provide an efficient bridge for diploma and ADN-prepared nurses who wish to develop stronger clinical reasoning and analytical skills to advance their careers. RN to BSN programs build on initial nursing preparation with course work to enhance professional development, prepare for a broader scope of practice, and provide a better understanding of the cultural, political, economic, and social issues that affect patients and influence care delivery.

The University Center is great opportunity for MCC to collaborate with a four-year colleges in unique ways to ensure that our students are able to compete successfully in the work force.

Vision: To be a higher respected regional center for convenient access to choice higher educational opportunities for associate degree graduates to complete relevant baccalaureate and potentially master degrees in Nursing and Allied Health fields.

Mission: To expand pathways with higher education partners that meet the distinct needs of the region and support workforce and economic vitality for Massasoit graduates in Plymouth and Bristol Counties. The Center will increase the number of baccalaureate degrees earned by our graduates, staff, and members of our service area.

Goal: The Center will focus on baccalaureate completion programs, but this will not preclude the possibility of offering certificates or advanced degrees at the College. The Center will be an innovative hub that builds on our current strengths, but expands access by developing innovative strategies to meet student and workforce needs.

Core Values:

- Convenient Access and Affordability
- Distinctive and Effective Partnerships
- High Quality Programming and Services
- Regional and State Capacity Building
- Diversity and Inclusion

Leadership and Governance:

Board of Advisors: (adapted from USG) A formally constituted body made up of engaged partner institutions with the principal responsibility to represent broad educational interests, workforce needs, create alliances, and ensure that students' higher education needs are met in the development of the University Center programs. Additionally, the Board of Advisors provides guidance on strategic development and implementation that includes the follow areas: program identification, advocacy, program accreditation, shared faculty, program articulation, partnerships, and marketing and promotion. While each partner member operates independently, at times the Board might also discuss

academic policy, program coordination and planning, operational needs, and the interests of the participating institutions.

Faculty: UC partners will be responsible for the hiring of faculty for their programs. In the case of any shared faculty, for instance to meet specialized accreditation needs, faculty must hold the proper credentials. In such cases, a joint appointment or adjunct appointment may satisfy accreditation requirements.

Admissions: Students apply to the college/university partner for their program of interest. The University Center is the location for the program. Any UC program may include online, hybrid or face2face courses within a program of study.

- Guest Students: Partner universities may share curriculum, in which case, a 'guest' student may take a course through the UC from an institution other than the 'home' institution.
- Shared Programs: A university partner may collaborate with another UC partner to offer specific general education or other courses.
- Transferring: All policies and procedures are those of the home institution. Associate degree holders from MCC will transfer as Juniors and potentially allowed to enroll in 30 additional MCC credits.
- Dates and Deadlines: While schedules may differ among partners, every effort will be made to coordinate schedules to ensure access to the facilities on the Massasoit Campuses.

Paying for college: All financial policies are those of the home institution. This includes: Tuition and other costs, Scholarships and awards, Payment plans, Financial Aid, Refund Policy

Degrees & Programs

- BS in Health Sciences
- BSN in Nursing

Student Services, Life: All UC students will have access to MCC's student services including: Career and Internships, Transfer Center, Library, Veterans' Services, Academic Support, Resources for Students: IT, Copy Center, Café, Bookstore Public Safety.

Next Steps:

- (1) Explore partnership opportunities.
- (2) Put together teams from each institution to map out logistics including, but not limited to: articulated agreements, schedule of classes, marketing strategies, etc.
- (3) Create first draft of the Center's business model.
- (4) Research possible funding possibilities
- (5) Implementation by Fall 2019

Additional Resources:

<https://www.universitybusiness.com/article/university-centers>

<https://www.shadygrove.umd.edu/about-usg>

<https://www.mc3.edu/degrees-and-programs/degrees-beyond-mccc/university-center>

<https://www.baltimoresun.com/news/maryland/harford/aegis/ph-ag-university-center-changes-20180427-story.html>

<https://www.csun.edu/nursing/adn-bsn-collab>

<https://www.csun.edu/sites/default/files/ADN-BSN%20Community%20College%20Collaborative%20Brochure.pdf>

<https://www.fivecolleges.edu/consortium>

<https://hartfordconsortium.org/programs/cross-registration>



MASSASOIT
COMMUNITY COLLEGE

Fall 2019

Enrollment
Statistics Update



Published by the
Office of Institutional Research

October 2019



From the Office of Institutional Research, October 2019:

Fall 2019 Enrollment Statistics.....2

For Fall 2019, a total of **6,637** credit students were registered for a total of 59,194 credits/**3,946 FTEs** (full time equivalent), as of the census/freeze date, the evening of September 18, 2019.

- Data table (Fall 2015-2019): First page shows details by gender and totals; second page gives percentages.
- Overall, we are down 5.1% in credit headcount and down 5.6% in total credits/FTEs as compared to Fall 2018.
 - We are down 2.0% in new students; and down 7.0% in continuing students.
- We continue to see an increase in the proportion of part-time students (has grown from 57.8% in Fall 2015 to 62.4% in 2019).
- Enrollment of female students has increased to 59% of the overall student population, with 41% male. Last year, we were 58% female/42% male, after several years of 56% female/44% male.
- The average age of our credit students remains the same from 2018 to 2019 at 25.3 years old, with the average for full-time students slightly younger and the average for part-time students slightly older than last year.
- Our percentage of students of color has dropped from 49.2% in 2018 to 47.9% in 2019 of our credit student population.
 - Our number of unknown/unreported has increased by +58 students (or 10.5%).
 - Within smaller groups, there may be higher % change.
- Online instruction has increased over last year (online credits up 2.6%), while credits at other locations are down compared to last year.
- For student geography, we have included the top 10 towns and top 36 high schools.
- Enrollment dashboard
- Enrollment by town for all credit and noncredit students
- Enrollment by major: details by gender, race/ethnicity, and other demographics

Trend Data.....22

- Fall enrollment by program (Fall 2015-Fall 2019); grand total includes secondary majors.
- Fall credit headcount (2000-2019)
- Combined credits Fall/Spring (AY2000-AY2019)

2019 Graduates26

A total of 895 graduates earned 928 awards in FY1819: 801 associate degrees and 127 certificates.

- Degrees & certificates by program (2010-2019)
- Historical graduates by program (2010-2019)
- Graduate demographics

Glossary of Terms31

Massasoit Community College

Credit Enrollment--Fall Terms	2015			2016			2017			2018			2019			1-Yr Change
<i>Preliminary Data as of the Fall Census/Freeze</i>	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	
Enrollment Status																
Full-time	1,654	1,567	3,221	1,629	1,487	3,116	1,505	1,451	2,956	1,334	1,318	2,652	1,222	1,273	2,495	-5.9%
Part-time	1,700	2,716	4,416	1,658	2,697	4,355	1,628	2,570	4,198	1,640	2,703	4,343	1,474	2,668	4,142	-4.6%
Total	3,354	4,283	7,637	3,287	4,184	7,471	3,133	4,021	7,154	2,974	4,021	6,995	2,696	3,941	6,637	-5.1%
Student Type																
First-Time (degree/certificate)	886	811	1,697	847	781	1,628	716	691	1,407	654	696	1,350	631	675	1,306	-3.3%
Transfers (degree/certificate)	185	324	509	183	259	442	210	294	504	203	334	537	185	254	439	-18.2%
High School (all/nondegree)*	89	119	208	135	167	302	188	230	418	202	283	485	187	281	468	-3.5%
New Nondegree (other)	128	210	338	97	215	312	91	199	290	100	166	266	109	263	372	39.8%
<i>Total New</i>	<i>1,288</i>	<i>1,464</i>	<i>2,752</i>	<i>1,262</i>	<i>1,422</i>	<i>2,684</i>	<i>1,205</i>	<i>1,414</i>	<i>2,619</i>	<i>1,159</i>	<i>1,479</i>	<i>2,638</i>	<i>1,112</i>	<i>1,473</i>	<i>2,585</i>	<i>-2.0%</i>
Continuing (includes readmits)	2,066	2,819	4,885	2,025	2,762	4,787	1,928	2,607	4,535	1,815	2,542	4,357	1,584	2,468	4,052	-7.0%
Total	3,354	4,283	7,637	3,287	4,184	7,471	3,133	4,021	7,154	2,974	4,021	6,995	2,696	3,941	6,637	-5.1%
<i>*All High School Students are counted as New for purposes of this report.</i>																
Race/Ethnicity																
American Indian/Alaskan Native	16	12	28	6	9	15	10	10	20	13	12	25	6	10	16	-36.0%
Asian/Pacific Islander	56	65	121	71	80	151	61	75	136	68	76	144	61	57	118	-18.1%
Black, Non-Hispanic	496	555	1,051	461	569	1,030	330	465	795	341	485	826	297	457	754	-8.7%
Cape Verdean	186	325	511	184	327	511	225	393	618	228	412	640	193	418	611	-4.5%
Haitian	231	304	535	232	274	506	285	345	630	313	417	730	264	376	640	-12.3%
Hispanic	220	357	577	222	338	560	218	322	540	216	326	542	199	319	518	-4.4%
Two or More Races	102	141	243	85	111	196	113	132	245	107	140	247	87	130	217	-12.1%
<i>Subtotal Race/Ethnicity above</i>	<i>1,307</i>	<i>1,759</i>	<i>3,066</i>	<i>1,261</i>	<i>1,708</i>	<i>2,969</i>	<i>1,242</i>	<i>1,742</i>	<i>2,984</i>	<i>1,286</i>	<i>1,868</i>	<i>3,154</i>	<i>1,107</i>	<i>1,767</i>	<i>2,874</i>	<i>-8.9%</i>
<i>% Students of Color</i>	<i>41.6%</i>	<i>43.4%</i>	<i>42.6%</i>	<i>41.5%</i>	<i>43.8%</i>	<i>42.8%</i>	<i>43.6%</i>	<i>46.7%</i>	<i>45.3%</i>	<i>47.5%</i>	<i>50.4%</i>	<i>49.2%</i>	<i>45.6%</i>	<i>49.6%</i>	<i>47.9%</i>	<i>-2.5%</i>
White	1,838	2,292	4,130	1,778	2,194	3,972	1,608	1,988	3,596	1,423	1,839	3,262	1,322	1,798	3,120	-4.4%
Non-Resident/Temporary Visa	22	15	37	17	20	37	9	19	28	10	18	28	13	21	34	21.4%
Unknown	187	217	404	231	262	493	274	272	546	255	296	551	254	355	609	10.5%
Total	3,354	4,283	7,637	3,287	4,184	7,471	3,133	4,021	7,154	2,974	4,021	6,995	2,696	3,941	6,637	-5.1%
Average Age																
Full-time	21.8	23.1	22.4	21.8	23.1	22.4	22.1	22.9	22.5	21.9	22.4	22.2	21.8	22.0	21.9	-0.3
Part-time	26.2	29.0	27.9	25.8	28.8	27.7	25.2	28.6	27.2	25.4	28.2	27.1	25.4	28.4	27.3	0.2
All	24.0	26.8	25.6	23.8	26.8	25.5	23.7	26.5	25.3	23.8	26.3	25.3	23.7	26.4	25.3	0.1
By Campus (Taking Any Credit Course(s))																
Brockton	2,694	3,504	6,198	2,586	3,412	5,998	2,468	3,239	5,707	2,296	3,148	5,444	2,055	3,039	5,094	-6.4%
Canton	694	629	1,323	671	606	1,277	528	621	1,149	575	539	1,114	511	574	1,085	-2.6%
Middleborough	153	212	365	197	209	406	199	188	387	176	202	378	170	166	336	-11.1%
Online	881	639	1,520	671	976	1,647	709	1,007	1,716	724	1,072	1,796	792	1,133	1,925	7.2%
<i>Figures above are duplicated counts as students take courses at more than one location.</i>																
Total Credits/FTEs	71,169	4,744.6 FTEs		69,042	4,602.8 FTEs		66,140	4,409.3 FTEs		62,702	4,180.1 FTEs		59,194	3,946.3 FTEs		-5.6%
Brockton (includes other locations)	51,915	3,461.0 FTEs		48,608	3,240.5 FTEs		45,930	3,062.0 FTEs		42,652	2,843.5 FTEs		40,164	2,677.6 FTEs		-5.8%
Canton	10,102	673.5 FTEs		10,209	680.6 FTEs		9,068	604.5 FTEs		8,880	592.0 FTEs		8,291	552.7 FTEs		-6.6%
Middleborough	2,338	155.9 FTEs		2,833	188.9 FTEs		2,933	195.5 FTEs		2,633	175.5 FTEs		1,984	132.3 FTEs		-24.6%
Online	6,814	454.3 FTEs		7,392	492.8 FTEs		8,209	547.3 FTEs		8,537	569.1 FTEs		8,755	583.7 FTEs		2.6%

Massasoit Community College

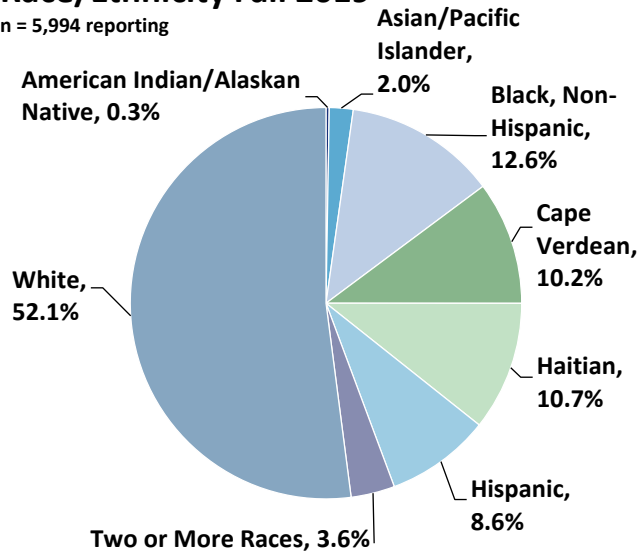
Credit Enrollment--Fall Terms <i>Preliminary Data as of the Fall Freeze</i>	2015			2016			2017			2018			2019		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
Total	3,354	4,283	7,637	3,287	4,184	7,471	3,133	4,021	7,154	2,974	4,021	6,995	2,696	3,941	6,637
Gender															
Male			43.9%			44.0%			43.8%			42.5%			40.6%
Female			56.1%			56.0%			56.2%			57.5%			59.4%
Enrollment Status															
Full-time	49.3%	36.6%	42.2%	49.6%	35.5%	41.7%	48.0%	36.1%	41.3%	44.9%	32.8%	37.9%	45.3%	32.3%	37.6%
Part-time	50.7%	63.4%	57.8%	50.4%	64.5%	58.3%	52.0%	63.9%	58.7%	55.1%	67.2%	62.1%	54.7%	67.7%	62.4%
Student Type															
First-Time (degree/certificate)	26.4%	18.9%	22.2%	25.8%	18.7%	21.8%	22.9%	17.2%	19.7%	22.0%	17.3%	19.3%	23.4%	17.1%	19.7%
Transfers (degree/certificate)	5.5%	7.6%	6.7%	5.6%	6.2%	5.9%	6.7%	7.3%	7.0%	6.8%	8.3%	7.7%	6.9%	6.4%	6.6%
High School (all/nondegree)	2.7%	2.8%	2.7%	4.1%	4.0%	4.0%	6.0%	5.7%	5.8%	6.8%	7.0%	6.9%	6.9%	7.1%	7.1%
New Nondegree (other)	3.8%	4.9%	4.4%	3.0%	5.1%	4.2%	2.9%	4.9%	4.1%	3.4%	4.1%	3.8%	4.0%	6.7%	5.6%
<i>Total New</i>	<i>38.4%</i>	<i>34.2%</i>	<i>36.0%</i>	<i>38.4%</i>	<i>34.0%</i>	<i>35.9%</i>	<i>38.5%</i>	<i>35.2%</i>	<i>36.6%</i>	<i>39.0%</i>	<i>36.8%</i>	<i>37.7%</i>	<i>41.2%</i>	<i>37.4%</i>	<i>38.9%</i>
Continuing (includes readmits)	61.6%	65.8%	64.0%	61.6%	66.0%	64.1%	61.5%	64.8%	63.4%	61.0%	63.2%	62.3%	58.8%	62.6%	61.1%
Race/Ethnicity															
American Indian/Alaskan Native	0.5%	0.3%	0.4%	0.2%	0.2%	0.2%	0.3%	0.2%	0.3%	0.4%	0.3%	0.4%	0.2%	0.3%	0.2%
Asian/Pacific Islander	1.7%	1.5%	1.6%	2.2%	1.9%	2.0%	1.9%	1.9%	1.9%	2.3%	1.9%	2.1%	2.3%	1.4%	1.8%
Black, Non-Hispanic	14.8%	13.0%	13.8%	14.0%	13.6%	13.8%	10.5%	11.6%	11.1%	11.5%	12.1%	11.8%	11.0%	11.6%	11.4%
Cape Verdean	5.5%	7.6%	6.7%	5.6%	7.8%	6.8%	7.2%	9.8%	8.6%	7.7%	10.2%	9.1%	7.2%	10.6%	9.2%
Haitian	6.9%	7.1%	7.0%	7.1%	6.5%	6.8%	9.1%	8.6%	8.8%	10.5%	10.4%	10.4%	9.8%	9.5%	9.6%
Hispanic	6.6%	8.3%	7.6%	6.8%	8.1%	7.5%	7.0%	8.0%	7.5%	7.3%	8.1%	7.7%	7.4%	8.1%	7.8%
Two or More Races	3.0%	3.3%	3.2%	2.6%	2.7%	2.6%	3.6%	3.3%	3.4%	3.6%	3.5%	3.5%	3.2%	3.3%	3.3%
White	54.8%	53.5%	54.1%	54.1%	52.4%	53.2%	51.3%	49.4%	50.3%	47.8%	45.7%	46.6%	49.0%	45.6%	47.0%
Non-Resident/Temporary Visa	0.7%	0.4%	0.5%	0.5%	0.5%	0.5%	0.3%	0.5%	0.4%	0.3%	0.4%	0.4%	0.5%	0.5%	0.5%
Unknown	5.6%	5.1%	5.3%	7.0%	6.3%	6.6%	8.7%	6.8%	7.6%	8.6%	7.4%	7.9%	9.4%	9.0%	9.2%
Total (All Credit Students)	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
% Students of Color (of Known)	41.6%	43.4%	42.6%	41.5%	43.8%	42.8%	43.6%	46.7%	45.3%	47.5%	50.4%	49.2%	45.6%	49.6%	47.9%
Age Ranges															
21 & Younger	55.5%	41.3%	47.5%	56.3%	41.7%	48.1%	58.1%	42.9%	49.5%	55.9%	44.2%	49.2%	56.3%	43.5%	48.7%
22-29	28.1%	30.3%	29.3%	28.0%	30.0%	29.1%	26.6%	29.7%	28.4%	28.3%	28.1%	28.2%	27.3%	28.5%	28.0%
30-39	10.0%	16.0%	13.4%	9.4%	16.2%	13.2%	9.3%	15.4%	12.8%	9.8%	16.4%	13.6%	11.1%	16.9%	14.6%
40-49	4.1%	8.0%	6.3%	4.3%	7.7%	6.2%	3.6%	7.9%	6.0%	3.6%	7.6%	5.9%	2.8%	7.3%	5.5%
50 & Older	2.3%	4.4%	3.5%	2.0%	4.5%	3.4%	2.4%	4.0%	3.3%	2.5%	3.7%	3.2%	2.5%	3.8%	3.3%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
By Campus (Taking Any Credit Course(s))															
Brockton	80.3%	81.8%	81.2%	78.7%	81.5%	80.3%	78.8%	80.6%	79.8%	77.2%	78.3%	77.8%	76.2%	77.1%	76.8%
Canton	20.7%	14.7%	17.3%	20.4%	14.5%	17.1%	16.9%	15.4%	16.1%	19.3%	13.4%	15.9%	19.0%	14.6%	16.3%
Middleborough	4.6%	4.9%	4.8%	6.0%	5.0%	5.4%	6.4%	4.7%	5.4%	5.9%	5.0%	5.4%	6.3%	4.2%	5.1%
Online	26.3%	14.9%	19.9%	20.4%	23.3%	22.0%	22.6%	25.0%	24.0%	24.3%	26.7%	25.7%	29.4%	28.7%	29.0%
<i>Figures above are > 100% as students take courses at more than one location.</i>															
Total Credits/FTEs															
Brockton (includes other locations)		72.9%			70.4%			69.4%			68.0%			67.9%	
Canton		14.2%			14.8%			13.7%			14.2%			14.0%	
Middleborough		3.3%			4.1%			4.4%			4.2%			3.4%	
Online		9.6%			10.7%			12.4%			13.6%			14.8%	

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%

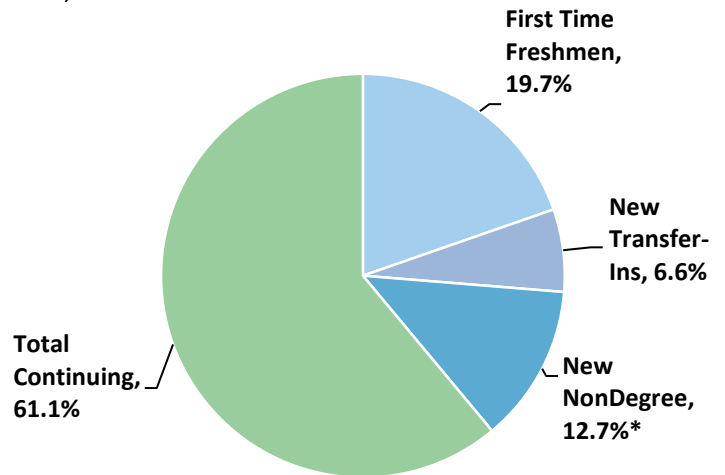
Race/Ethnicity Fall 2019

n = 5,994 reporting



Student Type Fall 2019

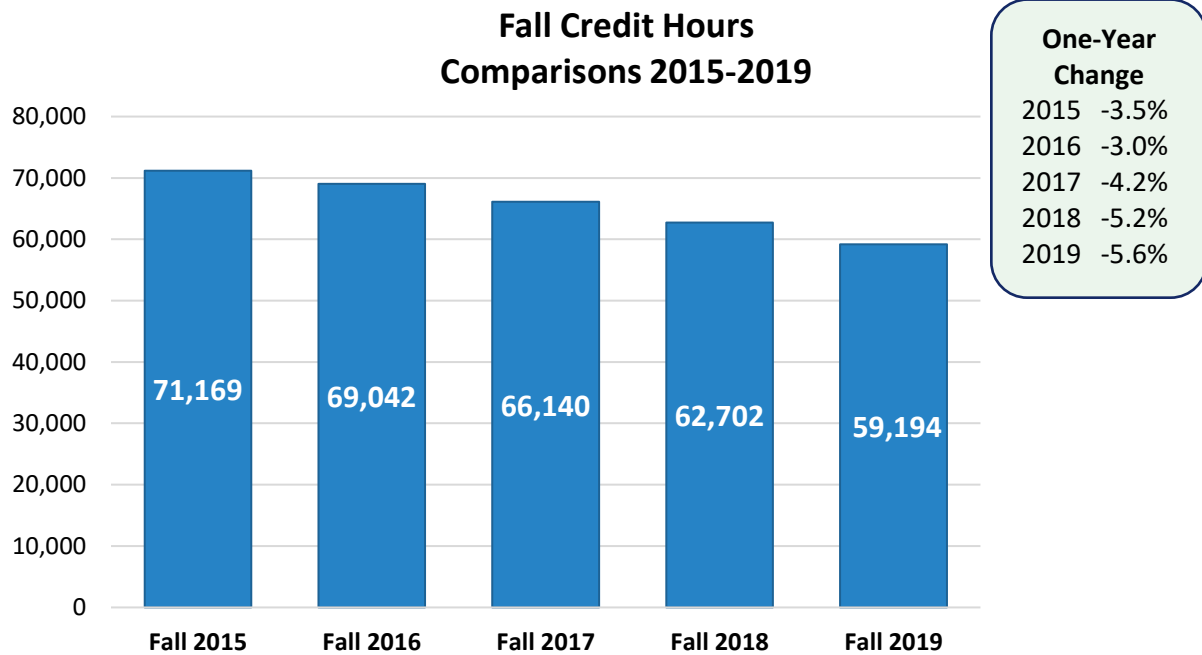
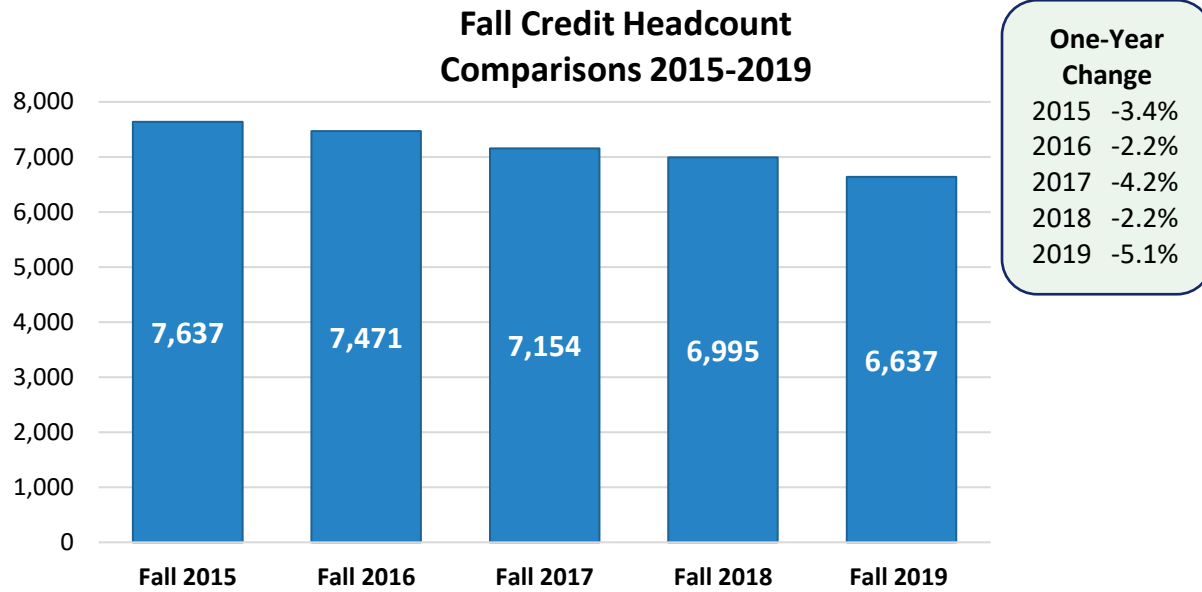
n = 6,637



*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%

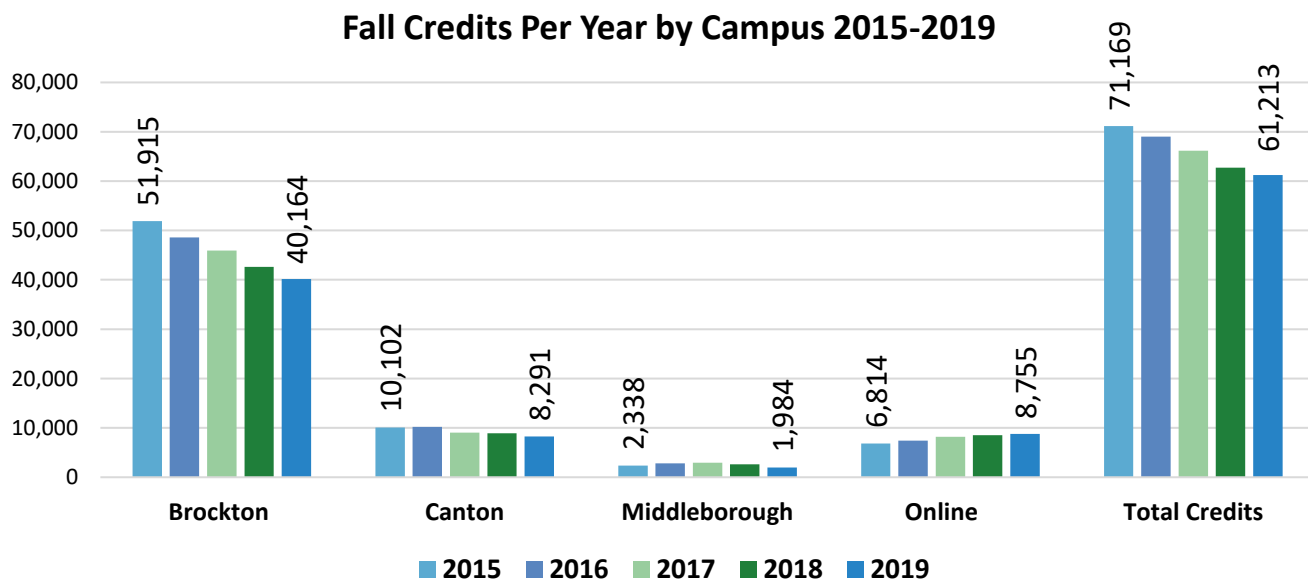
Top Towns, Fall 2019 Credit Students			
Rank	Town	Heads	% Enrollment
1	Brockton	2,070	31.2%
2	Randolph	368	5.5%
3	Stoughton	253	3.8%
4	Weymouth	218	3.3%
5	Middleborough	213	3.2%
6	Taunton	190	2.9%
7	Whitman	172	2.6%
8	Boston	170	2.6%
9	Bridgewater	160	2.4%
10	Abington	144	2.2%



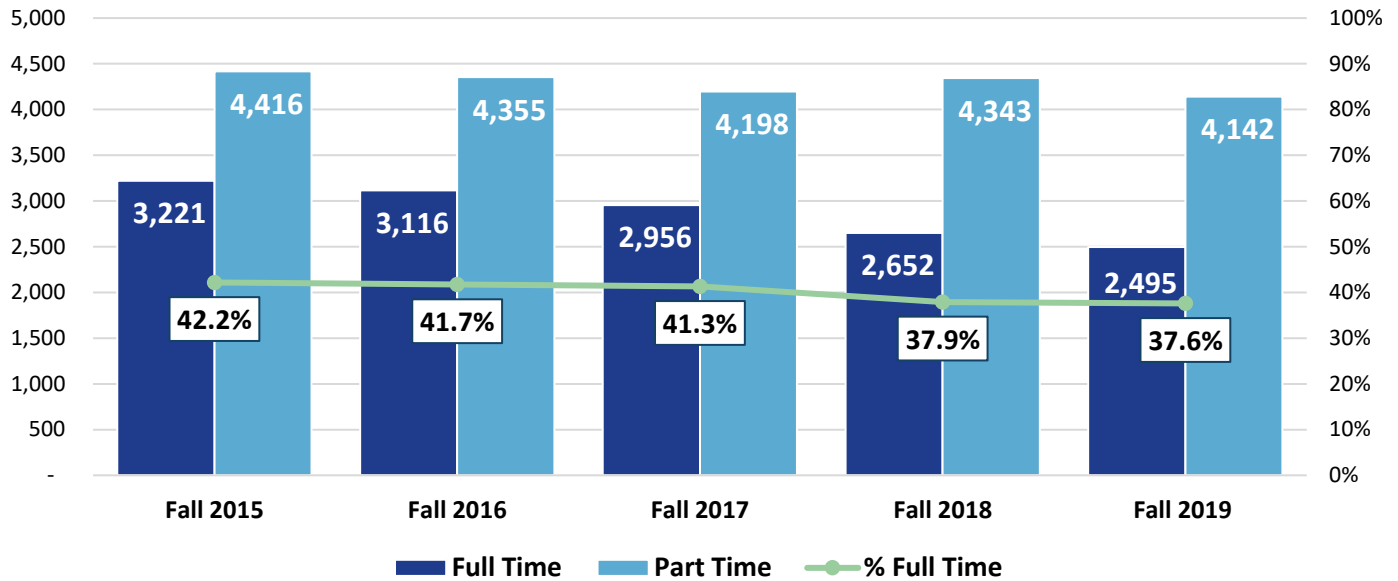
Fall Credit Students Headcount by Campus						
		2015	2016	2017	2018	2019
Brockton	Students	6,198	5,998	5,707	5,444	5,094
	% of All	81.2%	80.3%	79.8%	77.8%	76.8%
Canton	Students	1,323	1,277	1,149	1,114	1,085
	% of All	17.3%	17.1%	16.1%	15.9%	16.3%
Middleborough	Students	365	406	387	378	336
	% of All	4.8%	5.4%	5.4%	5.4%	5.1%
Online	Students	1,520	1,647	1,716	1,796	1,925
	% of All	19.9%	22.0%	24.0%	25.7%	29.0%
Total Credit Students		7,637	7,471	7,154	6,995	6,637

*Duplicate counts and percentages are greater than 100% as students can take courses at more than one location/online. (Brockton includes other/offsite instruction.)

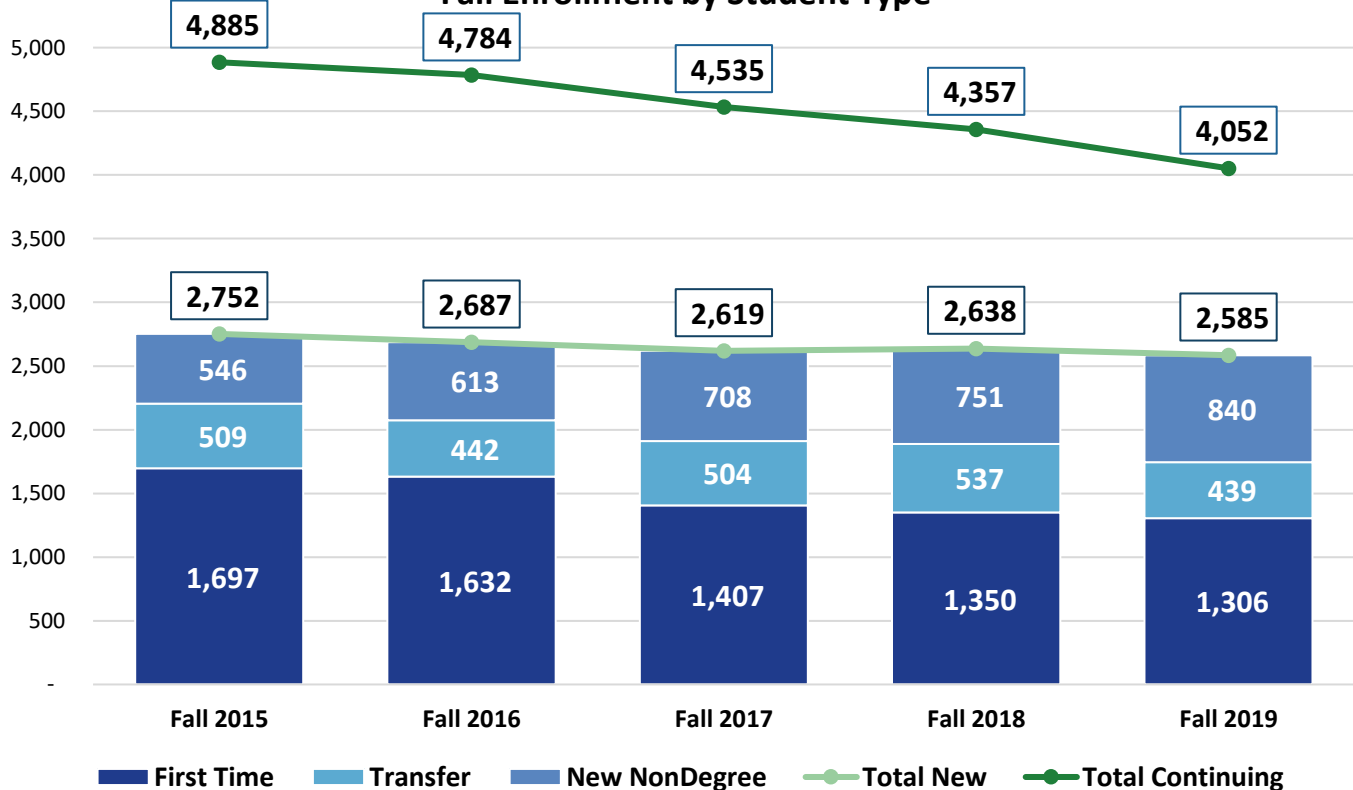
Fall Credits by Campus						
		2015	2016	2017	2018	2019
Brockton	Credits	51,915	48,608	45,930	42,652	40,164
	% of All	72.9%	70.4%	69.4%	68.0%	65.6%
Canton	Credits	10,102	10,209	9,068	8,880	8,291
	% of All	14.2%	14.8%	13.7%	14.2%	13.5%
Middleborough	Credits	2,338	2,833	2,933	2,633	1,984
	% of All	3.3%	4.1%	4.4%	4.2%	3.2%
Online	Credits	6,814	7,392	8,209	8,537	8,755
	% of All	9.6%	10.7%	12.4%	13.6%	14.3%
Total Credits		71,169	69,042	66,140	62,702	61,213



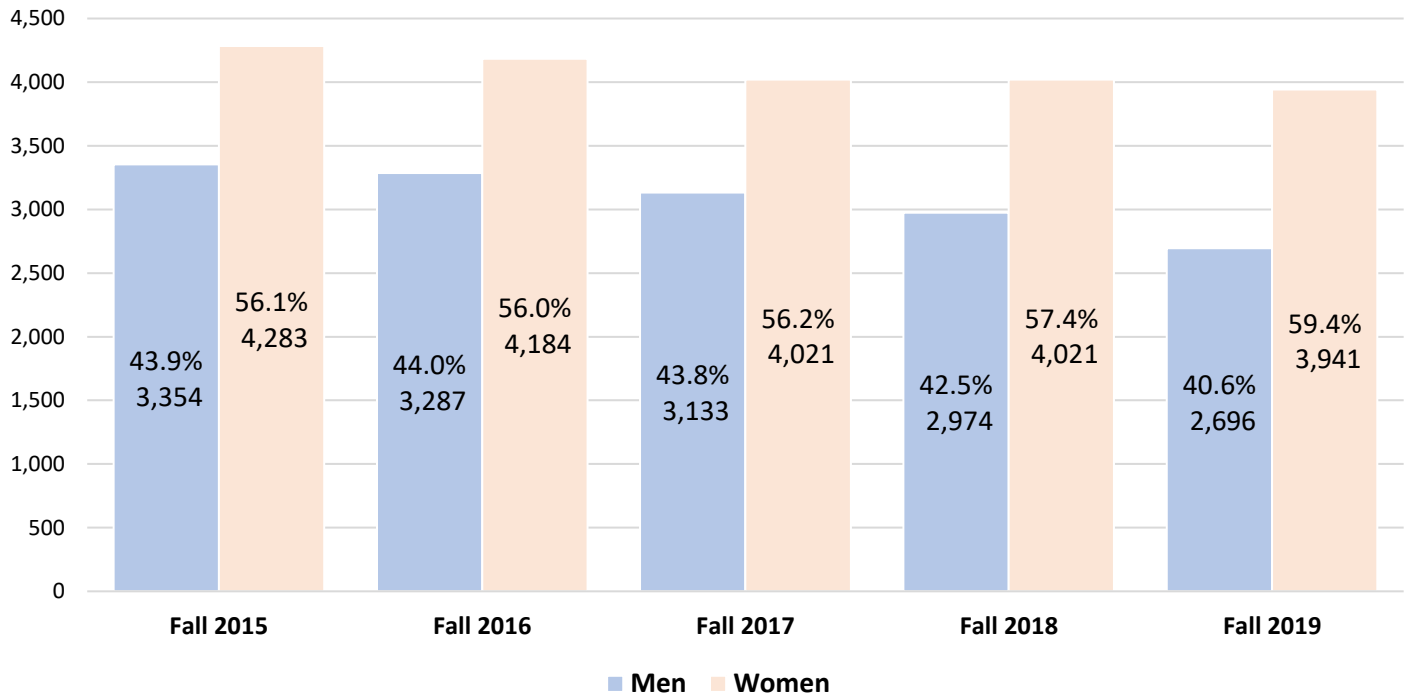
Fall Credit Students Full Time/Part Time and Full Time Percentage



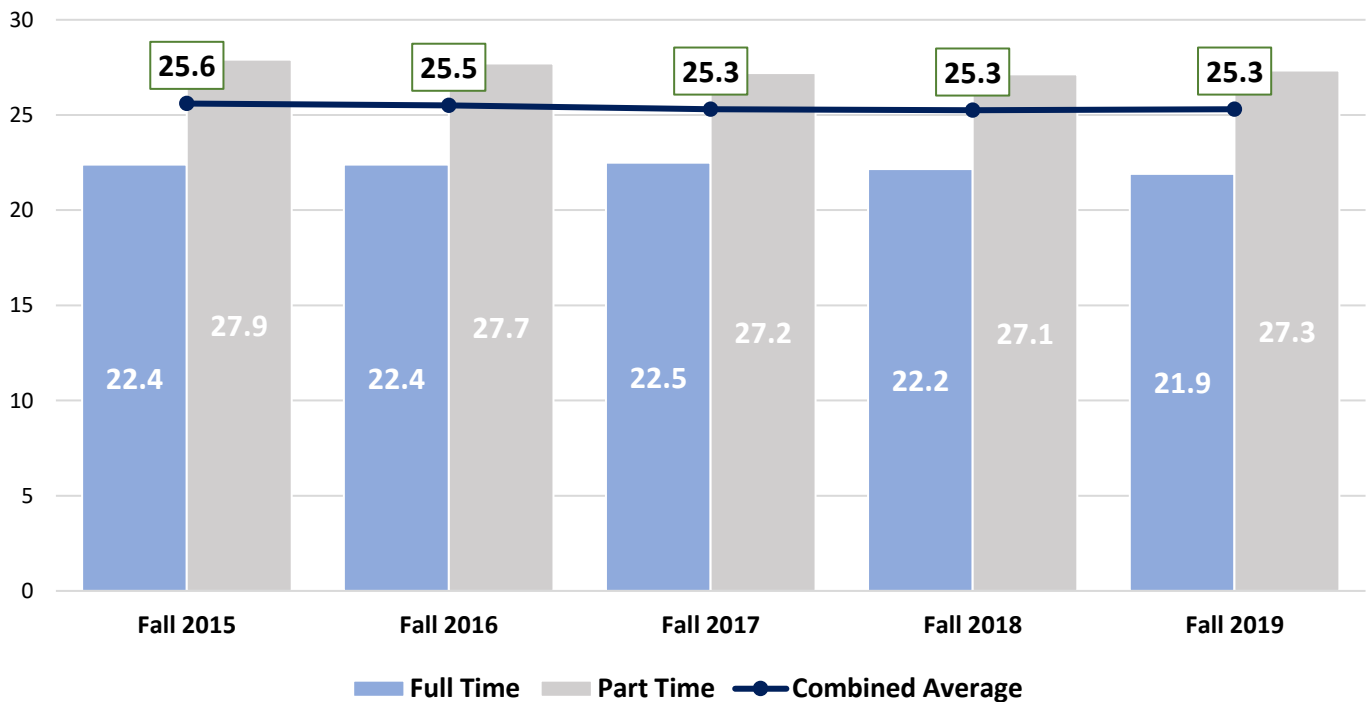
Fall Enrollment by Student Type



Fall Credit Students by Gender (Count and Percentage) by Year

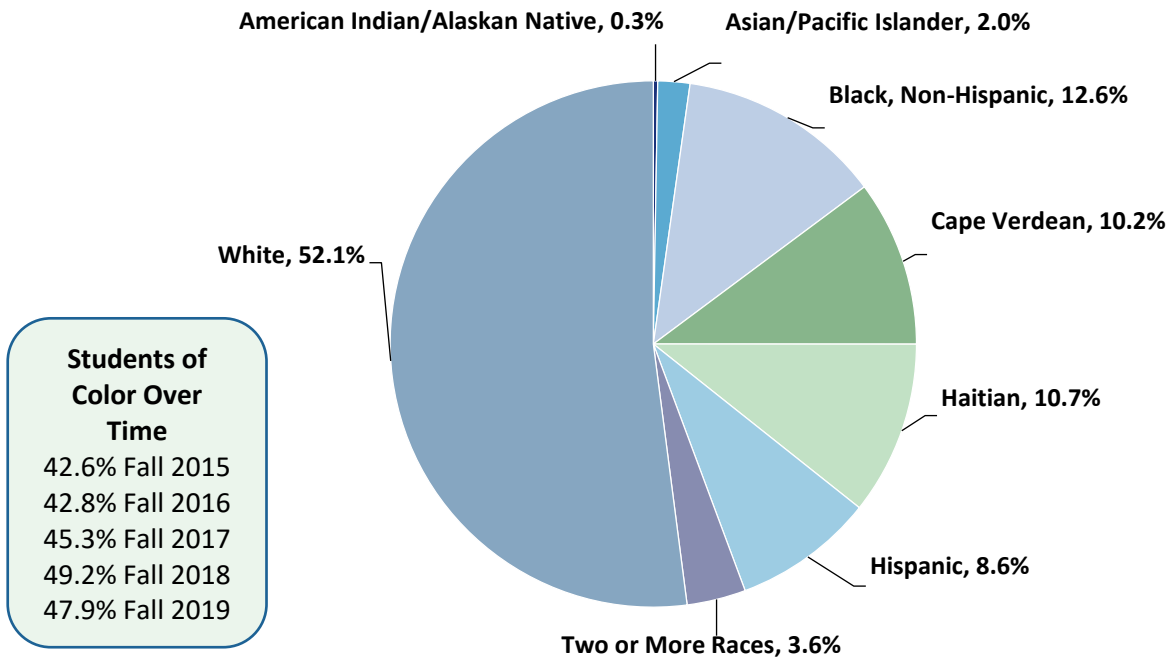


Fall Credit Students Average Age (Full/Part Time) by Year

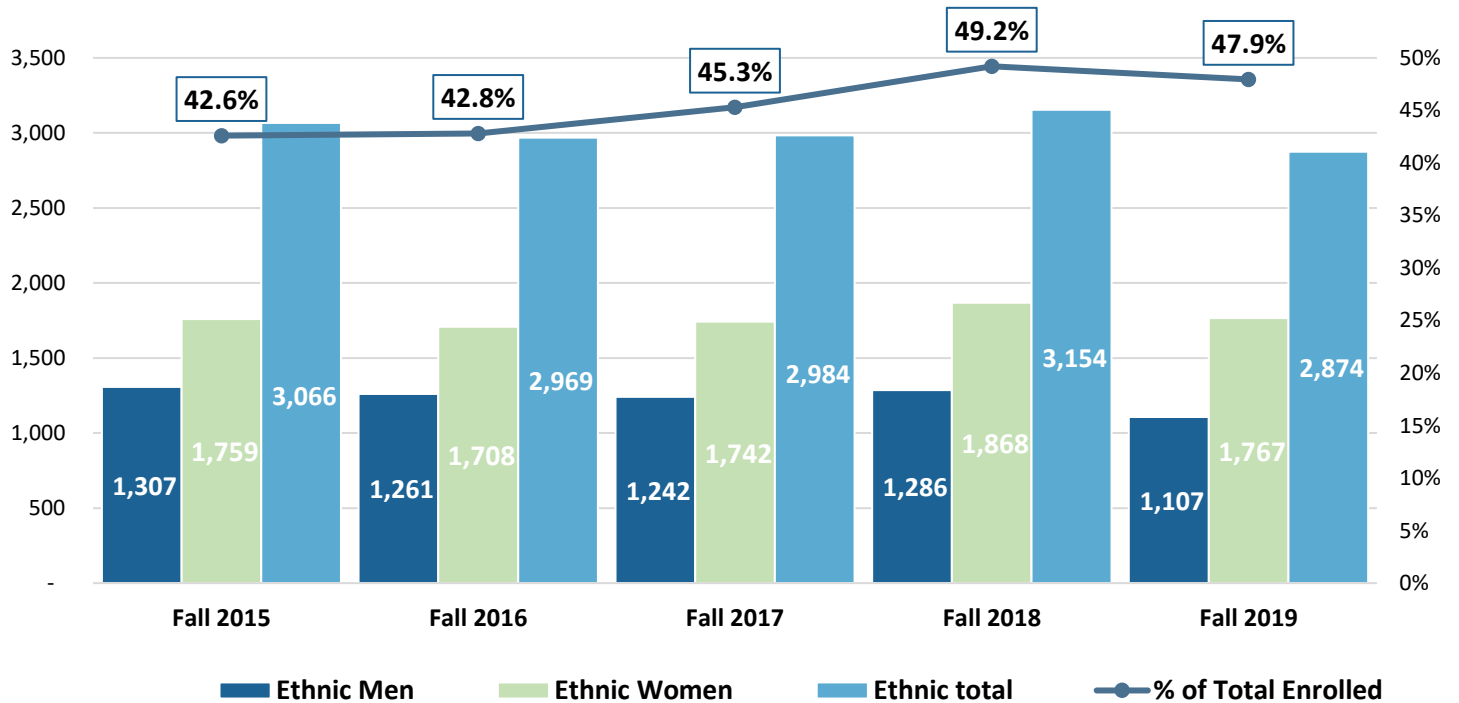


Race/Ethnicity Fall 2019

n = 5,994



Students of Color by Gender and Percent of Total Enrolled



Massasoit Community College

Top Towns, Fall 2019 Credit Students					
2019				Ranked Order, Previous Years	
Rank	Town	Heads	% Enrollment	2018	2017
1	Brockton	2,070	31.2%	1	1
2	Randolph	368	5.5%	2	2
3	Stoughton	253	3.8%	3	5
4	Weymouth	218	3.3%	4	4
5	Middleborough	213	3.2%	5	3
6	Taunton	190	2.9%	7	7
7	Whitman	172	2.6%	8	8
8	Boston	170	2.6%	9	9
9	Bridgewater	160	2.4%	6	6
10	Abington	144	2.2%	10	11

Top High Schools, Fall 2019 Credit Students*					
Brockton	1048	18.4%	Canton	60	1.1%
Southeastern Regional Vocational	214	3.8%	Taunton	60	1.1%
Weymouth	190	3.3%	Norwood	58	1.0%
Whitman-Hanson	183	3.2%	Marshfield	57	1.0%
Stoughton	169	3.0%	Carver	54	0.9%
Bridgewater-Raynham	135	2.4%	Holbrook	54	0.9%
Blue Hills Regional Vocational	126	2.2%	Pembroke	52	0.9%
Randolph	115	2.0%	Edison Academy	50	0.9%
Middleborough	105	1.8%	Hanover	48	0.8%
Braintree	87	1.5%	Foxborough	45	0.8%
South Shore Vocational	80	1.4%	Mansfield	42	0.7%
Rockland	76	1.3%	West Bridgewater	40	0.7%
Oliver Ames	75	1.3%	Walpole	39	0.7%
Bristol-Plymouth Regional Vocational	71	1.2%	Avon	37	0.7%
Abington	68	1.2%	Norfolk County Agricultural	37	0.7%
East Bridgewater	66	1.2%	Dedham	35	0.6%
Cardinal Spellman	62	1.1%	Quincy	34	0.6%
Silver Lake	62	1.1%	Plymouth North	32	0.6%

*% of the 5,686 credit students with high schools on record
 4.0% presented GED/HiSET; 7.0% are from foreign high schools

Forecasted Enrollment			Enrollment To Budget Projection		Prior Year Enrollment to Census		Year to Year Comparison		
	Fall 2019 Forecasts		Fall 2019 Projections		Fall 2018 Census		Fall 2018	Fall 2019	
	Goal	% of Goal	Goal	% of Goal	(Day 15)	% of Census	09/19/18	09/18/19	Change
Total Headcount and Credits									
Headcount	6,556	101.2%	6,556	101.2%	6,995	100.0%	6,995	6,637	-5.1%
Credits	58,744	100.8%	58,744	100.8%	62,702	100.0%	62,702	59,194	-5.6%
Headcount by Student Type									
New*	2,540	101.6%	2,540	101.6%	2,638	99.8%	2,634	2,581	-2.0%
Matriculated	--	--	--	--	--	--	1,886	1,742	-7.6%
NonMatriculated	--	--	--	--	--	--	748	839	12.2%
Continuing	4,016	101.0%	4,016	101.0%	4,357	100.1%	4,360	4,056	-7.0%

Credits and Headcount by Campus						
Credits				Headcount***		
	Fall 2018 09/19/18	Fall 2019 09/18/19	Change	Fall 2018 09/19/18	Fall 2019 09/18/19	Change
Brockton	42,637	40,164	-5.8%	5,265	4,934	-6.3%
Canton	8,880	8,291	-6.6%	1,122	1,085	-3.3%
Middleborough	2,633	1,984	-24.6%	378	336	-11.1%
Online**	8,537	8,755	2.6%	1,620	1,695	4.6%
Other**	15	0	-100.0%	5	0	-100.0%
Total	62,702	59,194	-5.6%			

Other Headcounts			
Headcount by Enrollment Status			
	Fall 2018 09/19/18	Fall 2019 09/18/19	Change
Full-time	2,652	2,495	-5.9%
Part-time	4,343	4,142	-4.6%
Headcount by Matriculation Status			
Matriculated	5,820	5,392	-7.4%
NonMatriculated	690	777	12.6%
High School	484	468	-3.3%

NOTES:
 *New Students are defined as those who are New to Massasoit, First Time Freshmen, Transfers, and High School students.

**For the purposes of this report, Online and Other credits/students (Bridgewater/Raynham and Plymouth) are separated from the Brockton count.

***Students who are enrolled at multiple campuses are counted in each location where they take a course, resulting in a duplicated headcount.

Grand Total: Credit and Noncredit Students by Home Campus																
	Brockton Credit			Canton Credit			Middleborough Credit			Online Credit			Noncredit ONLY*			All Students
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	
Abington	49	68	117	3	2	5	1	1	2	2	18	20	3	5	8	152
Acushnet	0	1	1	1	0	1	0	0	0	0	0	0	0	0	0	2
Arlington	1	0	1	0	0	0	0	0	0	0	0	0	1	0	1	2
Ashland	0	1	1	0	2	2	0	0	0	0	0	0	0	0	0	3
Attleboro	9	8	17	2	3	5	0	0	0	2	3	5	6	1	7	34
Avon	17	27	44	1	1	2	0	0	0	0	1	1	1	1	2	49
Barnstable	4	1	5	0	1	1	2	0	2	1	0	1	1	0	1	10
Bellingham	1	3	4	3	0	3	0	0	0	0	1	1	0	0	0	8
Berkley	5	6	11	0	0	0	0	0	0	0	1	1	0	3	3	15
Billerica	0	0	0	0	0	0	0	0	0	0	1	1	0	1	1	2
Blackstone	0	3	3	3	0	3	0	0	0	1	0	1	0	0	0	7
Boston	37	57	94	16	28	44	0	0	0	9	23	32	4	7	11	181
Bourne	0	5	5	1	0	1	3	1	4	0	3	3	2	1	3	16
Braintree	36	39	75	15	17	32	0	0	0	6	9	15	2	9	11	133
Brewster	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	1
Bridgewater	57	69	126	4	6	10	4	4	8	5	11	16	2	9	11	171
Brockton	673	1,172	1,845	52	51	103	1	2	3	34	85	119	43	127	170	2,240
Brookline	2	0	2	1	0	1	0	0	0	0	1	1	0	0	0	4
Burlington	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Cambridge	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Canton	22	31	53	33	30	63	3	0	3	3	7	10	2	3	5	134
Carver	16	21	37	2	5	7	11	9	20	0	2	2	0	1	1	67
Chatham	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	1
Cohasset	1	5	6	1	0	1	0	0	0	0	2	2	0	0	0	9
Concord	0	0	0	1	0	1	0	0	0	0	0	0	0	1	1	2
Danvers	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	1
Dartmouth	2	4	6	0	0	0	1	1	2	0	0	0	1	0	1	9
Dedham	11	8	19	12	15	27	1	0	1	3	7	10	1	0	1	58
Dennis	0	1	1	0	1	1	0	0	0	0	0	0	0	0	0	2
Dennisport	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Dighton	2	2	4	0	0	0	0	1	1	0	1	1	1	1	2	8
Douglas	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Dracut	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Duxbury	4	8	12	0	1	1	0	0	0	0	3	3	0	0	0	16

Grand Total: Credit and Noncredit Students by Home Campus																
	Brockton Credit			Canton Credit			Middleborough Credit			Online Credit			Noncredit ONLY*			All Students
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	
East Bridgewater	39	60	99	2	4	6	1	1	2	2	8	10	3	4	7	124
Easton	43	65	108	9	6	15	1	0	1	10	10	20	4	7	11	155
Everett	0	1	1	0	0	0	0	0	0	0	1	1	0	0	0	2
Fairhaven	2	2	4	1	0	1	1	1	2	0	3	3	0	0	0	10
Fall River	13	15	28	3	1	4	0	1	1	5	3	8	2	5	7	48
Falmouth	0	3	3	0	0	0	2	0	2	0	0	0	1	0	1	6
Fitchburg	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Foxborough	26	26	52	5	6	11	0	0	0	5	8	13	0	0	0	76
Framingham	2	1	3	1	0	1	0	0	0	1	0	1	0	0	0	5
Franklin	1	4	5	4	2	6	1	0	1	1	1	2	1	1	2	16
Freetown	5	2	7	0	0	0	0	0	0	0	2	2	2	0	2	11
Halifax	15	17	32	4	1	5	1	3	4	2	5	7	0	3	3	51
Hanover	34	33	67	0	4	4	1	2	3	7	3	10	1	0	1	85
Hanson	38	46	84	0	1	1	0	0	0	1	7	8	1	3	4	97
Haverhill	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Hingham	5	11	16	1	5	6	0	0	0	5	2	7	1	1	2	31
Holbrook	34	59	93	4	7	11	0	0	0	3	5	8	3	2	5	117
Holliston	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	2
Hopkinton	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	1
Hull	4	7	11	0	0	0	1	0	1	3	1	4	0	0	0	16
Ipswich	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	1
Kingston	15	15	30	1	2	3	1	2	3	1	6	7	1	1	2	45
Lakeville	3	13	16	1	3	4	3	2	5	2	5	7	2	5	7	39
Lawrence	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1
Lowell	0	1	1	0	0	0	0	0	0	0	0	0	0	1	1	2
Lynn	2	0	2	1	0	1	0	0	0	1	0	1	0	0	0	4
Malden	1	0	1	0	0	0	0	0	0	0	2	2	0	0	0	3
Mansfield	21	20	41	9	5	14	0	0	0	2	6	8	2	2	4	67
Marion	0	2	2	0	0	0	1	0	1	0	0	0	0	0	0	3
Marlborough	1	0	1	0	0	0	0	0	0	0	1	1	0	0	0	2
Marshfield	22	30	52	1	2	3	1	1	2	4	9	13	2	1	3	73
Mashpee	0	1	1	0	1	1	0	0	0	0	0	0	1	1	2	4
Mattapoisett	1	0	1	0	0	0	1	0	1	0	2	2	0	0	0	4
Medfield	0	3	3	1	3	4	0	0	0	0	1	1	0	0	0	8

Grand Total: Credit and Noncredit Students by Home Campus																
	Brockton Credit			Canton Credit			Middleborough Credit			Online Credit			Noncredit ONLY*			All Students
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	
Medford	0	0	0	1	1	2	0	0	0	1	1	2	0	0	0	4
Medway	2	1	3	1	0	1	0	0	0	0	0	0	1	0	1	5
Melrose	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	1
Mendon	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Middleborough	42	63	105	2	4	6	45	36	81	5	16	21	3	4	7	220
Milford	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	2
Millbury	0	1	1	1	0	1	0	0	0	0	0	0	0	0	0	2
Millis	0	1	1	0	0	0	0	0	0	1	2	3	1	0	1	5
Millville	0	1	1	1	0	1	0	0	0	0	0	0	0	0	0	2
Milton	5	6	11	5	10	15	0	0	0	2	2	4	1	2	3	33
Natick	0	2	2	1	1	2	0	0	0	0	0	0	0	0	0	4
Needham	0	1	1	1	0	1	0	0	0	2	1	3	1	1	2	7
New Bedford	13	23	36	2	1	3	4	6	10	0	5	5	1	3	4	58
Newton	1	0	1	0	0	0	0	0	0	1	1	2	0	0	0	3
Norfolk	4	2	6	0	2	2	1	0	1	1	0	1	0	0	0	10
North Attleborough	6	5	11	4	4	8	1	0	1	1	0	1	0	1	1	22
North Reading	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	1
Northbridge	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	1
Norton	14	12	26	3	4	7	2	2	4	0	6	6	1	0	1	44
Norwell	4	8	12	0	4	4	0	0	0	3	1	4	0	0	0	20
Norwood	10	21	31	20	16	36	0	0	0	4	7	11	2	5	7	85
Paxton	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Pembroke	39	37	76	3	0	3	1	1	2	2	4	6	1	1	2	89
Plainville	1	3	4	1	0	1	1	1	2	0	1	1	1	2	3	11
Plymouth	19	30	49	2	3	5	6	10	16	5	6	11	1	3	4	85
Plympton	4	6	10	0	0	0	0	1	1	0	4	4	1	1	2	17
Quincy	18	35	53	4	9	13	1	0	1	7	7	14	3	5	8	89
Randolph	95	140	235	44	57	101	0	1	1	10	21	31	4	15	19	387
Raynham	12	28	40	0	0	0	6	2	8	4	4	8	0	3	3	59
Rehoboth	1	0	1	1	0	1	1	0	1	2	1	3	2	0	2	8
Revere	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	1
Rochester	0	3	3	0	1	1	1	1	2	0	0	0	0	0	0	6
Rockland	34	66	100	5	3	8	2	0	2	3	5	8	0	1	1	119
Sandwich	2	1	3	1	0	1	0	0	0	0	0	0	2	0	2	6

Grand Total: Credit and Noncredit Students by Home Campus																
	Brockton Credit			Canton Credit			Middleborough Credit			Online Credit			Noncredit ONLY*			All Students
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	
Saugus	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	1
Scituate	11	13	24	0	0	0	0	0	0	0	6	6	0	1	1	31
Seekonk	1	1	2	1	0	1	1	0	1	0	1	1	1	0	1	6
Sharon	11	10	21	8	9	17	0	0	0	0	4	4	3	5	8	50
Shrewsbury	0	1	1	0	0	0	0	0	0	0	0	0	0	1	1	2
Somerset	3	2	5	0	0	0	0	1	1	0	0	0	0	1	1	7
Somerville	1	1	2	1	0	1	0	0	0	0	0	0	1	0	1	4
Southbridge	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Stoneham	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Stoughton	74	89	163	29	38	67	0	0	0	7	16	23	19	32	51	304
Swansea	1	0	1	0	0	0	1	0	1	0	1	1	0	1	1	4
Taunton	63	81	144	6	5	11	6	6	12	9	14	23	4	4	8	198
Tyngsboro	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	1
Uxbridge	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Walpole	13	22	35	12	12	24	0	0	0	3	5	8	5	8	13	80
Waltham	0	1	1	1	1	2	0	0	0	0	1	1	0	1	1	5
Wareham	4	5	9	1	0	1	1	5	6	2	1	3	1	0	1	20
Wellesley	0	1	1	1	0	1	0	0	0	0	0	0	0	1	1	3
West Bridgewater	24	30	54	0	2	2	0	0	0	4	5	9	0	1	1	66
West Springfield	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	1
West Tisbury	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Westborough	0	1	1	0	0	0	0	0	0	0	0	0	1	0	1	2
Westfield	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	1
Westport	2	3	5	0	0	0	0	0	0	0	0	0	0	0	0	5
Westwood	3	2	5	3	6	9	0	0	0	3	0	3	1	0	1	18
Weymouth	66	106	172	7	15	22	0	1	1	9	14	23	3	4	7	225
Whitman	53	84	137	6	6	12	0	0	0	10	13	23	3	8	11	183
Worcester	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	1
Wrentham	8	3	11	3	1	4	0	0	0	2	0	2	1	2	3	20
Yarmouth	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Out-of-State	6	7	13	5	2	7	0	1	1	3	5	8	1	0	1	30
Total Credits	1,953	2,947	4,900	389	433	822	124	107	231	231	455	686	170	325	495	7,134

Enrollment Summary by Major/Gender/Ethnicity, Fall 2019 (2020-10)

All Students Enrolled for Credit*

Code	Major Name	Grand Total	Non-resident Alien		American Indian/Alaskan		Asian/Pacific Islander		Black (not Hispanic)		Hispanic		Two or More Races		White (not Hispanic)		Unknown & Other		Total	
			Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
	College Total	6637	13	21	6	10	61	57	754	1251	199	319	87	130	1322	1798	254	355	2696	3941
MNHL	DDS Human Services Certificate	4	0	0	0	0	0	0	1	1	0	0	0	0	0	2	0	0	1	3
DNTA	Dental Assisting	12	0	0	0	0	0	0	0	4	0	0	0	0	1	7	0	0	1	11
MEDA	Medical Assisting	15	0	0	0	0	0	2	0	5	0	0	0	1	1	6	0	0	1	14
NURS	Nursing Education-Day	101	0	0	0	0	1	2	1	19	1	5	1	2	13	50	0	6	17	84
NURE	Nursing Education-Evening	27	0	0	0	0	0	0	1	3	1	2	1	2	5	12	0	0	8	19
NULD	Nursing Education-LPN Day	13	0	0	0	0	0	0	2	5	0	0	0	0	2	4	0	0	4	9
NURL	Nursing Education-LPN Evening	37	0	0	0	0	0	0	3	8	0	2	0	0	0	24	0	0	3	34
PHLE	Phlebotomy Certificate	7	0	0	0	0	0	0	1	1	0	0	0	0	0	4	0	1	1	6
RADT	Radiologic Technology	42	0	0	0	0	0	0	3	1	1	1	1	0	3	31	1	0	9	33
RESP	Respiratory Care	55	0	0	0	0	0	0	5	18	2	3	0	0	3	24	0	0	10	45
	Allied Health Subtotal	313	0	0	0	0	1	4	17	65	5	13	3	5	28	164	1	7	55	258
BACA	Bus Admin Career-Account	84	0	0	0	0	2	3	18	16	2	7	3	1	14	16	1	1	40	44
BACG	Bus Admin Career-General	93	0	2	0	0	1	0	12	13	4	3	1	0	25	25	3	4	46	47
BACP	Bus Admin Career-Hospitality	19	1	0	0	0	0	0	2	5	0	0	0	0	1	9	1	0	5	14
BACM	Bus Admin Career-Marketing	54	0	0	0	0	0	0	19	5	1	3	0	1	14	9	2	0	36	18
BACS	Bus Admin Career-Sup Mgmt	101	1	0	0	0	0	0	16	13	5	8	4	1	35	16	2	0	63	38
BATR	Bus Admin Transfer	440	0	2	1	1	7	5	89	57	16	22	14	8	127	66	13	12	267	173
CISP	Computer Info Systems-Program	72	1	0	0	0	4	0	14	4	2	1	0	0	33	8	5	0	59	13
CISS	Computer Info Systems-User Sup	41	1	0	0	0	1	0	16	5	2	0	0	0	14	2	0	0	34	7
CORM	Computer Repair & Main	3	0	0	0	0	0	0	0	0	1	0	1	0	1	0	0	0	3	0
CSTR/LATC	Computer Science Transfer	138	4	1	0	0	6	0	40	3	12	3	3	0	57	6	3	0	125	13
CMAC	Computerized Accounting Cert	6	0	0	0	1	0	0	0	0	0	1	0	0	1	3	0	0	1	5
CULA	Culinary Arts	67	1	0	0	0	0	0	10	20	3	0	3	1	17	10	2	0	36	31
KTAS	Food Production Cert	2	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	2	0
MOSP	Microsoft Office Specialist	6	0	0	0	0	0	0	0	1	0	0	0	0	0	5	0	0	0	6
PROO	Object-Oriented Program Cert	2	0	0	0	0	1	0	0	0	0	0	0	0	0	1	0	0	1	1
PACT	Pastry Certificate	4	0	0	0	0	0	0	0	0	0	0	0	0	1	3	0	0	1	3
	Business Subtotal	1132	9	5	1	2	22	8	236	142	48	48	29	12	342	179	32	17	719	413
ATAR	Architectural Tech-Architectural	58	0	1	0	0	2	0	13	8	8	3	1	1	11	5	5	0	40	18
DIET	Diesel Technology-Diesel	43	0	0	0	0	0	0	6	0	3	0	1	0	29	1	3	0	42	1
ELCT	Electronic Tech-Elect	4	0	0	0	0	0	0	1	0	0	0	0	0	2	0	1	0	4	0
ENCH	Engineering Trans-Chemical	12	0	0	0	0	0	0	2	1	0	2	0	0	6	0	1	0	9	3
ENCI	Engineering Trans-Civil	24	1	0	0	0	0	0	9	2	0	1	1	0	7	2	1	0	19	5
ENEL	Engineering Trans-Electrical	55	1	0	0	0	1	0	23	3	6	0	1	0	15	3	2	0	49	6
ENME	Engineering Trans-Mechanical	67	0	0	0	0	2	0	20	1	9	2	0	0	27	4	2	0	60	7
HVAC	Heating Ventil & Air Cond Tech	4	0	0	0	0	0	0	1	0	0	0	0	0	2	1	0	0	3	1
HVBS	HVAC-Bldg Systems Energy Mgmt	15	0	0	1	0	0	0	6	0	1	0	0	0	5	1	1	0	14	1
NTSP	Networking Specialist Certificate	18	0	0	0	0	3	0	7	0	1	0	0	0	6	0	1	0	18	0
VAFA	Visual Arts-Fine Arts	37	0	0	0	0	0	1	1	5	2	2	0	2	6	17	1	0	10	27
VAGD	Visual Arts-Graphic Design	88	0	1	1	0	2	0	15	9	6	3	3	1	16	28	2	1	45	43
	Emergent Tech Subtotal	425	2	2	2	0	10	1	104	29	36	13	7	4	132	62	20	1	313	112
LAST	Liberal Arts Studies	265	0	2	1	1	5	2	31	41	8	11	3	7	55	83	6	9	109	156
LATR	Liberal Arts Transfer	523	1	0	0	1	1	5	57	84	20	26	6	9	147	139	18	9	250	273
MDAA/LASM	Media Arts	105	0	0	0	0	0	0	14	12	6	3	4	1	44	14	4	3	72	33
THEA/LATA	Theatre Arts	34	0	0	1	0	0	0	6	3	2	3	2	2	8	4	0	3	19	15
	Liberal Arts Subtotal	927	1	2	2	2	6	7	108	140	36	43	15	19	254	240	28	24	450	477

Enrollment Summary by Major/Gender/Ethnicity, Fall 2019 (2020-10)

All Students Enrolled for Credit*

Code	Major Name	Grand Total	Non-resident Alien		American Indian/Alaskan		Asian/Pacific Islander		Black (not Hispanic)		Hispanic		Two or More Races		White (not Hispanic)		Unknown & Other		Total	
			Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
	College Total	6637	13	21	6	10	61	57	754	1251	199	319	87	130	1322	1798	254	355	2696	3941
CORR	Corrections Cert	3	0	0	0	0	0	0	0	1	0	0	0	0	0	2	0	0	0	3
CJCR	Criminal Justice-Career	92	0	0	0	0	0	0	17	16	3	3	0	2	32	16	2	1	54	38
CJTR	Criminal Justice-Transfer	249	0	0	0	0	0	1	29	43	10	9	7	8	83	51	5	3	134	115
ECEA/CCEA	Early Childhood Ed & Admin	69	0	2	0	0	0	0	0	16	0	5	0	2	0	39	0	5	0	69
ECET/CCET	Early Childhood Ed & Adm Trans	90	0	1	0	0	0	0	4	23	0	3	0	3	2	51	0	3	6	84
ECCT/CCCT	Early Childhood Education Cert	15	0	0	0	0	0	1	0	4	0	1	0	0	0	6	0	3	0	15
EECC	EEC Lead Teacher Qual Crs Cert	2	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	1	1
ELED/LATE	Elementary Education	52	0	0	0	1	0	0	2	7	1	2	0	4	6	26	0	3	9	43
EMSP	EMS Paramedic Certificate	61	0	0	0	0	0	0	1	0	2	0	3	1	48	4	2	0	56	5
FRST	Fire Science Technology	73	0	0	0	0	2	0	3	0	4	0	2	0	50	5	7	0	68	5
HSCC	Human Services-Career	50	0	0	0	0	0	0	6	15	1	4	0	1	9	12	0	2	16	34
HSTR	Human Services-Transfer	87	0	0	0	0	1	1	6	38	2	9	0	4	5	17	1	3	15	72
LAWC	Law Enforcement Certificate	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0
PSBC	Private Security Basic Certificate	2	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	2	0
PSYC/LATP	Psychology	237	0	0	0	1	1	2	16	46	6	21	4	4	31	97	1	7	59	178
SSTR/LTSS	Social Science Transfer	102	0	0	0	2	0	1	4	19	2	2	4	10	16	37	3	2	29	73
	Public Service Subtotal	1185	0	3	0	4	4	6	89	228	31	60	20	39	285	363	21	32	450	735
BITR	Biology--Transfer	75	0	0	0	0	2	4	7	22	1	7	0	2	13	15	0	2	23	52
CHTR	Chemistry--Transfer	14	0	0	0	0	0	0	1	6	1	0	1	0	4	1	0	0	7	7
LATS	Liberal Arts Transfer-Science	1267	1	8	0	0	7	15	76	417	19	84	6	34	102	444	13	41	224	1043
MATR	Math--Transfer	12	0	0	0	0	0	0	1	0	1	0	0	0	4	4	2	0	8	4
VTSC	Veterinary Technician	42	0	0	0	0	0	0	1	3	0	3	0	2	2	28	0	3	3	39
	Science Subtotal	1410	1	8	0	0	9	19	86	448	22	94	7	38	125	492	15	46	265	1145
NOND	Non-Degree/Undeclared	1245	0	1	1	2	9	12	114	199	21	48	6	13	156	298	137	228	444	801

*Figures as of the census/freeze date of the term: evening of Day 15 for Fall term.

Students are reported by Primary/first major to provide an unduplicated headcount; in many departments, students may earn a certificate on way to the degree.

Cells shaded in gray represent values that are unknown or not applicable; certain variables are not reported if program has fewer than five students.

Enrollment Summary by Major/Gender/Ethnicity, Fall 2019 (2020-10)

All Students Enrolled for Credit

Code	Major Name	Grand Total	Enrollment Status		Class		Student Type			Age Range		Average Age	Individuals with Disabilities	Awarded Pell	ESL	Veteran	Nontrad For (M/F)	Nontrad Count
			FT	PT	Fresh	Soph	First-Time	Transfer-Ins	Cont'g	Low	High							
	College Total	6637	2495	4142	4162	2475	2146	439	4052	13	88	25.3	414	1747	1124	283		348
MNHL	DDS Human Services Certificate	4	1	3	2	2	1	0	3	25	48	34.5						
DNTA	Dental Assisting	12	12	0	6	6	1	4	7	20	40	27.7	0	4	1	1	M	1
MEDA	Medical Assisting	15	13	2	6	9	1	2	12	19	30	23.7	0	5	3	0	M	1
NURS	Nursing Education-Day	101	0	101	0	101	0	10	91	21	55	31.9	8	29	19	2	M	17
NURE	Nursing Education-Evening	27	0	27	0	27	0	0	27	24	54	36.1	0	5	5	2	M	8
NULD	Nursing Education-LPN Day	13	1	12	0	13	0	4	9	24	54	41.5	0	2	3	0	M	4
NURL	Nursing Education-LPN Evening	37	0	37	0	37	0	0	37	26	66	39.0	0	5	11	0	M	3
PHLE	Phlebotomy Certificate	7	0	7	3	4	1	4	2	18	54	29.1	0	0	1	0	M	1
RADT	Radiologic Technology	42	0	42	1	41	0	11	31	21	48	31.2	0	16	4	0	M	9
RESP	Respiratory Care	55	28	27	4	51	0	9	46	20	54	31.3	2	25	17	2		
	Allied Health Subtotal	313	55	258	22	291	4	44	265	18	66	32.7	10	91	66	7		
BACA	Bus Admin Career-Account	84	35	49	47	37	19	9	56	17	68	30.3	6	25	23	3		
BACG	Bus Admin Career-General	93	27	66	36	57	1	2	90	18	64	28.7	8	20	10	7		
BACP	Bus Admin Career-Hospitality	19	9	10	16	3	8	1	10	18	58	22.1	2	9	4	0		
BACM	Bus Admin Career-Marketing	54	33	21	41	13	29	5	20	17	45	22.1	0	8	7	5		
BACS	Bus Admin Career-Sup Mgmt	101	50	51	73	28	38	12	51	18	56	26.9	5	34	14	7		
BATR	Bus Admin Transfer	440	261	179	256	184	105	29	306	16	60	24.1	18	144	89	23		
CISP	Computer Info Systems-Program	72	37	35	44	28	16	7	49	17	56	24.6	8	17	9	8	F	13
CISS	Computer Info Systems-User Sup	41	13	28	22	19	5	3	33	18	63	28.6	8	11	8	5		
CORM	Computer Repair & Main	3	0	3	2	1	1	1	1	21	29	25.7						
CSTR/LATC	Computer Science Transfer	138	78	60	93	46	48	9	82	17	43	21.4	7	38	28	3	F	10
CMAC	Computerized Accounting Cert	6	0	6	2	4	1	1	4	28	57	41.0	0	1	1	0		
CULA	Culinary Arts	67	35	32	35	32	11	2	54	17	67	26.5	11	17	11	1	F	31
KTAS	Food Production Cert	2	0	2	1	1	0	0	2	24	24	24.0						
MOSP	Microsoft Office Specialist	6	1	5	5	1	3	1	2	23	64	47.0	0	0	0	0	M	0
PROO	Object-Oriented Program Cert	2	1	1	1	1	0	0	2	19	20	19.5						
PACT	Pastry Certificate	4	1	3	3	1	0	2	2	19	45	26.8						
	Business Subtotal	1132	581	551	677	456	285	84	764	16	68	25.4	75	324	204	62		
ATAR	Architectural Tech-Architectural	58	25	33	43	15	23	5	30	18	60	21.8	1	16	20	2	F	18
DIET	Diesel Technology-Diesel	43	28	15	23	20	16	3	24	18	56	22.7	5	6	4	7	F	1
ELCT	Electronic Tech-Elect	4	1	3	2	2	1	0	3	20	26	21.8						
ENCH	Engineering Trans-Chemical	12	7	5	8	4	7	1	4	18	39	24.4	0	2	2	1	F	3
ENCI	Engineering Trans-Civil	24	15	9	16	8	9	3	12	18	37	21.4	2	7	6	1	F	5
ENEL	Engineering Trans-Electrical	55	31	24	39	16	18	6	31	17	65	22.6	2	16	16	2	F	6
ENME	Engineering Trans-Mechanical	67	36	31	45	22	19	5	43	18	32	21.7	1	13	14	5	F	7
HVAC	Heating Ventil & Air Cond Tech	4	2	2	0	4	0	0	4	21	60	41.8						
HVBS	HVAC-Bldg Systems Energy Mgmt	15	10	5	10	5	8	4	3	18	49	25.8	0	6	1	4	F	1
NTSP	Networking Specialist Certificate	18	0	18	12	6	4	3	11	22	49	35.7	0	0	7	1	F	0
VAFA	Visual Arts-Fine Arts	37	12	25	24	13	11	4	22	17	69	23.8	8	13	2	0		
VAGD	Visual Arts-Graphic Design	88	52	36	55	33	30	5	53	17	74	23.4	9	35	7	5		
	Emergent Tech Subtotal	425	219	206	277	148	146	39	240	17	74	23.5	28	115	81	28		
LAST	Liberal Arts Studies	265	99	166	179	86	76	23	166	17	74	25.7	32	71	38	13		
LATR	Liberal Arts Transfer	523	272	251	356	167	170	30	323	17	72	22.5	53	166	76	20		
MDAA/LASM	Media Arts	105	65	40	65	40	36	3	66	17	51	22.0	18	34	3	5		
THEA/LATA	Theatre Arts	34	16	18	17	17	11	0	23	18	55	21.6	7	14	3	0		
	Liberal Arts Subtotal	927	452	475	617	310	293	56	578	17	74	23.4	110	285	120	38		

Enrollment Summary by Major/Gender/Ethnicity, Fall 2019 (2020-10)

All Students Enrolled for Credit

Code	Major Name	Grand Total	Enrollment Status		Class		Student Type			Age Range		Average Age	Individuals with Disabilities	Awarded Pell	ESL	Veteran	Nontrad For (M/F)	Nontrad Count
			FT	PT	Fresh	Soph	First-Time	Transfer-Ins	Cont'g	Low	High							
	College Total	6637	2495	4142	4162	2475	2146	439	4052	13	88	25.3	414	1747	1124	283		348
CORR	Corrections Cert	3	0	3	1	2	1	1	1	23	32	26.7						
CJCR	Criminal Justice-Career	92	40	52	54	38	33	7	52	17	73	26.1	2	34	21	7	F	38
CJTR	Criminal Justice-Transfer	249	162	87	141	108	70	10	169	17	47	22.8	11	86	41	21	F	115
ECEA/CCEA	Early Childhood Ed & Admin	69	24	45	42	27	17	4	48	17	45	25.5	13	25	9	1	M	0
ECET/CCET	Early Childhood Ed & Adm Trans	90	43	47	44	46	19	9	62	17	57	24.2	9	28	11	0	M	6
ECCT/CCCT	Early Childhood Education Cert	15	2	13	14	1	7	1	7	18	46	27.3	4	6	6	0	M	0
EECC	EEC Lead Teacher Qual Crs Cert	2	0	2	2	0	1	1	0	20	23	21.5						
ELED/LATE	Elementary Education	52	24	28	32	20	15	2	35	17	44	22.8	8	20	6	0	M	9
EMSP	EMS Paramedic Certificate	61	0	61	24	37	1	18	42	18	53	25.6	0	0	1	11		
FRST	Fire Science Technology	73	42	31	44	29	18	10	45	18	57	27.9	4	4	2	45	F	5
HSCC	Human Services-Career	50	14	36	32	18	18	6	26	17	52	27.0	9	22	13	2	M	16
HSTR	Human Services-Transfer	87	37	50	43	44	15	4	68	17	60	30.4	7	42	24	8	M	15
LAWWE	Law Enforcement Certificate	1	0	1	1	0	1	0	0	45	45	45.0						
PSBC	Private Security Basic Certificate	2	0	2	2	0	1	0	1	19	28	23.5						
PSYC/LATP	Psychology	237	155	94	140	97	62	17	158	17	53	22.6	21	89	24	8		
SSTR/LTSS	Social Science Transfer	102	60	44	38	64	20	3	79	18	66	24.3	4	27	11	3		
	Public Service Subtotal	1185	603	596	654	531	299	93	793	17	73	24.5	99	395	174	106		
BITR	Biology--Transfer	75	46	29	58	17	28	19	28	17	44	21.3	2	24	22	0		
CHTR	Chemistry--Transfer	14	10	4	7	7	4	1	9	17	30	21.9	0	4	4	0		
LATS	Liberal Arts Transfer-Science	1267	368	899	752	515	240	92	935	17	61	26.3	57	496	326	30		
MATR	Math--Transfer	12	8	4	9	3	6	2	4	18	28	20.5	2	4	0	0		
VTSC	Veterinary Technician	42	37	5	7	35	1	9	32	18	48	25.0	4	15	1	1	M	3
	Science Subtotal	1410	469	941	833	577	279	123	1008	17	61	25.9	65	543	353	31		
NOND	Non-Degree/Undeclared	1245	116	1129	1083	162	840	0	405	13	88	25.3	30	0	128	11		

*Figures as of the census/freeze date of the term: evening of Day 15 for Fall term.

Students are reported by Primary/first major to provide an unduplicated headcount; in many departments, students may earn a certificate on way to the degree.

Cells shaded in gray represent values that are unknown or not applicable; certain variables are not reported if program has fewer than five students.

Enrollment Summary by Major/Gender/Ethnicity, Fall 2019 (2020-10)

All Students Enrolled for Credit

Code	Major Name	Grand Total	% Female	% Students of Color	% Full-Time	% Freshmen	Student Type			Age Ranges					% with Disability	% Pell Recipient	% ESL	% First Generation	% Veteran	% Nontrad
							% First-Time	% Transfer-In	% Cont'g	21 & Younger	22-29	30-39	40-49	50 & Older						
	College Total	6637	59%	44%	38%	63%	32%	7%	61%	49%	28%	15%	6%	3%	6%	26%	17%	68%	4%	5%
MNHL	DDS Human Services Certificate	4	75%	50%	25%	50%	25%	0%	75%	0%	50%	0%	50%	0%						
DNTA	Dental Assisting	12	92%	33%	100%	50%	8%	33%	58%	8%	58%	25%	8%	0%	0%	33%	8%	67%	8%	8%
MEDA	Medical Assisting	15	93%	53%	87%	40%	7%	13%	80%	40%	53%	7%	0%	0%	0%	33%	20%	67%	0%	7%
NURS	Nursing Education-Day	101	83%	32%	0%	0%	0%	10%	90%	7%	40%	39%	10%	5%	8%	29%	19%	78%	2%	17%
NURE	Nursing Education-Evening	27	70%	37%	0%	0%	0%	0%	100%	0%	19%	56%	19%	7%	0%	19%	19%	70%	7%	30%
NULD	Nursing Education-LPN Day	13	69%	54%	8%	0%	0%	31%	69%	0%	8%	31%	46%	15%	0%	15%	23%		0%	31%
NURL	Nursing Education-LPN Evening	37	92%	35%	0%	0%	0%	0%	100%	0%	22%	32%	30%	16%	0%	14%	30%	55%	0%	8%
PHLE	Phlebotomy Certificate	7	86%	29%	0%	43%	14%	57%	29%	29%	29%	29%	0%	14%	0%	0%	14%	67%	0%	14%
RADT	Radiologic Technology	42	79%	17%	0%	2%	0%	26%	74%	7%	43%	33%	17%	0%	0%	38%	10%	80%	0%	21%
RESP	Respiratory Care	55	82%	51%	51%	7%	0%	16%	84%	6%	44%	36%	13%	2%	4%	45%	31%	88%	4%	
	Allied Health Subtotal	313	82%	36%	18%	7%	1%	14%	85%	7%	37%	35%	16%	5%	3%	29%	21%	78%	2%	
BACA	Bus Admin Career-Account	84	52%	62%	42%	56%	23%	11%	67%	33%	21%	25%	10%	11%	7%	30%	27%	73%	4%	
BACG	Bus Admin Career-General	93	51%	39%	29%	39%	1%	2%	97%	28%	42%	14%	10%	7%	9%	22%	11%	71%	8%	
BACP	Bus Admin Career-Hospitality	19	74%	42%	47%	84%	42%	5%	53%	53%	16%	11%	5%	16%	11%	47%	21%	71%	0%	
BACM	Bus Admin Career-Marketing	54	33%	54%	61%	76%	54%	9%	37%	69%	20%	9%	2%	0%	0%	15%	13%	62%	9%	
BACS	Bus Admin Career-Sup Mgmt	101	38%	48%	50%	72%	38%	12%	50%	50%	18%	18%	10%	5%	5%	34%	14%	78%	7%	
BATR	Bus Admin Transfer	440	39%	50%	59%	58%	24%	7%	70%	56%	27%	11%	4%	3%	4%	33%	20%	69%	5%	
CISP	Computer Info Systems-Program	72	18%	36%	51%	61%	22%	10%	68%	50%	26%	20%	1%	3%	11%	24%	13%	59%	11%	18%
CISS	Computer Info Systems-User Sup	41	17%	61%	32%	54%	12%	7%	80%	32%	29%	27%	5%	7%	20%	27%	20%	68%	12%	
CORM	Computer Repair & Main	3	0%	67%	0%	67%	33%	33%	33%	33%	67%	0%	0%	0%						
CSTR/LATC	Computer Science Transfer	138	9%	52%	57%	67%	35%	7%	59%	76%	19%	5%	0%	0%	5%	28%	20%	62%	2%	7%
CMAC	Computerized Accounting Cert	6	83%	33%	0%	33%	17%	17%	67%	0%	33%	0%	50%	17%	0%	17%	17%	100%	0%	
CULA	Culinary Arts	67	46%	57%	52%	52%	16%	3%	81%	55%	19%	12%	9%	5%	16%	25%	16%	73%	1%	46%
KTAS	Food Production Cert	2	0%	0%	0%	50%	0%	0%	100%	0%	100%	0%	0%	0%						
MOSP	Microsoft Office Specialist	6	100%	17%	17%	83%	50%	17%	33%	0%	17%	17%	0%	67%	0%	0%	0%	100%	0%	0%
PROO	Object-Oriented Program Cert	2	50%	50%	50%	50%	0%	0%	100%	100%	0%	0%	0%	0%						
PACT	Pastry Certificate	4	75%	0%	25%	75%	0%	50%	50%	50%	25%	0%	25%	0%						
	Business Subtotal	1132	36%	50%	51%	60%	25%	7%	67%	51%	26%	13%	6%	4%	7%	29%	18%	69%	5%	
ATAR	Architectural Tech-Architectural	58	31%	64%	43%	74%	40%	9%	52%	64%	31%	3%	0%	2%	2%	28%	34%	68%	3%	31%
DIET	Diesel Technology-Diesel	43	2%	23%	65%	53%	37%	7%	56%	68%	21%	7%	2%	2%	12%	14%	9%	58%	16%	2%
ELCT	Electronic Tech-Elect	4	0%	25%	25%	50%	25%	0%	75%	75%	25%	0%	0%	0%						
ENCH	Engineering Trans-Chemical	12	25%	42%	58%	67%	58%	8%	33%	33%	42%	25%	0%	0%	0%	17%	17%	67%	8%	25%
ENCI	Engineering Trans-Civil	24	21%	58%	63%	67%	38%	13%	50%	75%	17%	8%	0%	0%	8%	29%	25%	43%	4%	21%
ENEL	Engineering Trans-Electrical	55	11%	64%	56%	71%	33%	11%	56%	62%	29%	7%	0%	2%	4%	29%	29%	58%	4%	11%
ENME	Engineering Trans-Mechanical	67	10%	51%	54%	67%	28%	7%	64%	61%	33%	6%	0%	0%	1%	19%	21%	56%	7%	10%
HVAC	Heating Ventilat & Air Cond Tech	4	25%	25%	50%	0%	0%	0%	100%	25%	0%	25%	0%	50%						
HVBS	HVAC-Bldg Systems Energy Mgmt	15	7%	53%	67%	67%	53%	27%	20%	46%	27%	13%	13%	0%	0%	40%	7%	71%	27%	7%
NTSP	Networking Specialist Certificate	18	0%	61%	0%	67%	22%	17%	61%	0%	22%	50%	28%	0%	0%	0%	39%	50%	6%	0%
VAFA	Visual Arts-Fine Arts	37	73%	35%	32%	65%	30%	11%	59%	49%	41%	5%	0%	5%	22%	35%	5%	70%	0%	0%
VAGD	Visual Arts-Graphic Design	88	49%	47%	59%	63%	34%	6%	60%	69%	18%	7%	1%	5%	10%	40%	8%	59%	6%	0%
	Emergent Tech Subtotal	425	26%	49%	52%	65%	34%	9%	56%	60%	27%	9%	2%	3%	7%	27%	19%	60%	7%	
LAST	Liberal Arts Studies	265	59%	42%	37%	68%	29%	9%	63%	50%	30%	10%	6%	5%	12%	27%	14%	67%	5%	
LATR	Liberal Arts Transfer	523	52%	40%	52%	68%	33%	6%	62%	66%	23%	7%	2%	2%	10%	32%	15%	66%	4%	
MDAA/LASM	Media Arts	105	31%	38%	62%	62%	34%	3%	63%	65%	26%	8%	0%	1%	17%	32%	3%	54%	5%	
THEA/LATA	Theatre Arts	34	44%	56%	47%	50%	32%	0%	68%	82%	14%	0%	0%	4%	21%	41%	9%	78%	0%	
	Liberal Arts Subtotal	927	51%	41%	49%	67%	32%	6%	62%	62%	25%	8%	3%	3%	12%	31%	13%	65%	4%	

Enrollment Summary by Major/Gender/Ethnicity, Fall 2019 (2020-10)

All Students Enrolled for Credit

Code	Major Name	Grand Total	% Female	% Students of Color	% Full-Time	% Freshmen	Student Type			Age Ranges					% with Disability	% Pell Recipient	% ESL	% First Generation	% Veteran	% Nontrad
							% First-Time	% Transfer-In	% Cont'g	21 & Younger	22-29	30-39	40-49	50 & Older						
	College Total	6637	59%	44%	38%	63%	32%	7%	61%	49%	28%	15%	6%	3%	6%	26%	17%	68%	4%	5%
CORR	Corrections Cert	3	100%	33%	0%	33%	33%	33%	33%	0%	33%	67%	0%	0%						
CJCR	Criminal Justice-Career	92	41%	45%	43%	59%	36%	8%	57%	49%	25%	16%	4%	6%	2%	37%	23%	67%	8%	41%
CJTR	Criminal Justice-Transfer	249	46%	43%	65%	57%	28%	4%	68%	63%	22%	12%	2%	0%	4%	35%	16%	68%	8%	46%
ECEA/CCEA	Early Childhood Ed & Admin	69	100%	36%	35%	61%	25%	6%	70%	39%	38%	16%	7%	0%	19%	36%	13%	78%	1%	0%
ECET/CCET	Early Childhood Ed & Adm Trans	90	93%	38%	48%	49%	21%	10%	69%	56%	30%	6%	7%	2%	10%	31%	12%	66%	0%	7%
ECCT/CCCT	Early Childhood Education Cert	15	100%	40%	13%	93%	47%	7%	47%	47%	27%	7%	20%	0%	27%	40%	40%	90%	0%	0%
EECC	EEC Lead Teacher Qual Crs Cert	2	50%	50%	0%	100%	50%	50%	0%	50%	50%	0%	0%	0%						
ELED/LATE	Elementary Education	52	83%	33%	46%	62%	29%	4%	67%	62%	25%	12%	2%	0%	15%	38%	12%	70%	0%	17%
EMSP	EMS Paramedic Certificate	61	8%	11%	0%	39%	2%	30%	69%	25%	56%	16%	2%	2%	0%	0%	2%	20%	18%	
FRST	Fire Science Technology	73	7%	15%	58%	60%	25%	14%	62%	22%	41%	30%	4%	3%	5%	5%	3%	64%	62%	7%
HSCC	Human Services-Career	50	68%	54%	28%	64%	36%	12%	52%	42%	26%	22%	6%	4%	18%	44%	26%	75%	4%	32%
HSTR	Human Services-Transfer	87	83%	70%	43%	49%	17%	5%	78%	28%	30%	22%	12%	9%	8%	48%	28%	78%	9%	17%
LAWC	Law Enforcement Certificate	1	0%	100%	0%	100%	100%	0%	0%	0%	0%	0%	100%	0%						
PSBC	Private Security Basic Certificate	2	0%	0%	0%	100%	50%	0%	50%	50%	50%	0%	0%	0%						
PSYC/LATP	Psychology	237	75%	43%	65%	59%	26%	7%	67%	68%	22%	9%	0%	2%	9%	38%	10%	74%	3%	
SSTR/LTSS	Social Science Transfer	102	72%	43%	59%	37%	20%	3%	77%	48%	36%	12%	1%	3%	4%	26%	11%	58%	3%	
	Public Service Subtotal	1185	62%	41%	51%	55%	25%	8%	67%	51%	29%	14%	4%	2%	8%	33%	15%	69%	9%	
BITR	Biology--Transfer	75	69%	60%	61%	77%	37%	25%	37%	76%	19%	3%	3%	0%	3%	32%	29%	63%	0%	
CHTR	Chemistry--Transfer	14	50%	64%	71%	50%	29%	7%	64%	50%	43%	7%	0%	0%	0%	29%	29%	67%	0%	
LATS	Liberal Arts Transfer-Science	1267	82%	53%	29%	59%	19%	7%	74%	39%	32%	20%	7%	2%	4%	39%	26%	75%	2%	
MATR	Math--Transfer	12	33%	17%	67%	75%	50%	17%	33%	75%	25%	0%	0%	0%	17%	33%	0%	50%	0%	
VTSC	Veterinary Technician	42	93%	21%	88%	17%	2%	21%	76%	26%	60%	12%	2%	0%	10%	36%	2%	42.9	2%	
	Science Subtotal	1410	81%	52%	33%	59%	20%	9%	71%	42%	32%	19%	6%	2%	5%	39%	25%	73%	2%	
NOND	Non-Degree/Undeclared	1245	64%	34%	9%	87%	67%	0%	33%	50%	24%	14%	7%	6%	2%	0%	10%	60%	1%	

*Figures as of the census/freeze date of the term: evening of Day 15 for Fall term.

Students are reported by Primary/first major to provide an unduplicated headcount; in many departments, students may earn a certificate on way to the degree.

Cells shaded in gray represent values that are unknown or not applicable; certain variables are not reported if program has fewer than five students.

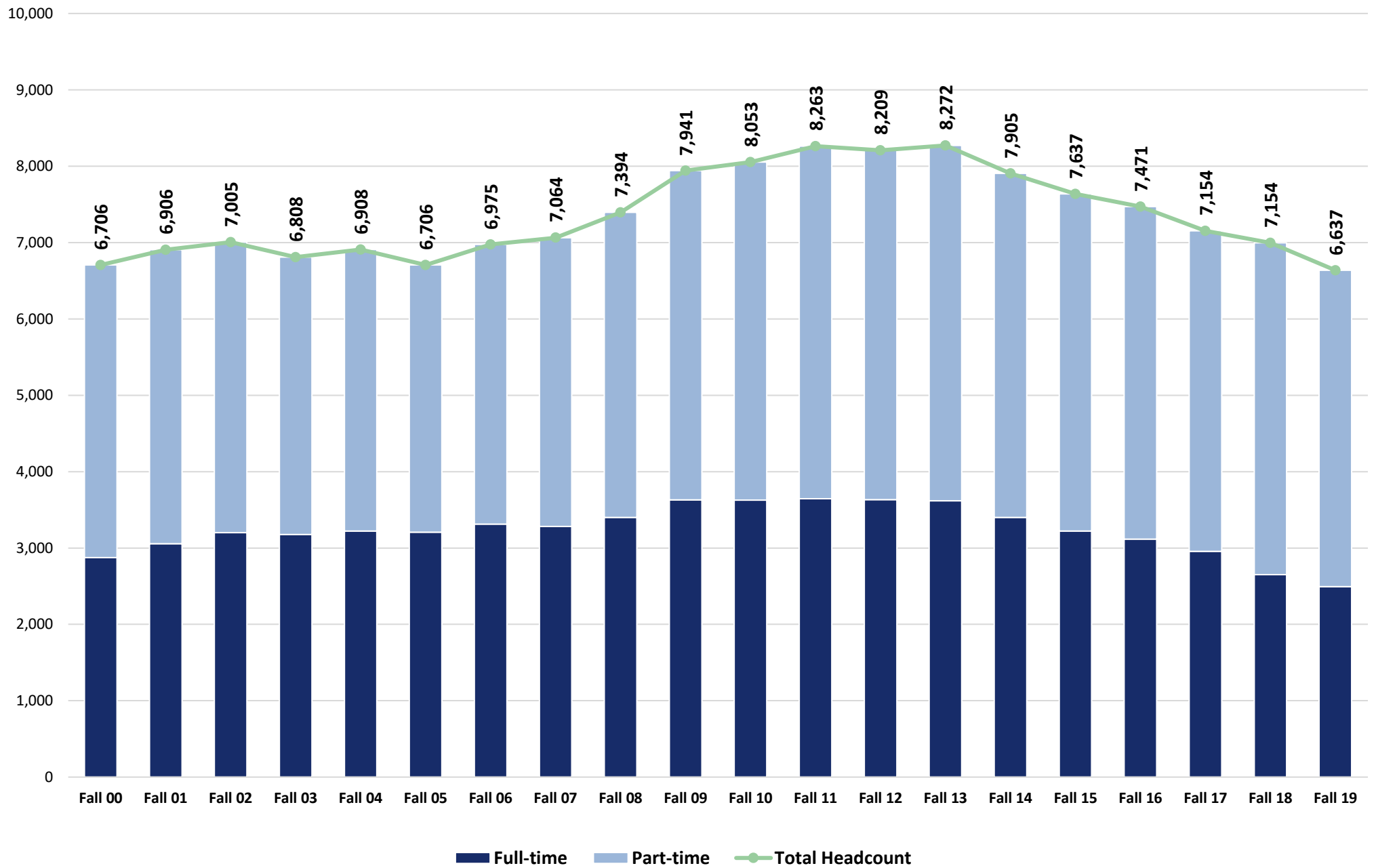
Massasoit Community College

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	
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
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
520901	BACP	Bus Admin Career-Hospitality	35	33	29	19	19	16	3	20
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
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	126	138	92	46	138
301601	CMAC	Computerized Accounting Cert	5	12	6	6	6	2	4	10
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
120503	CULA	Culinary Arts	120	103	93	90	67	35	32	68
511502	MNHL	DDS Human Services Cert	3	5	9	7	4	2	2	5
510601	DNTA	Dental Assisting	16	16	14	16	12	6	6	12
470605	DIET	Diesel Technology-Diesel	42	56	47	43	43	23	20	43
470613	DTHE	Diesel Technology-Heavy Equipment	1	--	--	--	--	--	--	--
190709	ECEA/CCEA	Early Childhood Educ & Admin	104	83	63	61	69	42	27	70
190708	ECET/CCET	Early Childhood Educ & Admin - Trans	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
150303	ELCT	Electronic Technology	47	34	24	10	4	2	2	4
131202	ELED/LATE	Elementary Education	82	75	68	64	52	32	20	52
510904	EMSP	EMS-Paramedic Cert	26	32	46	51	61	24	37	64
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
430203	FRST	Fire Science Technology	101	101	84	79	73	44	29	73
120505	KTAS	Food Production Cert	2	3	2	3	2	1	1	5
470201	HVCT	Heating Ventilat&Air Cond Cert	5	5	3	1	--	--	--	--
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
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
510714	IBS	Insurance Billing Specialist	21	14	13	2	--	--	--	--
110202	PRJV	Java Programming Cert	--	--	1	1	--	--	--	3
430103	LAWC	Law Enforcement Cert	5	5	5	--	1	1	0	9
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
301801	LATS	Liberal Arts Transfer-Science	1512	1458	1432	1447	1267	752	515	1268
270101	MATR	Math Transfer	--	--	--	--	12	9	3	12
090102	MDAA/LASM	Media Arts	86	110	104	94	105	65	40	105
510801	MEDA	Medical Assisting	15	15	11	13	15	6	9	15
110601	MOSP	Microsoft Office Specialist Cert	4	6	8	3	6	5	1	7
110202	MADV	Mobile App Development Cert	--	2	1	2	--	--	--	1
301401	MUST	Museum Studies Cert	4	3	1	--	--	--	--	--
110901	NTSP	Networking Tech Cert	4	7	13	20	18	12	6	22
none	NOND	Non-Degree	1066	1068	1119	1186	1245	1083	162	1245
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
110299	PROO	Object-Oriented Program Cert	--	--	--	1	2	1	1	4
520408	OFFT	Office Technologies	3	6	1	1	--	--	--	--

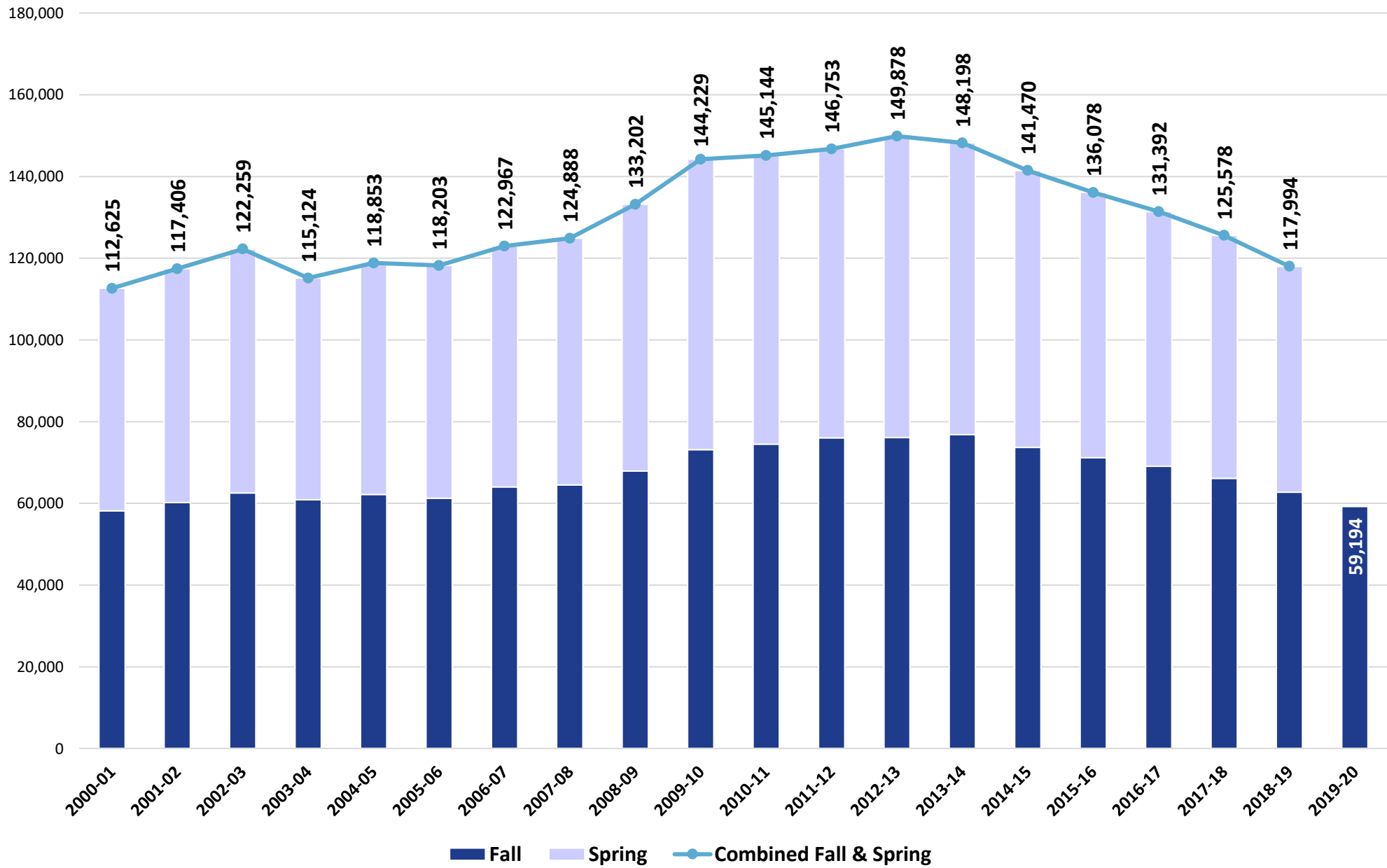
Massasoit Community College

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			
120501	PACT	Pastry Cert	4	5	2	2	4	3	1	9	
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	
420101	PSYC/LATP	Psychology	--	62	198	209	237	140	97	240	
510907	RADT	Radiologic Technology	47	52	47	44	42	1	41	42	
510908	RESP	Respiratory Care	51	54	55	48	55	4	51	55	
450101	SSTR/LTSS	Social Science Transfer	92	165	118	100	102	38	64	104	
150305	TELL	Telecommunications	--	7	7	7	--	--	--	--	
500501	THEA/LATA	Theatre Arts	26	19	23	21	34	17	17	35	
510808	VTSC	Veterinary Tech	21	30	35	42	42	7	35	42	
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	
	Total		7,637	7,471	7,154	6,996	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/freezedate 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 <u>all declared majors</u> , 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.											

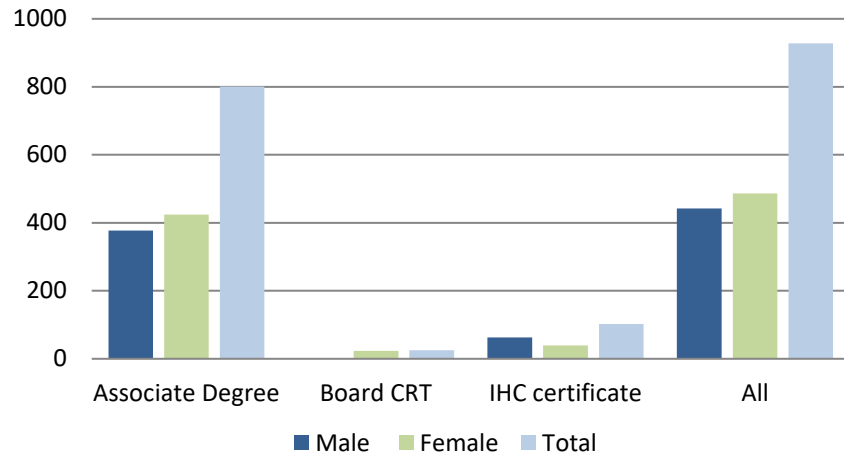
Fall Credit Headcount (2000 - 2019)



Combined Credits, Fall & Spring (AY2001-AY2020)



2019 Graduates by Award



	Male	Female	Total
Associate Degree	377	424	801
Board CRT	2	23	25
IHC certificate	63	39	102
All	442	486	928

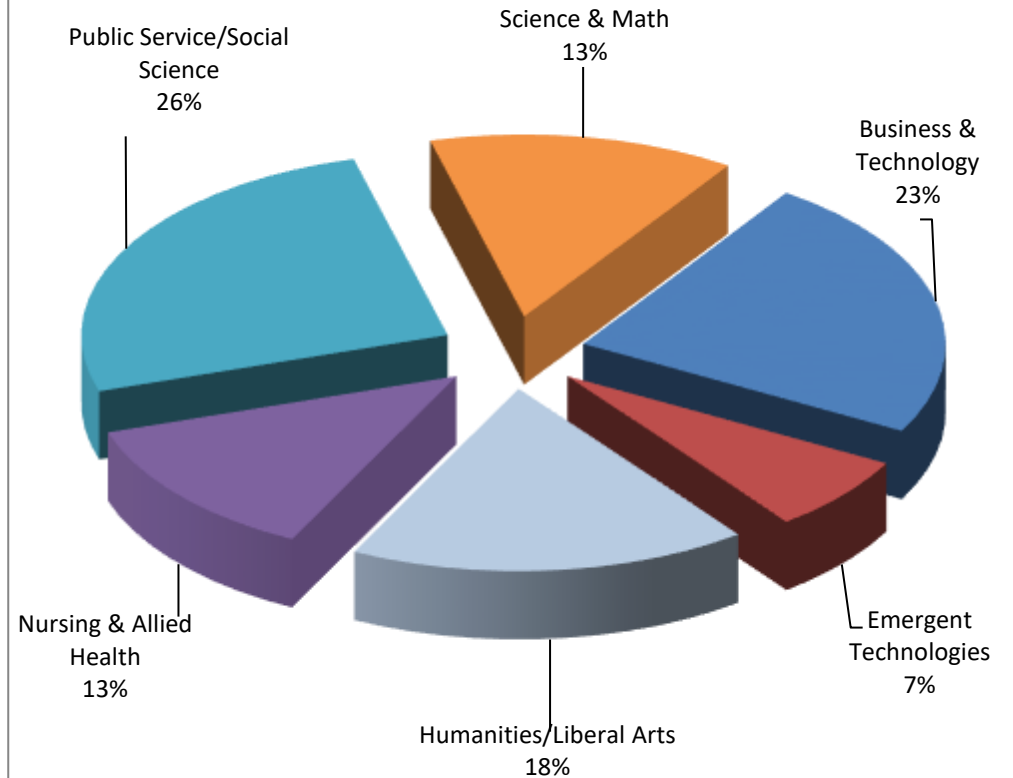
*895 individuals earned 928 awards, including 801 associate degrees, 25 Board certificates, and 102 short-term IHCs.

% Female	52%
% Minority	35%
% Low Income	49%
% with Disability	9%
% ESL	14%
% Veterans	7%

	Average Age
Associate Degree	27.2
Board CRT	28.1
IHC certificate	30.6
All	27.6

Graduates ranged in age from 18 to 76 years of age.

2019 Graduates by Division

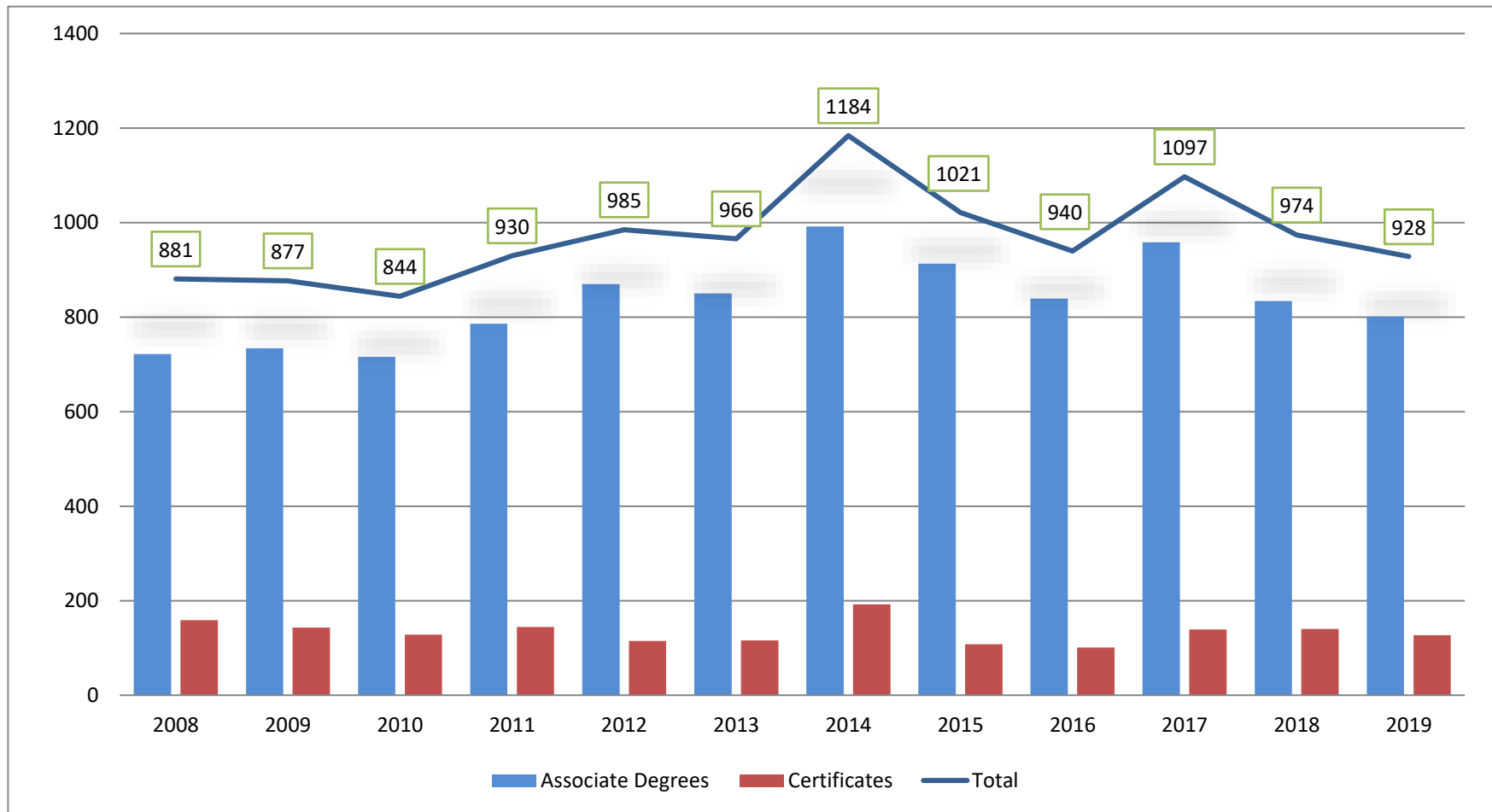


Business & Technology	218
Emergent Technologies	63
Humanities/Liberal Arts	164
Nursing & Allied Health	117
Public Service/Social Science	240
Science & Math	126
Total	928

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	140	127
Total	881	877	844	930	985	966	1184	1021	940	1097	974	928

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



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	LAWE	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	--	--	--	--	--	--	--	--
<i>Subtotal In-House Certificates</i>			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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Massasoit Community College

Graduates	2015			2016			2017			2018			2019		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
Headcount (unduplicated)*	379	616	995	371	544	915	436	622	1,058	350	569	919	416	479	895
Average Age															
Associate Degree	28.1	29.6	29.0	27.1	29.3	28.4	26.9	29.6	28.2	26.2	29.0	27.7	26.1	28.1	27.1
Board Certificate	0.0	32.4	32.4	--	29.2	29.2	38.0	27.3	27.8	31.0	27.8	28.0	32.5	27.7	30.1
Short-Term Certificate	34.3	34.9	34.9	27.3	37.1	34.8	33.0	38.2	36.1	31.4	37.2	35.1	29.4	33.2	31.3
<i>All</i>	28.3	30.1	29.4	27.2	29.9	28.8	27.7	30.1	29.1	29.8	26.7	28.6	29.3	29.7	29.5
Race/Ethnicity															
American Indian/Alaskan Native	2	5	7	2	0	2	1	1	2	0	2	2	2	1	3
Asian/Pacific Islander	13	11	24	5	8	13	7	5	12	7	12	19	6	12	18
Black, Non-Hispanic	35	65	100	42	48	90	32	58	90	28	66	94	25	51	76
Cape Verdean	15	36	51	16	42	58	20	33	53	16	46	62	22	34	56
Haitian	22	34	56	21	43	64	26	44	70	27	42	69	45	32	77
Hispanic	20	33	53	19	43	62	21	40	61	14	42	56	14	34	48
Two or More Races	9	12	21	15	17	32	5	15	20	10	12	22	15	11	26
<i>Subtotal Graduates of Color</i>	116	196	312	120	201	321	112	196	308	102	222	324	129	175	304
White	248	406	654	235	327	562	305	401	706	235	332	567	267	286	553
Unknown & Non-Resident Alien	15	14	29	16	16	32	19	25	44	13	15	28	20	18	38
Other Demographics															
<i>% Male/Female</i>	38%	62%	--	41%	59%	--	41%	59%	--	38%	62%	--	46%	54%	--
<i>% Students of Color</i>	31%	32%	31%	34%	38%	36%	26%	32%	29%	29%	39%	35%	31%	37%	34%
<i>% ESL</i>	5%	7%	6%	5%	6%	6%	3%	5%	4%	5%	6%	6%	11%	16%	34%
<i>% with Disability</i>	9%	8%	8%	9%	12%	10%	8%	7%	7%	8%	7%	8%	8%	9%	9%
<i>% Single Parent</i>	1%	2%	2%	0%	4%	2%	1%	7%	4%	2%	8%	6%	1%	6%	4%
<i>% Low Income/Pell Recipient</i>	45%	56%	52%	37%	57%	49%	43%	55%	50%	41%	56%	50%	42%	54%	48%
<i>% Veterans</i>	10%	1%	5%	12%	1%	6%	11%	1%	5%	15%	2%	7%	13%	1%	7%
Division^															
Allied Health	23	167	190	22	116	138	29	173	202	19	159	178	15	106	121
Business & Technology	113	99	212	113	101	214	151	101	252	125	99	224	115	88	203
Emergent Technologies	28	17	45	39	16	55	39	10	49	34	17	51	53	9	62
Humanities/Fine Arts	89	139	228	83	105	188	82	93	175	50	78	128	92	71	163
Public Service/Social Science	83	110	193	72	124	196	93	153	246	79	123	202	109	113	222
Science & Mathematics	43	84	127	42	82	124	42	92	134	43	93	136	32	92	124
Total Graduates	379	616	995	371	544	915	436	622	1,058	350	569	919	416	479	895
Awards (Duplicate Counts)															
Associate Degrees	368	545	913	359	480	839	404	553	958	328	506	834	377	424	801
Board Certificates	0	23	23	0	27	27	1	22	23	2	24	23	2	23	25
Short-Term Certificates	20	65	85	18	56	74	54	62	116	45	72	118	63	39	102
Total Awards	388	633	1,021	377	563	940	459	637	1,097	375	602	975	442	486	928

^By Primary/first major.

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/seat 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 academic 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 \$187 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.

Full Time Equivalent (FTE): For our purposes, the FTE is a calculation that divides total credits by the minimum number of credits needed to earn an associate degree in two years—15 credits for a full term or 30 credits annually. Other FTEs may use a calculation based on the number of actual full-time students plus a fraction of part-time students.

Graduates/Completers: Students who have completed an associate degree program (60+ credits); board-approved certificate (30+ credits); and/or short term certificate (<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).

Home Campus: The location where the most/plurality of credits a student is taking in a given semester are being taught.

Matriculated students: Students who have formally applied for admission, been accepted, and enrolled in a 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/Nonmatriculated 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 to a program).

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.

MASSASOIT COMMUNITY COLLEGE ADVISING TASK FORCE

Academic Affairs

Alessandra Monteiro, Director of Advisement and Counseling



The NACADA *Concept of Academic Advising* identifies three essential components of advising: curriculum (what advising deals with), pedagogy (how advising delivers the curriculum), and student learning outcomes (the results of academic advising). These student learning outcomes are based upon what we want students to know, to be able to do, and to value and appreciate as a result of the academic advising process.

OVERVIEW



Advising Task Force

I am please to submit this proposal to create an Academic Advising Task Force whose goal 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 outcome for academic advising
- Massasoit advisor training program



- Goal #1: Ensure there is a shared vision and definition across campus of academic advising
- Goal #2: Ensure all students receive equitable academic advising
- Goal #3: Create an assessment plan to ensure academic advising is meeting it's outcomes.

MEMBERSHIP:

Director of Advisement and Counseling
Associate Director of Transfer Affairs
Academic Coordinator of Advisement and Counseling

Associate Dean of Student Success
Massasoit faculty
Dean of Early College Access
Director of ARC
Institutional Research
Director of Enrollment Services

Rationale



Massasoit is has been tasked by both the New England Association of Schools and Colleges and the Global Community on Academic Advising (NACADA) to recreate our institutional advising model.

- In order to ensure student success and retention.
- Train all staff and faculty advisors in best practices
- Alignment with Massasoit strategic plan and mission.

Resources



- Faculty and staff commitment over multiple semesters

Timeline for Execution

Following is a complete list of all project deliverables:

Task	Timeline
Create task force	Summer 2019
Create a shared definition/vision	Fall 2019
Curriculum, pedagogy, SLO (Student Learning outcomes)	Spring 2020
Advisor training program	Fall 2020
Assessment plan	Fall 2020



MASSASOIT
COMMUNITY COLLEGE