Learner Success @ Massasoit Community College

May 2022

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We would also like to acknowledge those who served as the Learner Success Laboratory Co-Leaders and Steering Committee. Their clear-eyed dedication and passion for excellence has helped us take an honest look at our institution to reveal the successes and areas for improvement which guided the final recommendations for future action.

We are grateful for all in the Massasoit community—faculty, staff, and students—who participated in the site visits that occurred in January-February 2021 and again in February 2022. Their insights, questions, and concerns were valuable in guiding this project and in writing this final report. The groups that participated were:

- Site Visit #1 (held January-February 2021)
  - o President's Cabinet
  - o President's Advisory Council (consisting of mid-level College directors, deans, and the members of the President's Cabinet)
  - o Senior Academic and Student Affairs Leadership Team
  - o Student Affairs Leadership Team
  - o Corporate and Community Education Department
  - o Student Life, Athletics, and other cohort program staff and advisors
  - o Student Senate and interested students (Spring 2021)
  - o Enrollment and Planning Implementation Council
  - o Advising Task Force
  - o Participants in the Faculty and Staff Town Hall meeting held on February 11, 2021

- Site Visit #2 (held February 2022)
  - o President's Cabinet
  - o A joint meeting with the Senior Academic and Student Affairs Leadership Teams
  - o Student Senate and interested students
  - o Participants in the Faculty and Staff Town Hall meeting held on February 15, 2022

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Lastly, we extend our gratitude to Nico Hayes-Huer for their outstanding administrative support and graphic design work in creating this final report.

Together, we make Massasoit Community College a vibrant and vital community for all learners and will make it even stronger in the days ahead.

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May 4, 2022

EXECUTIVE SUMMARY

In early Spring 2020, the American Council on Education (ACE) announced its inaugural Learner Success Laboratory (LSL) initiative and invited applications for its first cohort. The goal of this initiative was to provide participating institutions with a structured strategic planning process to advance critical institutional priorities around learner success, with a particular focus on post-traditional and other underserved learners.

Beginning in Fall 2020, the Massasoit LSL Lab Committee co-chairs recruited members for the LSL Steering Committee by extending a campus-wide invitation asking for interested faculty and staff to participate in the project. Individuals were selected based on their teaching and work experience and expertise related to learner success. ACE also assigned a lab advisor who was tasked with meeting with the LSL co-chairs regularly to share her guidance, insights, and other resources. Dr. Annette Parker, President of South Central College in Minnesota, was appointed as Massasoit's LSL Lab Advisor.

ACE requires all participating cohorts to fulfill two tasks for their work on this project. The first goal is for each institution to define who are "learners" and what is to be recognized as "learner success" on their campuses. ACE also noted that cohorts should focus on their attention on "new majority learners"—people who were once thought to be non-traditional students (e.g., older, part-time, persons of color (specifically Black, indigenous, or Latinx)) and other demographic categories (see Education Design Lab for further details). The Massasoit community primarily consists of new majority learners as shown in the College's 2021-2022 Fact Sheet.

Therefore, "learner success" at Massasoit is defined as when individuals make consistent progress toward their goals, acquire, and display career readiness skills, and engage in activities that enhance their intellectual curiosity and educational experience. With this definition in mind, the Steering Committee then focused on the next task of conducting a comprehensive self-assessment using the 200+ questions given to all cohorts. These questions were answered according to the ACE Comprehensive Learner Success Model. This model expanded the traditional measures of persistence, retention, and completion rates and included six core areas of institutional practice and interrelated elements that have an impact on learner success. By viewing learner success through this model, Massasoit will be able to identify gaps in how they meet their learners' needs through institutional structures, policies, programs, and services.

In May 2021, an English faculty member was invited to join the team to be the lead writer and worked with the committee to draft the report from August through the Fall 2021 semester. In early December, a final draft was sent to the College's leadership team for their review and approval to share with the community for feedback. Their feedback will be incorporated into a penultimate version which will be shared with the LSL advisor and two peer reviewers who will conduct a final virtual site visit including meetings with interested stakeholders in February 2022. Once these meetings are completed and the remaining feedback received, the document will be finalized and sent to ACE by March 2022 as well as to internal stakeholders for further consideration and implementation.

This model expanded the traditional measures of persistence, retention, and completion rates and included five core areas of institutional practice and interrelated elements that have an impact on learner success. The following information highlights how the College supports learner success in these areas.

Leadership and Structure

The College has made several structural changes to better support students and to facilitate communication. The College transitioned to a new provost model that included hiring a new provost and associate provost. The Student Affairs Office expanded and aligned with the Academic Affairs Office under the new provost model, bringing academic support and cohort-based programs, student services, and advocacy under one umbrella to better focus on retention efforts. New cross-campus groups and councils were formed to problem solve and facilitate communication. Although these efforts have been well-intentioned and they have done well to support students, they have not gone far enough to support faculty and staff who need timely and clear information to support students every day.

Another impactful structural change at the College has been the reorganization of enrollment services. Now, upon arrival, new students will find a fully integrated enrollment service center, Student Central, that has streamlined the enrollment experience and will help guide students through this process. Students will now encounter a more robust, flexible, and culturally responsive onboarding program that recognizes and honors students' lived experiences. They no longer must travel from office to office but can get all their needs met in one location. While organizationally, support services areas are separated across multiple divisions, cross-functional teams collaborate to provide a holistic approach to student service planning and implementation.

Institutional Commitment and Policy

Massasoit illustrates its commitment to learner success and minoritized students through its *Mission Statement, Statement of Values*, professional development programming, the *Strategic Plan*, and its full support of the Department of Higher Education's *Equity Agenda*. Although there is momentum here, statistics still show that there is more work to be done to ensure that minoritized students graduate at the same rate as their white peers.

Faculty and Staff Support

Additionally, the College has created the Center for Employee Enrichment (CEED) to better prepare faculty and staff to serve students. CEED offers professional development on a variety of topics aimed at increasing knowledge, skills, and abilities in support of learner success.

Faculty and staff also, for the first time, have a shared governance system. Historically, academic governance only included faculty and academic support staff, but it has been revised to be more inclusive of all staff and students. This increased communication helps bridge the gap between the academic and the non-academic sides of the College to better identify and resolve student issues.

Academic and Community Education Programs

Although the College has made great strides in revising the program review process, implementing maps, and working to complete ISLOs, the College still does not have a consistent approach to the assessment of all departments and ongoing policies. It lacks a shared language and expectations around assessment. The College also does not have resources or structural assistance with building and implementing successful assessment metrics. More professional development, support, leadership, and momentum in this area are necessary to not only identify learning gaps but to be able to revise the curriculum to shrink those gaps.

Partnerships and Community Outreach

Massasoit partners with more than 100 companies and agencies in the area, tailored to assess and meet the individual needs of each organization. The College is devoting resources towards internships which aligns with the fourth Strategic Plan priority of "aligning academic programs to better meet workforce demands, student needs for transfer, and to promote inquiry and scholarship at all levels." Internships are an important opportunity for students to engage in practical experience to further their academic and career goals.

Through advisory boards, Massasoit builds and maintains relationships with employers and faculty. In 2021, there were twenty-two (22) advisory boards composed of local employers and industry experts, and two non-credit advisory boards which are made up of employers, community partners, faculty, Massasoit Grants, and other internal staff. Advisory boards for career programs are instrumental in supporting learners in translating classroom knowledge into marketable career skills.

Next Steps

By viewing learner success through the Learner Success Lab model, Massasoit will be able to identify gaps in how they meet their learners' needs through institutional structures, policies, programs, and services. The findings shared in this report will be the foundation of the data-informed recommendations on how to improve learner experiences and identify the systems that support them. In addition to the August 2021 five-year Interim NECHE Accreditation Report and the Equity Agenda, the full ACE report is a valuable institutional planning resource.

This increased communication helps bridge the gap between the academic and the non-academic sides of the College to better identify and resolve student issues.

INTRODUCTION

In early Spring 2020, the American Council on Education (ACE) announced its inaugural Learner Success Laboratory (LSL) initiative and invited applications for its first cohort. The goal of this initiative was to provide participating institutions with a structured strategic planning process to advance critical institutional priorities around learner success, with a particular focus on post-traditional and other underserved learners.

Massasoit Community College recognized this opportunity to strengthen its commitment to and share its efforts in supporting learner success. A small team of academic leaders from the Academic and Student Affairs Division came together and drafted an application to compete with other community colleges and universities across the country. In July 2020, Massasoit was invited to partner with ACE as one of the ten institutions chosen to be in their inaugural cohort. In its invitation letter to the college, ACE noted that Massasoit would "… facilitate comprehensive institutional transformation through a customized assessment and planning process to both improve learner success by traditional metrics (persistence, retention, and completion) and by enhancing perceptions of the relevancy of postsecondary education to career and life experiences." The team would complete the work from October 2020 to March 2022. Even though this timeline was in the middle of an unprecedented pandemic, Massasoit's team accepted the challenge.

Learner Success Team Structure and Timeline

Beginning in Fall 2020, the Massasoit LSL Lab Committee co-chairs recruited members for the LSL Steering Committee by extending a campus-wide invitation asking for interested faculty and staff to participate in the project. Individuals were selected based on their teaching and work experience and expertise related to learner success (see Appendix A). The structure and role of the Steering Committee and its subcommittees were guided by ACE standards— e.g., the campus leadership team would oversee the LSL initiative and the LSL Steering Committee would have three subcommittees to conduct the assessment and summarize their findings for a final report (see Appendix B).

ACE also assigned a Lab Advisor to each cohort institution. These advisors were chosen for their expertise in higher education and willingness to support and mentor upcoming higher education leaders. The role of the Lab Advisor was to meet regularly with the LSL Co-Chairs and share their guidance, insights, and other resources. Dr. Annette Parker, President of South Central College in Minnesota was appointed as Massasoit's LSL Lab Advisor.

This initiative required all cohort LSL Co-Chairs and Advisors to attend monthly meetings beginning in October 2020 until November 2021 to discuss relevant topics to the LSL model, the assessment process, and other related matters. During these meetings, the cohorts were invited to share their experiences, questions, ideas, and successes to inspire and encourage each other.

In January and February 2021, Dr. Parker made several virtual site visits to Massasoit Community College via Zoom. During this time, she visited with the members of:

- the President's Cabinet
- the President's Advisory Council
- the Student Affairs Leadership Team
- the Student Affairs student support and services groups, including Athletics
- the senior leadership team of Academic Affairs
- the staff in the Corporate and Community Education Department
- the Enrollment, Planning, and Implementation Committee (EPIC)

In these meetings, Dr. Parker shared information about the purpose of LSL, answered questions, and gathered information about the College to assist the LSL Co-Chairs in completing the self-assessment process. Her final meeting was with the Interim President, Provost,

and Steering Committee to share her summary findings and recommendations.

From March to June 2021, the Steering Committee's efforts to research and gather data began in earnest. The committee answered over two hundred ACE questions relating to information about the College's infrastructure, programs, and services related to student success across the campuses. In May 2021, an English faculty member was invited to join the team to be the lead writer of the final report. By mid-August, a summary of all subcommittee notes was compiled and shared with the LSL Co-Chairs and Steering Committee. After reading the initial draft, the Committee set out to gather additional data to fill in a few data gaps while the draft continued to be revised.

In mid-October, a more complete draft with additional evidence was presented to the Steering Committee. By the end of November 2021, the final draft will go to the College's senior leaders for their review and approval to share with the community for feedback. Their feedback will be incorporated into a penultimate version which will be shared with the LSL Advisor and two peer reviewers who will conduct a final virtual site visit including meetings with interested stakeholders in February 2022. Once these meetings are completed and the remaining feedback received, the document will be finalized and sent to ACE by May 2022 as well as to internal stakeholders for further consideration and implementation.

Learner Success: Definition and Comprehensive Model

ACE requires all participating cohorts to fulfill two tasks for their work on this project. The first goal is for each institution to define who are "learners" and what is to be recognized as "learner success" on their campuses. After several meetings and discussions with the Steering Committee and Advisor, Massasoit defines a "learner" as "all who come to explore, learn, and grow as individuals regardless of demographic status." This definition goes beyond only students enrolled in courses. Learners include all persons— i.e., students, faculty, and staff – who have opportunities to achieve their personal and professional goals.

ACE also noted that cohorts should focus on their attention on "new majority learners"—people who were once thought to be non-traditional students (e.g., older, part-time, persons of color (specifically Black, indigenous, or Latinx)) and other demographic categories (see Education Design Lab for further details). The Massasoit community primarily consists of new majority learners as shown in the College's 2021-2022 Fact Sheet.

Therefore, "learner success" at Massasoit is defined as when individuals make consistent progress toward their goals, acquire, and display career readiness skills, and engage in activities that enhance their intellectual curiosity and educational experience.

With this definition in mind, the Steering Committee then focused on the next task of conducting a comprehensive self-assessment using the over two hundred questions given to all cohorts. These questions were answered according to the ACE Comprehensive Learner Success Model. This model expanded the traditional measures of persistence, retention, and completion rates and included six core areas of institutional practice and interrelated elements that have an impact on learner success. These cores areas are:

- Leadership and structure
- Institutional commitment and policy
- Curriculum and co-curriculum
- Faculty and staff support
- Mobility
- Partnerships

These areas also needed to be framed and considered through the view of three strategic lenses. For this self-assessment, three subcommittees were created to answer questions about each area using the designated lens in the following ways:

- *LENS: Diversity, equity, and inclusion*
  - o Leadership and structure
  - o Institutional commitment and policy
- *LENS: Data-informed decision-making*
  - o Curriculum and co-curriculum
  - o Faculty and staff support
- *LENS: Agility and transformation*
  - o Mobility
  - o Partnerships

Together, these elements and lenses work to support learner success in every institution through how learners are prepared for careers, complete their academic goals, and design their lives according to what they have learned and how they see the world. Therefore, this model as diagrammed below is more comprehensive in considering all the influences on learner success which can help institutions better understand and meet their community's needs.

ACE Model for Comprehensive Learner Success

By viewing learner success through these lenses, Massasoit will be able to identify gaps in how they meet their learners' needs through institutional structures, policies, programs, and services. The findings shared in this report will be the foundation of the data-informed recommendations on how to improve learner experiences and identify the systems that support them.

LEADERSHIP & STRUCTURE

Questions in this core area focused on how well the institutional structure, senior leaders, and other appropriate administrative and reporting structures support and promote learner success.

Leadership

On January 25, 2021, Massasoit's President Gena Glickman retired and was replaced by interim President Dr. Brenda Molife. The College's permanent president, Mr. Ray DiPasquale, began his tenure on August 9, 2021. During this period, the College also had other major leadership changes. The College transitioned to a new provost model that included hiring a new Provost and Associate Provost. The Student Affairs Office expanded and aligned with the Academic Affairs Office under the new provost model, bringing academic support and cohort-based programs, student services, and advocacy under one umbrella to better focus on retention efforts.

Although there have been many changes and challenges during the last couple of years, during the pandemic, the focus remained on students and community safety. As of March 30, 2020, the College had to transition students to a distance learning environment for the completion of the Spring 2020 semester. This was a heavy lift for not only students, but for faculty, staff, and administrators. Through just-in-time training for faculty and new policies and procedures to assist students moving to an online environment, the College was able to support the community through this period. Massasoit has continued to offer courses in a variety of modalities to suit students' preferences. As of Spring 2022, all faculty, staff, and students will be required to be

fully vaccinated before returning to campus. The College continues to offer students support through the Basic Needs Office, Dean of Students office, and the technology loan program as well as many other support programs on campus.

Shared Governance

In addition to the reorganization of the College and improving some of the functions to better serve students online, Massasoit has also taken many steps to make all areas of the College more diverse, equitable, and inclusive. For example, to ensure that the governance system included all constituencies of the College, in the Fall of 2020, the system was completely. The College governance system now includes representatives from across the College: faculty, AFSCME, sixteen paid student positions, non-unit, and unit professionals. The former system only included faculty.

One of the main focuses of the new structure is communication and transparency. This is accomplished through the Executive Forum, the Jurisdiction Committee, and the portal and web page. The Executive Forum is composed of members from the Executive Academic Committee and the Executive College Committee. They meet once a month to share information among varying constituencies and discuss any impacts that the new curriculum, other changes, or structures may have on the entire college. The Jurisdiction Committee's purpose is to field and direct incoming proposals from college members who otherwise may not be sure where these proposals should be sent, and the portal page houses all governance proceedings, forms, and general information.

New structures in the reconfigured governance also include new committees for technology, employee recognition, jurisdiction, and assessment as well as previously established committees for academic technology, standards, and curriculum. Many positions are for two years; after this period, participants are encouraged to move to another committee to share their expertise throughout the new structure and to create further communication between the committees. In addition, all meetings are open to the entire community.

The governance schedule follows the faculty schedule without opportunities to continue work during traditional faculty breaks. This creates a disconnect with faculty for ongoing work and planning that occurs throughout the calendar year. Oftentimes, large changes including new policies are rolled out during semester breaks to align with either a new catalog year or to cause the least disruption to learning. Recent examples include updates to the Multiple Measures Placement Policy that occurred over the Summer 2021 semester, technology solutions identification, purchase, and roll out (room scheduling software, line, and appointment management software, etc.).

Although the new governance structure is still in its infancy, President DiPasquale has convened a task force to examine its processes in Fall 2021. Communication between committees and constituencies have not flowed as easily as intended. Review processes also have taken longer than intended. The assessment and recommendations from the task force will provide a way to improve shared governance. In the meanwhile, other adjustments have been made or are being addressed, such as the creation of an online proposal form, email addresses for each committee, and the addition of part-time staff and faculty representation on committees. Also, the Student Life Committee has revised its name to the Student Experience Committee to better fit the purpose of the committee and as to not confuse the committee with the Student Life Department. Also, an external webpage for college governance has been created and additional administrative support has been added to help organize and maintain documents.

Units and Roles

Under the current organizational structure, student support services and programs are distributed among four separate divisions of the institution:

1. **Academic and Student Affairs Division**
   - o Academic Resource Center
   - o Access and Disability Resources (ADR)
   - o Advising Career & Transfer (ACT) Center
   - o The Center for Basic Needs Security
   - o Dean of Students Office
   - o Libraries
   - o Office of Student Life
   - o Ida Cerezo O'Donnell Unity Center
   - o Veteran Services
2. **Administration and Finance Division**
   - o Office of Financial Aid
   - o Student Accounts Office
3. **President's Division**
   - o Admissions Office
   - o Registrar's Office
   - o Student Central
   - o Testing & Assessment Office
4. **Corporate and Community Education Division**
   - o Adult Basic Education
   - o Community Education
   - o Corporate Education

While these program and support service areas are organizationally separated across multiple divisions, cross-functional teams such as the Enrollment Planning and Implementation Council (EPIC), the Student Affairs Leadership Team (SALT), and the Student Central Leadership Team collaborate to provide a holistic approach to student service planning and implementation.

For example, the EPIC team, which includes academic affairs representation (one faculty member and one academic dean), works on enrollment management issues. Each member of EPIC serves as a liaison to their respective areas, sharing information and collaborating on initiatives. These cross-divisional teams have been specifically designed to be agile and to ensure input, representation, collaborative planning, and information sharing occurs among the units as initiatives are planned. One example of this is through EPIC. Any member or guest can reach out to put a question, idea, problem, or proposal on the agenda for the bi-weekly meeting.

Often, because of the diversity of representation in this group, EPIC can advise quickly on the next steps to be taken or devise a speedy resolution. When a quick solution is not able to be determined, either the concern is referred to the appropriate governance body or, a workgroup is put together through EPIC to provide research and draft a proposal for resolution.

Massasoit's new organizational structure promotes stronger ties between faculty and some areas of student services especially for those who report to the Vice Provost of Student Affairs or the Provost (e.g., the ACT Center Director, the Associate Dean of Student Success, the Associate Dean of the Early College Access Program).

It also should be noted that these cross-divisional teams focus on credit programs and services as well as on the learners who enroll in them. Greater efforts are needed to include members of the Corporate and Community Education (CCE) Division who also serve a critical population at Massasoit. Such partnerships will help establish clearer pathways for non-credit learners to transition to credit programs as well as to more easily share administrative resources and brainstorm solutions for common problems.

Cohort-Support Programs

The College has several student support programs on campus which provide enhanced academic advising and numerous wrap-around services to help students succeed. These include:

- CHOICES, a program for qualified transitional assistance recipients and low income students to help them manage the demands of parenting, employment, family responsibilities, and personal issues, while pursuing a college degree.
- The Marilyn Maxwell Latch Academic Support Program, a first-year diverse and inclusive learning community for about 185 students per semester who seek help and learn from each other as they transition into college and develop their reading, writing, mathematics, and other academic skills.
- TRiO SSS serves as a resource and voice for undergraduate, first-generation, low-income, and students living with disabilities. It also helps them graduate and/or transfer to a four-year institution through 1-on-1 academic advising, workshops, and a number of other student focused activities.
- Massasoit STEM, which provides career exploration, advising, coaching, and research opportunities for all students in STEM programs.
- **SUCCESS Scholars** provides holistic, wraparound support to the college's new and transfer-in part-time matriculated students. The program also serves former Early College students who are enrolling part-time since completing high school.
- Ubuntu Scholars is a mentoring and enrichment program for those who identify as males (particularly males of color), which is now part of the Unity Center.
- Veterans Services supports Veterans or dependents eligible for assistance under the Veterans Administration Programs.
- The Women's Resource Center provides a variety of resources to learn about women's issues as well as women's programs and services in the community. The Women's Leadership Group is an opportunity for women to explore real-life challenges and opportunities on campus while preparing for life experiences beyond the classroom.

In an effort to streamline communications and better coordinate resources in 2018, Massasoit leaders reorganized four cohort-programs (Choices, Latch, TRiO, and Veterans Services) so that they report to the Associate Dean of Student Success.

All information about these cohort-specific programs is embedded in every new student orientation session. Learners are recruited into these programs based on information shared with College (e.g., the Enrollment Management team provides a list of new and currently enrolled students who identify as males of color to the Ubuntu Scholars program each semester to facilitate program recruitment).

Other Selected Student Support Services

Massasoit is committed to being a student-ready college rather than focusing on the deficit model of preparing students for college. The ACE self-assessment process affirmed this commitment. The following sections reveal the diverse ways Massasoit supports learner success in selected departments and units as well as areas for further improvement.

Admissions

Massasoit is a diverse community and draws from a wide service area with large populations of white, Black, Latinx, Haitian, Cape Verdean, and other multicultural students from cities and towns that include Brockton, Boston, Canton, Randolph, Middleborough, Quincy, and Plymouth. In recognition of this diversity, Admissions team members include an Associate Director/International Student Advisor who is fluent in Portuguese and conversational Spanish, a senior admissions counselor who is fluent in Spanish, and an administrative assistant who is fluent in Greek. With the increasing numbers of Black and brown students, it is important for the College to also hire Admission team members that reflect the student population.

Each counselor is assigned a territory and visits high schools, college fairs, community organizations, and career centers within that territory. Counselors have met with unemployed and underemployed individuals, justice-involved individuals, first-generation students, veterans, and non-traditional-aged students.

In the past, College representatives have attended the Haitian Multi-Services fair, the South Shore Parents Leadership Conference, the Massachusetts Department of Children and Families statewide fair, the Massachusetts Correctional Institution-Norfolk's Reentry fair, and the Quincy Community Action Program fair, as well as many others. Since 2020-2021, admission counselors have offered virtual appointments and virtual events including information sessions and open houses. These virtual options have offered more flexibility and safe access to prospective students to learn about the College without any travel time and at their convenience.

All onboarding information is in the New Student Orientation course that is placed in Canvas, Massasoit's learning management system or on the Enrollment/ Admissions website. Admission counselors and the administrative office team are knowledgeable about other support programs available for students and have often made referrals to Financial Aid, the Dean of Students Office, Early College Access Program, the Unity Center programs, Veteran Services, and the Center for Basic Needs Security (*see page 8*) as needed. Referrals have also been made to Massasoit's local partner—Brockton Area Multi-Services, Inc., (BAMSI)— a private, non-profit human services organization providing services to adults and children with developmental disabilities, mental illness, behavioral health, and public health needs. They also have made referrals to another partner—the local Women, Infant, and Children (WIC) Nutrition Program—to assist students in need.

Access and Disability Resources

To ensure that the College is indeed a "diverse learning community that supports all students in their education," the College is committed to having a robust Access & Disability Resource (ADR) team. In Fall 2019, the ADR changed its name from Disability Services to Access and Disability Resources to ensure that the name more

accurately reflects the team's values and work. ADR is focused on ensuring accessibility and being a resource for students and faculty on campus. Additionally, a cross-functional group of employees comprises the Americans with Disabilities Act (ADA) Access Committee. This committee meets a few times a semester to discuss and address a broad number of accessibility issues.

In December 2019, members of the committee and staff from ADR launched a form that anyone (student, staff, or visitor) can fill out to report an access concern (physical, digital, or attitudinal). The form is available publicly on the College's website. The completed form gets directed to five key staff across the campus for coordinated and streamlined communication. The ADR office continues to offer to educate students regarding different available technologies including a range of free apps such as note-taking technology (Glean) and screen-reading software for students who are deaf or hard of hearing or experience attentional issues. The ADA Access Committee continues to research closed captioning systems that will enhance the accessibility of educational and college material as well as meet obligations under the ADA.

Advising, Career, and Transfer Center

Advising is multi-layered and extends far beyond the traditional advising during semester registration periods. The Advising, Career & Transfer Center (ACT Center) supports student success by helping them stay on track to complete their degree or certificate. Students can connect with their advisor before registering for courses, check on their academic progress, consider other academic options, and have their questions answered. Before Spring 2020, Massasoit's course advising, and registration process included up to five distinct parts with separate times to meet with an advisor and then register for courses. Since the start of the pandemic, the College moved to a single priority period start date for course advising and registration each semester (e.g., spring 2022 registration started on November 8, 2021 for current students). During the priority period, students are to meet with advisors, review their academic progress, and register for courses at the same time.

To help chart students' course of study, the College uses both academic maps and DegreeWorks. Tutorials on how to use these resources are delivered to all new students so that they have an educational plan in an online and paper form. The "What If" feature on DegreeWorks allows students to initiate a scenario-based degree audit if they choose to change their major before meeting with an academic advisor to do so. Through tools such as Navigate, students can make appointments with their academic advisor for various reasons. Advisors have also created outreach campaigns to students to check in with them at various points in their learning/advising cycle. This effort helps to ensure students remain aware of their educational plan and remain on track with their stated goals.

The ACT Center also provides students with a new software, Career Exploration, to help them research and learn about various career paths that may be suitable. This information can guide them to the academic program that can best prepare them for their chosen field. They can also reach out to Transfer Services for help in choosing a four-year college or university as they move forward with their academic goals.

To improve the advising process and student experience, the ACT Center team published an online Canvas Advisor course which is a "one stop shop" for all things advising. The ACT Center also added virtual Zoom drop-in training sessions for faculty and staff who are not available to come to campus for training on how to work with students.

The ACT Center continues to expand the number of advisors trained in Appreciative Advising philosophy in the hope of creating a more inclusive learning environment and currently has 22 advisors trained in this advising model. They also provided virtual training for students to help them navigate the advising and registration processes.

The ACT Center also has assigned 1-2 academic advisors to serve as departmental liaisons to every academic division to ensure that updates are communicated on a timely basis.

Center for Basic Needs Security

In Summer 2020, Massasoit opened the doors to the Center for Basic Needs Security in response to a growing need on campus and in the community. The Center was created to provide resources for students, faculty, and community members as it is known that to learn effectively, a person must have basic security: i.e., a roof over their head, a safe place to sleep, enough food to eat. The Center staff work with each person to make sure those needs, and many others, are met.

In Fall 2021, Massasoit became the only higher education institution in New England selected for The Hope Center for College, Community, and Justice's first #RealCollege Institutional Capacity-Building Cohort (ICBC), which is composed of 27 higher education institutions that span the nation from Washington to New York. The Massasoit ICBC team will receive assistance and resources to retain students who need food and housing support and who were made more vulnerable because of the COVID-19 pandemic. They will also attend a series of workshops, coaching sessions with Hope Center staff, and various training throughout the 2021-2022 academic year. Massasoit will also conduct a basic needs assessment of the campus community in both the fall and spring. The work will continue through May 2022, with learning modules focused on assessment, support, driving state and federal policy and advocacy, and supporting the basic needs ecosystem.

Office of Online Learning

Massasoit recognizes that successful online learners are organized, self-directed and able to work well independently. To support these learners, the Office of Online Learning has been providing on-campus Student Online training prior to their beginning their first online or web-enhanced class. This training gave them an orientation to Canvas, the learning management system used at Massasoit as well as strategies for how best to learn and study online.

In January 2020, there were 12 on-campus trainings with 33 students. Once the global pandemic reached Massachusetts and the Commonwealth was on lockdown starting in March 2020, the Student Online training shifted to a Zoom web conferencing format. These training sessions provided the introduction to Canvas and an overview of Zoom which was the new video conference modality used for synchronous remote courses. From June 2020 to October 2021, there were 69 Zoom training sessions with 462 students.

It is readily apparent that the Office of Online Learning has provided an essential and valuable support program for students as shown by their successfully conducting 81 training sessions involving 495 students over the past two years.

Participatory Action Research Institute

What started as a student club at Massasoit for students to become involved with campus research opportunities, has now—as of fall 2021—become the Participatory Action Research (PAR) Institute. The PAR Institute is led by a Senior Special Programs Coordinator who manages and trains the diverse student researchers in co-creating research with all stakeholders with the aim to improve student retention, transfer, and graduation rates. Additionally, the PAR Institute will help establish Massasoit as a resource for other education institutes interested in promoting student co-created research, student voice, engagement, action, and community building.

Pride @ Massasoit

Pride @ Massasoit celebrates LGBTQIA+ identities, creates opportunities to gather around shared experiences, raises awareness in the campus and local communities about ongoing inequity and injustice experienced by LGBTQIA+ folks, and provides opportunities for individual and community growth

through mentorship and support programs. Working closely with campus and local partners, their goal is to strengthen and uplift the LGBTQIA+ community and enrich the lives of those served.

The LGBTQIA+ Equity Team was established in Spring 2020 to further support the LGBTQIA+ community on campus. Priorities for this team were created in four work groups.

- **Safe Space Program Training and Curriculum**
  - o Design content and instructional delivery for an "LGBTQIA+ 101" and inclusive classrooms professional development workshops.
- **Mentorship and Celebrations**
  - o Design a faculty and staff mentorship program for LGBTQIA+-identifying students (recruitment, assignment, evaluation). Plan and implement two (fall and spring) signature LGBTQIA+ celebration events for the campus community. Identify key "Safe Spaces" for students, both physically and virtually.
- **Brand Development for Pride @ Massasoit**
  - o Collaborate with Marketing & Communications to create a brand identity for Pride @ Massasoit. Responsible for web content, print materials design, and promotional items. Create safe space kit items (stickers, buttons, signage, etc). Create a directory of trained "safe space" faculty, staff, and offices.
- **LGBTQIA+ Climate Survey**
  - o Collaborate with Institutional Research to design and implement a campus-wide climate survey aimed at gathering data about the experiences of LGBTQIA+-identifying faculty, staff, and students. Will include data analysis and action planning based on national standards and best practices.

Pride also provides general information about LGBTQ+ terms, how to be a good ally to transgender people, and proper pronoun usage. Their website also provides the link to the Preferred/Chosen Name Form. This information is incorporated into students' records so that faculty can receive the chosen name on their course rosters. All faculty are encouraged to honor the student's chosen name and use it in all communications. These efforts are another indication of Massasoit's commitment to learner success and well-being.

Student Advocacy, Outreach and Equity

In summer 2020, Massasoit created a new position, the Director of Student Advocacy, Outreach & Equity who reports to the Vice Provost of Student Affairs. The role of the Director is to support students who are engaged in College processes and procedures such as appeals, student conduct meetings, or disagreements with faculty or staff. The Director provides guidance, support, and advocacy to students including assisting them with their understanding of processes, providing guidance on how to approach writing an appeal, and mentoring them through each process.

Student Central

In April 2019, Massasoit took another step forward at improving the student experience starting with enrollment services. A new office known as Student Central opened its doors within the Dining Hall area on the Brockton campus. This fully integrated enrollment service center has transformed the enrollment experience for prospective and current students.

Student Central serves as the ideal "front-door" to the College, condensing enrollment-related transactions that are conducted in-person to a single building and has physically reinforced service to students as the College's main priority. This modern, welcoming, and efficient enrollment services center has incorporated customer service aspects of admissions, registration, financial aid, student accounts in one location. At the lower level of the same building, students have access to the offices of

Testing and Assessment as well as the ACT Center. This central location has significantly reduced the "bounce" between buildings and offices which had so often created frustration for students throughout the enrollment process. In Summer 2021, an internal reorganization within the Enrollment Services Division allowed the College to fully expand the Student Central model to the Canton campus which helped Massasoit in achieving the "One College" service model.

Student Life

Every college and university looks for ways to help learners develop their leadership skills and engage in activities to build community and confidence as well as celebrate and rejuvenate. Massasoit's Student Life team is no different. They support learners' growth in leadership experiences through serving on the Student Senate, representing students on the College's Board of Trustees, serving on the Commonwealth's Student Advisory Council, and participating as the Presidential Student Ambassadors (PSAs) at enrollment and other special events. PSAs are hired through a selective process and receive extensive paid training to develop as student leaders. Applicants must be enrolled in at least 6 credits and must demonstrate a record of academic achievement and leadership at Massasoit Community College.

Another opportunity for developing leadership skills comes from participation in student clubs and organizations. The Student Life teams provide resources and support for each student club or organization. Learners plan, organize, and implement programs and service projects to promote the club's mission, celebrate diversity, create an inclusive campus climate, and support the needs of the community. Students are encouraged to take on leadership roles within the club and club officers receive training in leadership development and club management.

New clubs and organizations have recently been added (i.e., the International Touch Club, Hearts 4 Haiti, Cape Verdean Student Association, and the Native American Club). Student clubs and organizations are listed by campus—see Brockton Clubs and Canton Clubs. What is notable is that some clubs are based upon where the academic program is located (e.g., the Respiratory Care Club is based on the Brockton campus while the Vet Tech Society is based on the Canton campus). Other clubs or organizations meet on both campuses (e.g., Phi Theta Kappa, the international honor society for 2-year colleges and the Gender Sexuality Alliance, an organization dedicated to spreading awareness, information, and positive self-image across the campus. Their focus is the pursuit of equality for all people who do not identify with heteronormative sexualities and gender presentations.)

As a result of the pandemic, more virtual student life events have been made available to the Massasoit community. Virtual engagement events include opportunities for fitness and mindfulness, animal webcams, museum tours, art activities, travel, and experiencing virtual Disney World rides. Other opportunities include learning cooking basics with Gordon Ramsey, learning another language with Duolingo, and even visiting Hogwarts' Digital Escape Room. The Student Life Calendar is posted on the internal portal page and made available on television screens in public spaces on campus to remind students of these and other options to have fun, relax, and grow in ways outside the classroom.

Student Success Team

In 2018, the College reorganized four successful student support programs into a single Student Success Team (SST). These programs serve distinctly different and yet similar in being traditionally under-represented student populations—i.e., Choices, Latch, TRiO, and Veteran Services. Before 2018, these programs were reporting to three different supervisors in three different administrative divisions. The new SST would provide a sharing of knowledge and resources while reporting to the Provost. With the onset of the global pandemic and recognizing the opportunity for more synergy and

collaboration, SST was moved in Spring 2020 to Student Affairs which also provides services and support to learners on campus.

In Summer 2021, the College established an additional-cohort-style support program for new and transfer-in, matriculated part-time students using funds from the Commonwealth's Supporting Urgent Community College Equity through Student Services (SUCCESS) grant. The grant is co-chaired by the SST associate dean and Grant Department Director. This new program—Massasoit's largest cohort-style program to date—was added to the SST program list and is focused on improving part-time students' retention and completion rates.

Institutional data shows that part-time students are more likely to be:

- Female or identifying as female (66% of part-time students vs. 54% for full time)
- Students of color (54% vs. 50%)
- Older (average age of 26 vs. 22)
- First generation college student (67% vs. 65%)
- Use English as a second language (14% vs. 12%)
- Live with a disability (6% vs. 5%)
- Less like to return for their second year as compared to their full-time counterparts
  - (i.e., 52% part-time vs. 64% of full-time freshmen returned for Fall 2021)

Ida Cerezo O'Donnell Unity Center

To further the College's efforts of promoting learner diversity and inclusion, the Unity Center was established in Spring 2020. The Women's Resource Center and the Ubuntu Scholars program are now housed together as part of the Unity Center. The Unity Center's mission is to provide students with opportunities to examine and embrace the intersections of their identities, think critically about diversity and social justice, and utilize their unique and collective voices and talents to enact positive change.

The Unity Center offers regular programming such as:

- the Lunch and Learn series,
- the monthly Breakfast IV Brothers and Sisters events,
- awareness-based programming like the Human Trafficking Awareness panel, and
- the new roundtable discussion series Let's Talk! which is part of the Year of Social Justice campaign.

The College committed to making AY 2020/2021 The Year of Social Justice, which included a variety of events focusing on a conversation around diversity and equality, including a screening and discussion of Trial 4 in honor of Martin Luther King, Jr. Day. These events continued virtually during the pandemic allowing all members of the community to join. A subsequent calendar of social justice events for AY21-22 has also been released since learning about and working on social justice issues should not be limited to a year.

Academic Support Programs

Students at Massasoit have direct supports for their academic needs (i.e., tutoring, computer laboratory space) as provided by the ACT Center and Information Technology Division. Other supports are noted below:

Academic Resource Center

The Academic Resource Center (The ARC) offers a range of in-person tutoring and academic support services on both the Brockton and Canton campuses. As a result of a successful pivot to remote services in March 2020 (due to the pandemic), the ARC has also permanently implemented virtual tutoring. Individual and small group tutoring is available in many subject areas such as mathematics, science, accounting, computer technology, study strategies, reading, writing, and language acquisition.

In the ARC, a blend of peer, paraprofessional and professional tutors support students to become more effective, independent learners. The ARC is certified by the College Reading and Learning Association (CRLA) to

certify tutors, and hosts an interdepartmental in-house tutor training program to assist tutors to meet the CRLA training certification requirements

In addition to tutoring, computers are available in the ARC for writing, research, and course study. Canton ARC also has four Mac computers for student use. Brockton ARC has group study rooms available by reservation for groups of 3-6 students. Specialized tutoring support for specific courses (such as embedding a tutor into a course) or particular class assignments can be arranged by request. Writing tutors have partnered with the Massasoit Libraries to offer a Research and Writing Virtual Drop in Study Room each semester.

The ARC also offers a series of workshops on student success and study strategies in conjunction with each Academic Progress Campaign (APC) that the college runs through the semester. Students identified as at risk and in need of academic support receive targeted invitations to the workshops, but all registered students are invited to attend.

Students may access ARC tutoring services by making an appointment or utilizing drop-in services. Students are also able to self-schedule tutoring appointments through the Navigate early alert and student success software.

Commonwealth Honors Program

The College also offers an intellectual challenge through the Commonwealth Honors Program (CHP) to talented and driven students by providing honors-level courses designed to academically augment their skills, participate in conferences, and transfer to any of the twenty-four consortia of state institutions. The Commonwealth Honors Program at Massasoit Community College has been granted accreditation twice since its inception in 2005, and it continues to be an active part of the national CHP community. Some of the programs associated with CHP are the Honors Association, the Honors Council, and Honors Speaker Bureau. In addition to advancing student talent, CHP offers financial benefits to qualified students, such as the Honors Garden Scholarship, and additional financial rewards.

Early Alert System

The College has been using an early alert system since 2015 and has recently upgraded to Navigate. The upgrade allows the College to now begin using analytics to measure whether strategies are making an impact with the students being targeted. Learner factors that trigger an alert include:

- Does not have required materials
- In danger of failing
- Low test/quiz scores
- Missing/late assignments
- Limited to no participation
- Poor academic performance
- Technology support
- Tutoring Referral
  - o General study skills tutoring, or
  - o Subject specific tutoring
- Other (with a comment box)

Once an alert is triggered, an intervention might include a tutoring outreach campaign to students identified as at-risk due to academic factors. In addition to direct outreach to the identified students by the Academic Coordinator, Unity Center peer leaders conduct general wellness checks, leveraging the near-peer relationships to learn more about the experience of the students in question. The ACT Center will also begin to focus on the College's Early Alert Campaigns and to work with students on probation. However, all student services are not equally available to remote and non-traditional learners as they are to our traditional student population. Although significant improvements have been made during remote operations due to the pandemic, as the College moves toward establishing the post-pandemic normal, critical planning will need to include lessons learned and service improvements made during this time.

English for Speakers of Other Languages (ESOL) Program

While many Massasoit students are placed into or can go directly into *English Composition I, Introductory Writing, Preparing for College Reading I or II* (or any combination thereof), some cannot. They need more support with reading and writing academic English. The English for Speakers of Other Languages (ESOL) programs are designed for students interested in learning the English language. Institutional data shows that approximately 15% of the total student population identify themselves as students for whom English is not their first language.

Massasoit Community College offers a series of ESOL courses. The courses are designed for students with varying levels of English language ability— from those who speak very little English to those who are conversational and want to master the language to those who want to obtain a college degree. The credit-bearing academic ESOL program offers students ESOL courses to prepare them to take individual academic courses such as English Composition I, Biological Principles I, or General Psychology or for entry into an academic certificate or degree program with the college.

The College also offers three non-credit ESOL programs for the community and employers. The Community Education department offers adult ESOL learners courses to improve their English language ability and to further their education and career goals for a fee. This program offers nine courses including beginner to advanced levels, a Transitional to College ESOL course, and ESOL Conversational Group, and ESOL Book Group at the Brockton Campus regardless of their current English proficiency.

The Adult Basic Education department offers adult learners ESOL courses to further their educational and career goals for free. This program offers six courses (beginner to advanced levels) throughout the school year at Stoughton High School. The program is funded by grants from the Massachusetts Department of Elementary and Secondary Education and is free to all who meet the eligibility requirements.

The Corporate Education department provides businesses with a range of customized ESOL courses to help employees improve their English language skills. These programs often lead to improved communication and employee retention, as well as a decrease in error rate due to language barriers.

Massasoit Libraries

The Massasoit libraries on the Brockton and Canton campuses fulfill the mission of the College through the provision of multimedia information resources, research services, and an active learning environment supporting learner success and efficacy. With the tag line, "Where Ideas & Community Engage", the library strives for high-quality virtual and in-person engagement.

The reference and instruction librarians work in cross-disciplinary teams to implement a comprehensive information literacy curriculum emphasizing the evaluation and application of primary and secondary source materials.

As part of the regular maintenance and stewardship of the College's information resources, the library most recently updated their collection to include Equity and Activism resources providing general information about social justice issues and activism, as well as information and resources for allyship in all its forms. Regular updates are scheduled in the following areas: anti-racism, LGBTQIA+, Native American, Environmental Justice, and Immigration.

INSTITUTIONAL COMMITMENT & POLICY

The LSL team found Massasoit's leadership has a strong commitment to fulfilling the Massachusetts Department of Higher Education (DHE) Equity Agenda. This agenda promotes a statewide strategic plan focused on equity, to be reflected in our policies, programs, and initiatives. The expectation is that, by doing so, 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. Through this work, as well as through the College's internal success tracking, Massasoit can identify equity gaps and intervene with just-in-time support.

The DHE's Equity Agenda has shined a spotlight on disaggregating graduation data to see which students are faring better or worse than their peers. This has resulted in several new initiatives (e.g., the SUCCESS Program, review of developmental education courses in English and Math, and improved access to the campus community of IR data) that are targeting specialized groups of students who have been identified as underperforming, as well as changes in policies that have resulted in inequitable outcomes for students.

Although the College's mission statement has not changed since the 2016 New England Commission on Higher Education Self-Study Report, the College has taken strides to make the mission and values statements more visible to all constituencies (i.e., they are displayed on the College website). In line with the mission, the College has continued to commit to diversity, equity, inclusion, and social justice. The Massasoit Community College Mission Statement is:

> *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.*

Strategic Plan

As an institution, student success is identified as a main goal in the Strategic Plan: *Strengthen Student Success, Retention, Persistence, and Graduation Rates*. To accomplish this goal, the institution has indicated two priorities (1) to increase access and (2) remove barriers to education by developing strategies and aligning course delivery methods to student needs. To help accomplish this goal, the College plans to continue to build services for a smooth transition to college for K-12 and Early College students, as well as to expand transfer services and align new transfer agreements. To ensure student success, the College plans to implement scalable, high-touch student wraparound services including the expansion of partnerships and wellness programs. As part of this effort, the College just hired a new health and wellness coordinator. The College will also develop and expand local internship opportunities for all students leading to job placement upon graduation. As the College values student experiences, it will continue to seek feedback from them for institutional improvement. Moreover, Massasoit will continue to work to leverage technology to expand and enhance the delivery of student services.

Learner success is also addressed in the College's *Value Statement* on student success, which states that the College is "committed to engaging students as active learners by providing a range of curricular and extracurricular opportunities to explore, develop, and achieve educational and personal goals." Instead, they are broadly focused on retention and completion. The goals in the Strategic Plan are also aligned to the goals established by the MA Board of Higher Education (BHE), which assesses performance measures across the community college sector. Massasoit's Strategic Plan is currently under review by the new president and is expected to be updated through a new campus-wide process.

Although the BHE gives the College performance metrics such as the Equity Agenda to help guide the College, the BHE does not set any specific goals but rather compares institutions to the MA community college average and to national and peer averages where comparable post-secondary educational data can be ascertained. More qualitative learner success goals are identified by core competencies that are arranged into eight categories based on the American Association of Colleges and Universities (AAC&U) VALUE (Valid Assessment of Learning in Undergraduate Education) Rubrics. More work is needed to be done in this area since not all courses have been mapped to the competencies in these areas. Strategic plans at the academic department level may also exist, but these are used and referred to solely within the department and are not broadly known or shared. Improving the institutional strategic plan and subsequent division and department strategic plans will help Massasoit more clearly support learner success.

Student Financial Aid and Technical Support

Massasoit's commitment to learner success is revealed through its efforts to provide learners with needed financial and technical support through a variety of programs and opportunities. Before the pandemic, most Massasoit students who were eligible for federal Pell grants received enough grant funding to pay all their tuition, fees, and course material expenses during the fall and spring semesters. However, a gap in this funding was realized for a small number of students who decided to take courses during the summer. To close this gap, Massasoit provided college Fee Assistance Grants and additional Block Grants with funding from the Commonwealth. The Finish Strong Scholarship was also approved and funded by the Massasoit Foundation starting in Spring 2019. These funds fill in the gap for all tuition, fees, and up to $150 toward assigned course materials for students' remaining credits in their final semester.

On June 15, 2017, the College was awarded a $649,999 National Science Foundation (NSF) Scholarships in Science, Technology, Engineering, and Mathematics Program (S-STEM) Grant to provide scholarships and

other supports for low-income, academically talented students pursuing associate degrees in computer science, biology, chemistry, or mathematics. Qualified student-applicants were Pell eligible, had at least one semester of coursework, including one or more college-level science or mathematics courses, with an overall minimum GPA of 3.0. Award amounts were based on the estimated cost of attendance beyond Pell Grants and ranged from $500 to $5,000 per student per semester for up to four semesters, provided recipients continued to meet criteria.

The first round of applications was submitted by students in fall 2017, and scholarships have been given from spring 2018 to fall 2021. Thus far, 32 students have been awarded scholarships averaging $4,122 per semester per student. Fifty-three percent of these recipients (17 of 32 with 4 students not reporting) have been students of color including Asian, Black, Cape Verdean, and Haitian. Because the number of qualified applicants has been fewer than initially projected over the initial five-year grant period, the grant is currently underspent. A no-cost extension from the NSF will be requested in hopes of being able to continue to offer S-STEM Scholarships from the funding that has already been allocated.

In November 2019, Massasoit was selected as the fifth community college to participate in the City of Boston's Tuition-Free Community College (TFCC) Plan. The TFCC program was launched by Mayor Marty Walsh in 2016, and pays for up to three years of college for Boston's income-eligible students who have earned their high school credential. Massasoit provides participants with more options in both locations and programs of study. The campuses located in Middleborough, Brockton and Canton are within 10 miles of Hyde Park and Mattapan. The addition of Massasoit also makes new associate degree programs available to TFCC program students in Diesel Technology, Heating, Ventilation, & Air Conditioning (HVAC), Veterinary Technology and Architectural Technology.

Beginning in January 2020, the Covid-19 pandemic wreaked global havoc in the lives of all peoples with a significant negative impact on the efforts of those pursuing their educational goals. In response, the Federal Government passed the Coronavirus Aid, Relief, and Economic Security Act, also known as the CARES Act, in March 2020. This economic stimulus initiative included funds to colleges and universities to support their students and operations through the Higher Education Relief Funding (HEERF) grant. In July 2020, Massachusetts Governor Charles Baker and legislators used CARES Act funding for the Commonwealth to create the Governor's Emergency Education Relief fund (GEER) to expand remote learning opportunities, and cover costs associated with reopening certain schools and colleges, as well as boost financial aid for college students in greater need of financial assistance. Lastly in December 2020, the Federal Government released additional monies (HEERF II) in support of higher education. For a full listing of how Massasoit distributed these funds, please see https://massasoit.edu/covid-19-related-information-2/.

Massasoit received $1,790,687 from the HEERF I program in April 2020 and initially distributed $1,296,250 in emergency grants to a priority group of 1,572 students who were enrolled in a degree or Title-IV eligible certificate program at least half-time, had a Free Application for Federal Student Aid (FAFSA) on file with Massasoit Community College, met the eligibility criteria listed in Section 484 of the Higher Education Act of 1965, received a Federal Pell Grant in the Spring 2020 semester and had a calculated Expected Family Contribution (EFC) between 0 and 5576. Grant amounts were intended to be impactful, were "tiered" by enrollment status, and ranged from $500-$1,000.

Massasoit distributed the remainder of the allocation to 567 students via an application process that was made available on May 21, 2020. Although the premise that all students incurred expenses due to the campus disruption caused by COVID-19 remained, having an application process that required students

to affirmatively indicate the category or categories of expenses incurred ensured that remaining grant funds were appropriately and meaningfully disseminated in a similar "tiered" fashion by enrollment status.

Massasoit also received an additional $1,790,687 from the HEERF II program in December 2020 for student emergency grants. To comply with statutory requirements and to disseminate funds as expeditiously and broadly as possible, Massasoit prioritized students based on their calculated EFC from the 2020-2021 FAFSA to receive an emergency grant. Students who were enrolled in at least six credits in the Spring semester and were not withdrawn as of April 2, 2021 were awarded emergency grants as follows:

- Students with an official EFC between $0-6,000 received $2,500
- Students with an official EFC between $6,001-10,000 received $1,500

A total of 717 students received emergency grants disbursing all HEERF II grant funds.

In March 2021, The American Rescue Plan Act of 2021 (ARP) was signed and implemented as the third stream of funding appropriated for HEERF to prevent, prepare for, and respond to coronavirus. The total amount of funds that Massasoit Community College has received from HEERF III for student emergency grants is $6,799,843. A total of 1,780 students received emergency grants between July 9, 2021 and December 15, 2021 for a total of $3,565,130 disbursed. An additional $3.5 million of emergency HEERF III Fund grants will be sent to eligible students in April 2021.

Additional HEERF funds were also provided to colleges and universities for their institutional needs. In 2021, Massasoit opted to utilize approximately $2.3 million of these institutional funds to cover outstanding tuition and fee charges for an estimated 1,513 students (see Appendix C). As of the writing of this report, approximately 300 of these students have returned to Massasoit and registered for courses.

In addition to these federal and state funding sources, the Massasoit Foundation also created scholarships for students who did not qualify for the HEERF federal and state grants. Since the onset of the pandemic, the United Student Fund awarded over $78,000 to 122 students many of whom were not eligible for HEERF funding. The Balfour Foundation also donated funds to assist these students. By September 2020, 55 students received an average of $900 through the technology grant for a total disbursement of $50,000. These funds were to ensure that students had laptops to continue their studies remotely.

The College also established a short- and long-term technology loan program to further address students' technology needs (e.g., computers, hotspots) arising from the change in instructional modalities. The College also extended remote access to many software applications to students and increased its wireless accessibility. The College procured new software or negotiated changes in existing licensing so that students could access software remotely through a new virtual computer lab or by directly installing the software on their personal device. Additional WiFi access points were installed to enable greater outdoor coverage on all three campuses (specifically spanning selected parking lots so visitors needn't leave their vehicle). The College also became an eduroam partner to allow students and employees to use their MyMassasoit credentials to access WiFi at other eduroam sites (and vice versa).

Collaborations and Communication Strategies for Learner Success

Constituencies from across the campus collaborate to support learner success in a variety of ways. The Student Success Team, The Unity Center, Student Life, and the Early College Access (ECA) Program collaborate on providing Massasoit mentoring and peer leadership training. Additionally, the Academic Resource Center (ARC), ECA, and Student Success teams collaborate on providing the Massasoit tutor training program. Several working groups (i.e., the Campus Assessment Response and Evaluation (CARE) Team, EPIC, SALT, and

Student Success Team) are cross-departmental and cross-divisional and each serves to meet a targeted set of needs of the whole learner. Moreover, EPIC, CARE, and the former President's Advisory Council help facilitate communication across campus.

Despite the existence of many cross-divisional working groups and the formal governance structure, communication challenges persist. Information sharing (up and down) is often highly dependent on the person (and associated communication style) that sits on any given team to represent the area(s) rather than any standardized structure and timeline for information sharing. Formal and broadly distributed college-wide reporting and assessment of ongoing and planned initiatives has been perceived to be lacking. In fact, there has been a significant amount of feedback that communication is lacking at the College. The challenge that comes from this feedback is at what level is communication lacking—i.e., is information that is shared missed because of an overabundance of emails? Or is the content of the messages lacking desired details? Or is it something else? Further exploration of this chronic issue is needed.

Another challenge exists in that Massasoit does not have a high-functioning, easily-updatable employee intranet, which is a staple for modern institutions. Many individuals and campus groups have sought to make MyMassasoit more user-friendly and current with new Webpages and documents with varying degrees of success. Further discussions are needed to determine if it is possible to purchase a new internal portal system in the near future.

In all fairness, it must be acknowledged that the College's Marketing and Communications Department routinely provide pertinent updates and announcements from a wide swath of academic and administrative offices to the College community. Most notably, at the start of the pandemic lockdown in March 2020, then President Gena Glickman sent daily updates to the campus community informing them of all that was being learned about the pandemic as well as the efforts being made to cope with the unexpected transition to remote work for staff and for remote teaching and learning for faculty and students. Remote Town Hall meetings via Zoom were held where highlights of community members' successes and joys were shared. These daily messages were sent from March through June 2020 and served to encourage, support, and inspire everyone during an unprecedented experience. Beginning in fall 2021, the communication efforts now include weekly Monday Morning Minute campus news briefs, a strategic email that was the brainchild of College Communications.

Successful communication is a two-way street. The College regularly solicits feedback from students, faculty, and staff about new program initiatives, hiring candidates' open forums for senior level positions, as well as drafted accreditation reports and even this LSL summary report. Although feedback is requested frequently, there has been little participation, particularly among the student body. The College has used large all-college meetings to facilitate change management; they have not always been successful. At this point, considering Covid-19, the primary communication and feedback method is via email, which is less than ideal.

Administrators, faculty, staff, and learners are connected across campus in a variety of ways. The College has several "showcase events" such as the STEM Symposium, Commonwealth Honors Conference, and the Honors Convocation. These events celebrate student academic excellence and leadership. One of the largest venues for college-wide communication is

the semi-annual convocation where faculty and staff have opportunities to present their projects, participate in cross-divisional work (e.g., institutional strategic planning), and receive professional development.

Academic departments also share data on learner success through program reviews, statistics on support programs, comparative data on demographics plus measures of success (retention and transfer out at one year; graduation/transfer/still enrolled at years 3 and 4). Institutionally, the College tracks the following data:

1. Success at one year (retention, graduation, transfer out for all students not just first time);
2. Graduation/transfer out/still enrolled at years 3 and 4 (first time only);
3. Longer lens tracking -- all-new (first time and transfer ins, whether starting full- or part-time) with status at years 4, 5, 6.

The College has also disaggregated data items # 1 and #2 above by gender, race/ethnicity, and Pell status. Data item #3 above is in progress and will include disaggregated data by those populations by the start of Spring 2022. Although disaggregated data on success measures are provided at the institutional level for all students, it is not provided yet for individual programs. However, the College does provide academic programs with relevant demographics.

IR also publishes data with text to provide more context for the college community; data tables include footnotes, caveats so that the end-user knows what is and is not included. IR focuses on three key success measures (retention, graduation, transfer out), and will "walk" (via a meeting or email text) an academic department or another group through the data, starting with demographics of "their students" as compared to all students, then through retention, graduation, transfer out, etc. IR also provides additional data such as term-to-term retention as requested, using standard definitions.

To publicize learner success, the College uses student profiles on social media, regular press releases, and posts to the website's newsroom. The College keeps community partners abreast of student success. One example is the Pathways to Success event which was a virtual gathering where students shared their experiences and successes at Massasoit with attendees, including many external partners. Learner success is something that should be woven into corporate and community outreach, particularly in one-to-one conversations and connections. The Institutional Advancement team has done an impressive job of increasing the number of community partners the College engages with and although the College has used the learner success outcomes more over the last several years, the additional focus would be beneficial.

Information Infrastructure, Strategy, and Usage

Another area that the LSL self-assessment reviewed is how information about learner success is gathered, shared, and used. Institutional Research is intimately involved in identifying where success and completion exist for students but not yet for faculty, staff, or administrators. Data is made widely available by IR on their website. The current staffing levels in these areas are sufficient for the work that the College is currently doing any additional investment in data gathering and reporting would require a review of staffing levels to ensure the College can support the work.

Although the College's Strategic Plan is currently under review by the new College president, the plan calls for using data-guided decision-making at all levels of the organization. Assessment data that is provided to the DHE as part of the Equity Agenda is shared with staff and is compiled yearly into a statistics book that is posted both to the internal portal as well as to the external website.

The College does not have a formally adopted set of articulated learner success goals but tracks and reports student success in a variety of areas. The College measures student success in several ways: retention at one year; graduation rates and transfer rates of first-

time students at years three and four; and graduation/transfer out/persistence at years four through eight, on an expanded cohort of all new students.

Student success information (at the institutional level) can easily be found on the College's public website and the internal IR portal page.

While traditional measures of student success have focused on first-time, full-time freshmen—only about one-third of the College's entering class—follows a more comprehensive model including those who start part time (an increasing number of our students) as well for those who transfer into the College. IR tracks all credit students for retention and persistence after one year, including those who transfer out to other institutions, in these measures. Retention results are further disaggregated by demographics (including gender, race/ethnicity, and low-income status) and program affiliation.

In all cases, IR also examines traditional measures of success in terms of equity, especially disaggregating data for the populations that we seek to serve. Aligned with the DHE's *Equity Agenda* and related *Performance Measurement Reporting* metrics, IR reviews the disaggregated data on each metric by category— the DHE's as well as some expanded Massasoit categories. For example, while the DHE provides data comparing the progress of Black students, Latinx students, and white students, the College digs deeper into the data, disaggregating the Black student group into three subcategories – Black, Cape Verdean, and Haitian. IR has also combined some categories, exploring differences among Male and Female Students of Color (SOC) and the groups that make up the SOC, and white males and females.

The College has also looked at other categories such as income level and first-generation status to identify possible differences in progress and pathways that may suggest the timing of initiatives focused on improving success for differing groups. Institutional research staff is the primary conduit for compiling research questions and reporting out the data. They are solely responsible for tracking and monitoring learner success and completion, which is ultimately shared with stakeholders across the College.

Another way the College accesses data to improve learner success is through Argos which provides program directors and coordinators the ability to run student success reports on demand. The Associate Dean of Student Success worked with ITS to create this 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). This "Success Toolkit" was rolled out to the Student Success cohorts (Choices, Latch, TRiO, and Veterans) in the Spring 2019 semester.

Beginning in late Summer 2019 and continuing to the present, ITS has been expanding the toolkit for use by other offices, including the ACT Center, ESL, Access & Disability Resources, Ubuntu Scholars, and Athletics. The Success Toolkit reports include:

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

Success Toolkit data is used to monitor and analyze student success, and to create interventions as needed. The Toolkit also benefits students and staff by enhancing the efficiency of some of the student success processes. For example, the Athletic Department must track the GPA of every student-athlete to confirm athletic participation eligibility according to National Junior College Athletic Association (NJCAA) standards. Historically, that has meant using the Banner 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 this information 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. The Student Success Task Force has also worked to scale up some retention practices by expanding the Student Success Toolkit to include other students in additional cohort-based programs and those assigned to the ACT Center. This more than doubled the number of students served to 5,000 and covers 70% of students. The participating programs meet regularly to make changes/updates to existing reports and explore the creation of new ones.

While the College has access to various metrics that impact students, available research needs to be easily accessible to everyone on campus. There needs to be one place, beyond IR/IPEDS data, where faculty and staff can review policies that affect studies such as the course repeat policy, withdrawal policy, and placement policy. This space could help clarify the current student experience and what aspects of life at Massasoit work and don't work for students and how the institution can better help students succeed, as well as define what success looks like for each student.

The College does not have a consistent approach to assessing non-academic department programs and services review and ongoing policies. It lacks a shared language and expectations around assessment. The College also does not have resources or structural assistance with building and implementing successful assessment metrics. The College recognizes that such assessment efforts will need to be developed in collaboration with the collective bargaining units.

Massasoit is currently working to develop institutional student learning outcomes through the academic program review process. It is ongoing work with the goal of having a clear picture of what a successful Massasoit learner looks like. This work needs to have a structure developed in non-academic areas as well.

Policies and Programs

Another College priority for learner success is to create and improve policies and programs that impact enrollment, retention, and persistence using the Equity Agenda as a guide. To accomplish this, the College will continue to engage in culturally responsive communication with students to retain students from traditionally marginalized populations by maintaining structures such as the Unity Center including Ubuntu scholars to help design programming for social justice and the development of a culturally responsive community.

The College continues to integrate and prioritize the work of the Student Success Task Force and Advising Task Force in institutional planning and resource allocation and will create and implement a robust, flexible, and culturally responsive onboarding program for new students that recognizes and honors students' lived experiences and develop a comprehensive student-facing communication strategy that recognizes and responds to the expectations of students. The College has been and will continue to review all College policies and procedures for hidden bias and revise structures to ensure student enrollment, retention, and completion as well as streamline college processes with an eye toward ease of navigation for students.

Additionally, the Success Task Force is working to align policy and process with the College's culture of fostering student success. Its projects have included Consolidated Course Advising & Registration, the Finish Strong Scholarship, Course Repeat Policy, and the Success Toolkit. Before Spring 2020, Massasoit's course advising, and registration process included up to five distinct parts. This team proposed consolidating most of those components into a single "Priority Course Advising & Registration" period, during which students could both meet with advisors and register for courses.

The proposal was approved by Cabinet in Spring 2020, partially implemented for the Fall 2020 enrollment cycle, and fully implemented for the Spring 2020 enrollment cycle. (COVID-19 has impacted some aspects of implementation on an ongoing basis).

The course repeat policy has also been revised to better serve students. From 2012 to 2017, Massasoit students repeated about 40,000 courses and passed just 35.6% of them. In other words, students during that time spent more than $13.5 million retaking courses that they subsequently failed or withdrew from again—or more than $2 million per year. Massasoit's course repeat policy effectively allowed students unlimited repetitions of any course without ever having to meet with an advisor, tutor, or other academic support staff. College governance approved the revised course repeat policy proposal in May 2021 and was signed by the interim president in July 2021 for implementation in fall. Under the new policy, students may attempt a course or its equivalent up to two times without prior permission. Students seeking to attempt a course, or its equivalent, three or more times must discuss success strategies with an academic counselor before registering for the course. Under no circumstances may a student take a course more than five times. Attempts include currently enrolled courses, transferred coursework, withdrawals, incomplete grades, audited courses, and courses with a final letter grade awarded.

FACULTY & STAFF SUPPORT

Hiring, Tenure, and Promotion

Learner success at Massasoit is not limited to students. The faculty and staff are learners as well. Their work influences the learner experience inside and outside the classroom. Therefore, the LSL team reviewed the faculty and staff experience at Massasoit.

The faculty hiring process at Massasoit Community College is quite clear. When deciding what faculty positions to fill, each dean completes and submits a faculty vacancy report form to the provost once notified that a full-time faculty member is leaving Massasoit. The form identifies the academic program, the person leaving the position, the number of full- and part-time faculty in the program, and the number of students served by the program. Deans provide a rationale for the request by answering brief questions— e.g., whether the program was started within the past two years, current enrollment patterns (growing/stable/declining), any accreditation standards that must be met, the status of the program, the institutional strategic goals, how the program supports other programs at Massasoit, possible adjunct recruitment challenges, and how filling the position would affect student success.

Discussions are then held with the senior academic and student affairs leadership teams which consist of all six academic deans, one associate dean, provost, vice provost of academic affairs as well as the division's budget manager, dean of students/vice provost of student affairs, director of employee professional development, and the director of the library. Together, the deans rank the vacancy list by priority based on the rationale criteria and make a recommendation to the provost. The provost then presents the recommendation to the president's cabinet for their final review and approval to post and hire for the position.

Full-time staff positions are filled in a similar process as for hiring full-time faculty. The manager submits a request for personnel form in Interview Exchange

(software used by Human Resources for requesting permission to post and all subsequent steps required to track job applicants until the position is filled). This form provides the needed information about the person who is leaving Massasoit and the vacant position. The form is reviewed by the vice president of academic affairs as well as the division's budget manager, dean of students, vice provost of student affairs, director of employee professional development, and the director of the library. Together, the deans rank the vacancy list by priority based on the rationale criteria and make a recommendation to the provost. The provost then presents the recommendation to the president's cabinet for their final review and approval to post and hire for the position.

Part-time positions are requested by the manager and made available through review and approval by the vice president of the work area. These positions do not require the president's cabinet review or approval. However, the hiring system includes a review by the president's cabinet for all full-time faculty and staff hires. This review includes a review of the strategic goals and funding sources in the short and long term (as it pertains to grant-funded positions).

Even though the faculty and staff hiring processes are clear, there is room for improvement. Specifically, the steps and time needed to review, approve, and post vacancy announcements as well as the time needed to complete the interview and selection process have resulted in the loss of strong candidates for these positions. Improving the efficiency of the hiring process would help ensure that we have more consistent, robust, and well-resourced services for students. It would also better support the existing staff who would not have to take on additional responsibilities while waiting for the new hire.

The tenure and promotion policies and processes follow the union contract requirements. An institutional diversity commitment statement is included in all job vacancy announcements. Until November 2021, the Chief Diversity Officer reviewed all interview justification grids that identify each candidate's standing regarding required and preferred qualifications. This review was to ensure that protected classes are represented. Currently, Human Resources staff review the grids.

All selection committees are required to complete training that includes how to recognize and address implicit bias and unfair practices. They are given access to a bank of questions about diversity and are required to include one or two diversity questions in each interview process. Each committee is to reach a consensus on the answers before the questions are used in interviews. Rank change is awarded to faculty based on steady work and credentials while sabbatical leave and reassigned time are awarded to faculty members based on the merit of the project ideas and expertise. However, while students do evaluate courses, they are not an accurate measure of learner success. Student evaluations often record what students thought about the course, or how much they enjoyed it, rather than what they learned in the course. They are not an accurate predictor of student success. A more meaningful measure is to see how students perform in subsequent situations or courses.

Currently, faculty members do not mirror the Massasoit learner population. BIPOC students are 48% of the student population while only 18% of faculty are BIPOC as of fall 2020. Human Resources uses a variety of recruitment strategies which include posting job vacancy announcements in targeted publications for underrepresented groups whenever possible. In a highly competitive market with the Greater Boston area's colleges and universities, Massasoit has not yet been able to find the solution to this challenge.

One new strategy which may be a pipeline for hiring more diverse professionals was initiated in 2020 when Massasoit led the effort to create the first statewide chapter of the National Council on Black American Affairs (NCBAA). This chapter is a council of the American Association of Community Colleges and is the collaborative voice that promotes the academic

success of African American students, faculty, staff, administrators, and their allies. Through this new partnership, new avenues for recruiting and supporting diverse talent will be created. Human Resources can now work with this group to post and solicit candidates for vacancies.

One challenge for hiring strong candidates is that some hiring requirements from Human Resources can limit the available pool of candidates (e.g., setting a requirement for a college degree in fields such as HVAC or Diesel where years of work experience could be considered equivalent for teaching technical courses). Another hiring challenge is the low salaries which can eliminate the possibility of hiring strong candidates who focus on learner success. The College is frequently outbid by neighboring institutions.

Professional Development and Training

In January 2021, the College created the Center for Employee Enrichment and Development (CEED) and hired a full-time director who reports to the provost. The CEED's goal is to provide professional development opportunities for all Massasoit faculty and staff. Work is being done to offer new workshops in the upcoming academic year. These efforts— in collaboration with faculty, staff, and external experts— will increase faculty and staff knowledge, skills, and abilities in support of students and their own professional development. Faculty can apply for funding for professional development through the shared governance committee review process.

Additionally, the newly helmed Center for Employee Enrichment and Development (CEED) provides hope that there will be plenty of opportunities to offer training focusing on student engagement. For example, CEED has already been front and center in providing professional development to ensure that the DHE's equity agenda gets off the page and into classrooms. Moreover, faculty are engaged in multiple initiatives in which they are participating in developing pedagogy related to social justice, and understanding of LGBTQIA+ issues to better meet students' needs. These opportunities also help them to better identify and address factors contributing to the institutional opportunity gap between white students and Black, Indigenous, and People of Color (BIPOC). Like many other higher education institutions, Massasoit has a somewhat regular cohort of faculty who usually have the background and training already to attend these initiatives as a show of support for their colleagues and/or wanting to enhance their pedagogy. Efforts to strategize ways for increasing faculty participation across the disciplines are needed.

Additionally, CEED is promoting workshops in global learning to globalize curriculum, all of which will support student success. The College is supporting this major initiative to globalize the curriculum and it is being undertaken with the support of two grants that the College has received. The College is developing two courses with a travel component. Massasoit is developing an interdisciplinary course that will include an excursion to Morocco and another course that will include an excursion to the Azores. The College is also working on the development of a global studies certificate.

First Fridays is an ongoing workshop series organized by a committee on academic governance. At First Fridays, faculty often share expertise in their disciplines or innovative programs and classroom practices. Often faculty share their work from their sabbaticals as well as other projects related to learner success.

Professional Development Days are also regularly scheduled during the academic year. At one recent professional development day, in Spring 2021, the faculty had a roundtable to share how they were teaching online and in hybrid formats during the pandemic. Convocations are held at the start of each semester. In addition to important college updates being provided, faculty and staff have had the opportunity to participate in breakout sessions that support them in their professional development.

Furthermore, the Early College Faculty Network has run each semester from Spring 2019 to Fall 2020 (no network in Spring 21) and is open to any faculty teaching an Early College course. Faculty meet monthly to discuss classroom practice, address shared challenges, and coordinate with the Office of Early College Access. In between monthly meetings, faculty collaborate on Canvas, engaging in online discussion and reading current research in the field. Some networks have also included a peer-mentoring component, where faculty met individually or in small groups with an experienced Early College faculty mentor.

In Fall 2021, the Early College network will be reorganized to focus on collaboration between Massasoit faculty and teachers at New Heights Charter School. In Summer 2019, the Office of Early College Access offered a two-week intensive Early College Summer Institute for faculty who had never taught an Early College class but were interested in doing so in the future. The Institute used a framework of Youth Development theory and practice to explore ways to help Early College students meet college-level expectations. Participants read the research, engaged in a live and online discussion, and developed plans for integrating youth development principles into their classroom teaching.

Although the College had an online faculty mentoring program, it was greatly expanded due to the pandemic. In response to the outbreak in March 2020, the Office of Online Learning quickly developed training and mentoring for all faculty for basic Zoom and Canvas features to complete their Spring 2020 semesters with students remotely. Before the pandemic, a total of 179 faculty were trained in web-enhanced and online learning. Between March 2020 and March 2022, 282 additional faculty have been trained on how to teach effectively in hybrid, online, and video conference modalities and to develop their courses into new modalities. An additional 20 faculty served as mentors to these training sessions and in all course development efforts. Massasoit distributed $1,424,102 in institutional HEERF funds to pay the 302 faculty training and/or course development as well as mentoring stipends. As of the date of this report, nearly 100% of the faculty are trained and are using Canvas.

ACADEMIC & COMMUNITY EDUCATION PROGRAMS

Associate degree programs at Massasoit are offered in more than 40 majors including occupation-specific programs, transfer programs, and liberal arts. Certificate programs include Dental Assistant, Medical Assistant, and Office Technologies (certified by the Department of Higher Education) and more than one dozen short-term certificates, including Nurse Assistant/Home Health Aide, Childhood Education, Networking, Paramedic, Phlebotomy, and several in computer programming. The LSL Steering Committee assessed both credit and non-credit programs as they relate to learner success.

The College's Statement of Values includes a "Commitment to Diversity and Inclusion"; however, currently less than one-third of programs include student learning outcomes with specific language focused on cultural competency, globalism, diversity, equity, and/or inclusion. The National Center for Educational Statistics reports that student enrollment in college (including two-year institutions) immediately following high school graduation differs among races/ethnicities with the rate decreasing nearly 10% for Black students since 2010 (compared to 2019; Irwin et al. 2021). With national declines in college enrollment especially among people of color immediately following high school, Massasoit's commitment to diversity and inclusion remains as important as ever. Thus, consistently reflecting this commitment in institutional, program, and course level outcomes is an important step toward racial and ethnic equity at Massasoit.

Institutional-Level Outcomes

Circa 2015, an ad hoc committee of the Academic Senate (whose membership consisted of faculty and staff) was created to research current practices in

drafting institutional-level student learning outcomes (ISLOs) and revise the College's current ISLOs. The new competencies were based on the AAC&U VALUE rubrics. The values of faculty, staff, and administrators were also sought in a convocation held during that period. The process included having employees write down values and narrow them to a few core concepts; these concepts guided the draft of competencies by the ad hoc committee. The completed document was submitted to the Academic Senate and was approved at an all-faculty meeting and was then approved by the College.

The institution's overall learning outcomes are organized into core competencies and the core curriculum. These reflect a separation of more professional and cultural competency-based learning outcomes versus liberal arts learning outcomes. Additionally, most programs have or are in the process of completing explicit program-level outcomes listed for each certificate or associate degree program.

The core competencies include language such as "communicate effectively, think critically, creatively, and logically, locate, analyze, and ethically apply information." They also include language that could be considered 'professional learning outcomes' such as "using technology, problem-solv[ing] across disciplines; and build[ing] connections among ideas and experiences across and beyond the curriculum." The liberal arts and professional outcomes can be considered integrated because many of the phrases referenced above have been pulled from the same interwoven outcomes.

The core competencies do have language around cultural competency. Specifically, the competencies include the following statement: "Understand the role of an active citizen and participate in their communities in constructive ways that demonstrate respect for differing cultures and values. Out of 44 total certificate or degree programs offered on Massasoit's website, 29.5% contain outcomes with language stressing cultural competency, diversity, equity, inclusion, civic engagement, or social justice.

The core curriculum appears to have been drafted in 1986. It has the explicit goal of assuring that students receive a college-level liberal arts education in the areas of communication, mathematics, science, social science, and humanities. Unfortunately, it does not incorporate professional or diversity/equity-based learning outcomes. In 2004, efforts were made by some faculty to update and/or revise the core curriculum; however, no revision was completed since no consensus could be reached.

The library also established portals for collaboratively curated resources: Anti-racism resources and equity and activism for the entire campus to access. The trajectory of inclusion of these types of outcomes is upward as more programs draft or update their outcomes.

Program-level Outcomes

To assess student outcomes consistently and effectively, Massasoit developed a new program review process in FY2020, including program-level student satisfaction surveys, enrollment and graduation trends, and student success measures that compare program enrollees with the overall student population. The assessment committee, which is part of the new governance structure, includes members from across campus so that assessment is part of the campus community; the purpose of the committee emphasizes creating a culture of assessment.

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. Academic program reviews require the collection of evidence; however, the same types of reviews are not conducted at the project level or institutionally by departments to weigh effectiveness.

Although elements of the evaluation process are in practice in pockets across the College, there is a consensus of the need to better understand how to use data to inform program design and to conduct an effective assessment of outcomes. The data most referred to by faculty and administrators are enrollment statistics. There is a dearth of data on student outcomes. 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.

An additional example of the underutilization of data is the composition of the current strategic plan. While the process was the most inclusive that Massasoit has ever undertaken, and the goals and objectives were identified collaboratively, the plan does not include specific activities and timelines, nor identify the responsibility for furthering each of these. The plan was created in the absence of any baseline data or measurable metrics, and it only includes strategies and does not include an action plan, a timeline, or a budget. While there is a general sense of what is needed, much of this is anecdotal or presumption. Without quantifiable metrics, it is difficult to know whether these activities result in any changes for our students' success or any increased efficiencies for our processes. The plan reads more aspirational than strategic. Massasoit needs to identify clear metrics to ensure it is making timely progress toward its strategic goals, and that its methods are leading to the intended outcomes.

Additionally, assessment at the department level, especially outside the standardized assessment of the academic departments is less obvious. Some student affairs departments have assessed various activities, but these are inconsistently conducted. Likewise, the use of metrics or set performance targets are applied only in pockets. Often data is collected, but not used to make substantive changes.

Programs of study that blend professional and learning outcomes are those that are focused on trades and/or certificates or have external accreditation, such as fire safety or culinary arts. Programs that focus more on transferring to another college do not blend professional and learning outcomes. Every certificate program (n=16) has language focused on professional skills, and 18.8% of these programs also contain liberal arts learning outcomes. Among associate degree programs (n=28), 75.0% contain language associated with professional skills, and 60.7% contain liberal arts-centered learning outcomes. Including language about cultural competency, diversity, equity, inclusion, civic engagement, or social justice in program outcomes is increasing; however, such language has been included in less than one-third of the academic programs.

Each program includes required coursework, and in each of those required courses, various portions of the Core Curricula are assessed. Programs maintain minimum grade requirements for moving through a

sequence of courses (i.e. courses have prerequisites with grade requirements) and graduation. All these requirements are approved by the Curriculum Committee of the Academic Senate. Thus, assessment of the Core can be ascribed to whether a student completes a program. The graduation rate of Massasoit (19% within 150% of the expected time—typically within 3 years for associate degrees) is lower than the national average (33.5% within 150% of the expected time). If employment status can be used as a metric to assess how well professional-based student outcomes are met, then the 2018 rate of students reporting that they are employed (94%) would seem to indicate we are doing well in this regard. However, whether or not students were employed in the field for which they received education at Massasoit is unclear from this report.

Program reviews include an occupational outlook as part of the self-study process and for the development of any new majors or programs. Advisory boards are required for all career programs to address current and expected workforce needs. Additionally, the general education requirements are reviewed (including the MassTransfer block) to ensure a smooth transition to four-year transfer programs. MassTransfer is a collaboration between the Commonwealth's community colleges, state universities, and the University of Massachusetts system. It consists of a general education foundation, associate to bachelor's degree maps, and the Commonwealth Commitment program that are all designed to maximize student transferability.

Department-Level Outcomes

New courses are created after a careful review of data such as trends in higher education, external college offerings (2 years and 4 years), course needs, or requests from other departments at Massasoit, transferability, as well as student interests. Departments and individual professors develop the courses, create a sample syllabus, course matrix, and required information for the curriculum. Once the department approves the course, the course goes to the curriculum committee, academic executive committee, and provost's and president's office for approval.

Courses can also go through an approval process to run the course as a pilot one time before it officially becomes a course. If a course already exists, the professor develops the course based on the outcomes and course description; however, professors are not required to use the course outcomes approved by the department. When developing the course, professors may work with other professors and the department. They may also participate in an open educational resources (OER) program or additional professional development opportunities on campus.

To meet learners where they are and shorten students' time in College, the English and Mathematics Departments are currently working together to address issues not only in both disciplines but developmental education. The English Department has created two new entry-level courses and will be training professors for both courses this year. The English Department has also revised course outcomes through English Composition II to ensure the courses are aligned.

The institution has supported faculty with all these changes and is funding projects for the entry-level courses and directed self-placement. Historically, in the Mathematics Department, students were given a placement test that could be required to take up to three semesters of developmental math. Now, there is a multiple measures placement. The Mathematics Department created corequisite developmental courses that allow students typically locked behind developmental courses to enroll in college-level courses with developmental support. Unfortunately, these courses are currently hampered by under-enrollment and incompatibility with the requirements of some critical programs. The academic deans, as well as the English and Mathematics Department chairs, agree that there is work to be done with regards to developing course outcomes and evaluation tools to better assess student learning. They also agree that ongoing

professional development for faculty is needed to assist them as they reshape their courses to focus more on the learning paradigm and to transform their curriculum to incorporate perspectives from new majority learners. Faculty also have more opportunities now to engage in professional development at the College.

For credit, each semester, the registrar can roll over the course data in Banner from the previous academic year into an Excel spreadsheet. The Registrar's Office sends the excel schedule to the deans who submit edits back to the registrar, who manually enters edits into Banner. Administrative assistants manually add faculty names into Banner once assigned and accepted the course. Since faculty assignments are contractual, full-time faculty are assigned first, then adjunct by seniority. Any faculty member who has not already been trained for online delivery would be trained before the beginning of the semester.

The credit course schedules are learner-centric with the ability to offer, build, and add in additional sections based on demand. For example, credit courses/programs are offered in accelerated formats and there are some credit programs such as LAT and LAS where students can complete the entire program at one campus. For non-credit courses, for example, the College offers an Emergency Medical Technician (EMT) Basic certificate program at the Canton campus on weekends; the Brockton campus during the daytime; and the Middleborough instructional site in the evenings or alternate specific programs at a different campus each semester.

Approval for credit courses (and programs) must go through the individual departments and governance committees for approval. Transfer and articulation are considered especially as new courses are mapped to others in the Massachusetts public higher education database for ease of transfer. Diversity, equity, and inclusion is always a consideration when developing new programs, but it is not required formally. Data from the Alumni Survey, which is conducted 9-12 months after graduation, affirms that most students feel programs prepared them well for the workforce and/or further education at the bachelor's degree level.

As the College pivoted to mostly online learning because of the pandemic in Spring 2020, assessment is underway as to which formats and schedules work best for different types of learners. Survey results show that for many students online learning was the only option and now feel that format works for them, giving them a work/home/life balance. Others would rather wait until in-person (whether fully or partially) instruction is available.

Early College Access Program

The Massasoit mission statement states that the College "supports all students in their education." This is demonstrated in the structures that the College has built around the opportunities for high school students to get a head start on college credit. High school students can earn college credits and make connections at the College before their high school graduation. The College has been engaged in dual enrollment for many years. It began enrolling students in its Gateway to College Early College program in fall 2007.

While Massasoit's enrollment (much like that of its sister community colleges) has been declining over the past five years, the enrollment of high school and dually enrolled students has steadily increased through partnerships with local high schools offering contract courses to establish Early College pathways. Additionally, Massasoit is the higher education partner for New Heights Charter School of Brockton, the first and only brick-and-mortar Early College high school in the Commonwealth where every student earns a minimum of twelve college credits and all students have the opportunity to earn an associate degree by the time they finish high school.

With the success of the Early College program, the College expects that the demand will increase as more high schools place their students into the high

school graduation and associate degree track. With this possibility, Massasoit will also need to expand support for its adjunct faculty who teach Early College and dual enrollment courses. Additionally, remote support services, such as those provided by the ARC, will need to expand to support students who are taking courses on their high school campuses.

Other changes will be needed in the future as well. Placement and subsequent registration for the high number of Early College students will need to be updated. Currently, the multiple measures policy committee is working on a placement document to expand multiple measures to Early College students. While this process has been updated for traditional students, it has not been finalized for Early College students.

Co-Curriculum Planning

In addition to curricular planning, academic departments are also focusing on co-curricular planning. The ACE Learner Success Lab defines "co-curricular programming" as delivering "high-quality applied learning experiences that complement course-based instruction and align with the labor market." Several Massasoit degree and certificate programs require for-credit co-curricular activities. The titles of these activities vary among programs and include internships, field experiences, clinical experiences, clinical rotations, and practicums. In total, 23 Massasoit degree and certificate programs include such a requirement. In a review of academic maps and enrollment data from Fall 2016 to Fall 2020, an average of 14.8% of Massasoit students (an average of 1,010 per semester) was enrolled in one or more of those programs. The percentage of students enrolled in programs with one or more co-curricular activities by division ranged from 0.5% to 6.1%, from sciences and mathematics to public service and social science, respectively.

Outside of programmatic requirements, several student services and activities likely meet both of ACE's co-curricular thresholds. Several student clubs, for instance, appear to meet the thresholds based on their club descriptions, including but not limited to business & investment, computer science, culinary/hospitality, media axis, and others. The STEM scholars and Massasoit participatory action research programs, too, appear likely to meet both ACE thresholds. Massasoit also makes optional, general internships available to students in majors outside of the 23 outlined above. Some regular programming from some student services may also meet the two ACE thresholds, such as some tutoring and some other activities delivered by student affairs. Massasoit's new SUCCESS Fund programming will include co-curricular components, as well.

Lastly, data demonstrating the efficacy or lack thereof of Massasoit's co-curricular programming is limited. While one-year retention data by the program are available, many of the co-curricular activities required in degree and/or certificate programs are not required in the first year. Likewise, while Massasoit regularly conducts CCSSE surveys, that organization's definition of "Active & Collaborative Learning" is different from that of ACE (while the first of ACE's thresholds might be met, the second likely is not). While some areas have plans to expand co-curricular programming (such as the SUCCESS Fund initiative), there does not appear to be a readily available formal/systematic plan to improve and/or expand co-curricular programming and/or data associated with its efficacy.

Non-Credit Programs

Like credit courses, the College has non-credit courses starting throughout the semester and since the College does not have scheduling software yet, these schedules are created manually in Excel by the CCE team with instructors assigned, and then the registrar manually builds the schedule in Banner. Changes or additions to instructors are then entered manually by CCE staff. This system does not serve staff or students well. It is time-consuming, inefficient, and does not allow for the Community Education Department to prepare schedules on an academic-year basis. CCE is working with the

registrar to try to improve this process for more effective and efficient planning. The College is in the process of piloting scheduling software, and the implementation of this software, as well as implementing a software program to fully integrate registration and payment for all credit and non-credit students, would be highly beneficial for students and staff.

The non-credit course approval process for community education requires the instructor to submit a course proposal and resume for review by the administration. Once the proposal is reviewed, the labor market data is checked for local employer demand and, when necessary, stackable credential ability.

Similar to credit courses, the College offers non-credit courses in a variety of modalities and schedule formats—day, evening, and weekend with the learner's convenience in mind. Massasoit also offers courses at multiple campuses (e.g., Emergency Medical Technician (EMT) courses are offered at all three campus locations year-round). For non-credit programs, persistence, life design, and workforce skills are incorporated and expected of instructors and students. The Community Education Department works closely with the ADR team

to support non-credit students. They offer students non-credit to credit programs such as the EMT Basic to Paramedic and the Nurse Assistant/Home Health Aide to RN program in addition to the other 18 certificate programs, license renewal, and personal enrichment courses are routinely offered.

As a result of Covid-19, all non-credit programs were transitioned to an "online" or hybrid modality. With the return to in-person instruction, six non-credit programs are staying online or hybrid. In terms of testing, the Community Education Department transitioned the High School Equivalency pre-assessment for students to take online within Canvas and the ESOL assessment via Zoom. Currently, non-credit students cannot take competency-based testing like Accuplacer or TABE as a requirement for entry into the non-credit certificate programs. For credit programs, there are a total of seven programs (4 associate degrees; 3 certificates) that are 100% online, and another 24 degrees and 9 certificates that are at least 50% online.

Some of these programs require proctored exams of which the Community Education Department offers in partnership with the College Testing Department. As Covid-19 sent instruction online, so too were services forced to adapt to being remote; placement testing has been done remotely during the pandemic. Non-credit programs support the College with a non-credit "internship course" where the CCE team can officially register a student for an internship. They also create and add on courses for college support programs such as Latch, Gateway, TRiO, and STEM Scholars to allow these programs a way to capture enrollments that will appear on the student transcript.

The Community Education non-credit course approval process requires the instructor to have a minimum of two years of teaching experience, a master's degree, or industry certification. They must also submit a course proposal as well as a resume and references for review by the Community Education administration. Once the proposal is reviewed, the labor market data is checked

for local employer demand and, when necessary, stackable credential ability.

A lesson learned in conducting this ACE self-assessment was that we need to honor the reality that "a student is a student" whether taking for-credit courses or taking non-credit or certificate programs. It was further acknowledged that non-credit students oftentimes transition into fully matriculating students, therefore furthering the educational journey and achievements of the individual. In many cases, these students may be re-evaluating their own definition of success.

The increased appreciation for the value and contributions of non-credit students prompted our Institutional Advancement Office to recommend to the college's Alumni Association that its charter be changed to include non-credit graduates. (The prior definition of an eligible alumnus/alumna was someone who had completed 28 or more credits at the college.) Now, thanks to the dialogue begun through the LSL self-evaluation, the Alumni Association leadership voted to amend the charter to include graduates of non-credit and certificate programs among its members, with full rights and privileges.

PARTNERSHIPS & COMMUNITY OUTREACH

Internship Partners

The College devotes many resources to provide students with internship opportunities both in their academic programs and for their own interests. This effort aligns with the fourth Strategic Plan priority of "aligning academic programs to better meet workforce demands, student needs for transfer, and to promote inquiry and scholarship at all levels." Internships are an important opportunity for students to engage in practical experience to further their academic and career goals. Massasoit now partners with more than 100 companies and agencies in the area, tailored to assess and meet the individual needs of each organization and to provide internship options.

The role of the Associate Director of Corporate Engagement is to generate and follow up on new leads with regional employers in the areas of internships and career opportunities with for-profit and non-profit employers. The College solicits interest from employers so that they participate in on-campus career fairs, industry panels, career preparation workshops, and program advisory committees. The College also promotes Career Days, career panels and workshops that allow students to engage with employers to discover pathways into the workforce. The ACT Center also has a tool called Focus2 which helps students determine areas of interest for potential career fields and it is used in the advising process.

Currently, the College's infrastructure to support student internships is "under construction." A recent grant from The Boston Foundation will assist in this effort. The Advancement Office keeps a current list of all partnerships and potential partnerships on an Excel spreadsheet as a ready resource. Although the College partners with institutions that are learner-centric, students must compete for internships with four-year institutions which may have more institutional resources available for career exploration and preparation. The Career and Internship Services Office is looking to expand internships and work-based learning opportunities as well as service-learning experiences for learners by working with faculty to incorporate more service-learning opportunities into the curriculum.

To better prepare students for their internships and careers, students can meet with the Career Planning and Placement Coordinator. Together, they can work on preparing the student's resume and cover letter in response to job opportunities, honing their interviewing skills, and creating strong LinkedIn profiles. The Coordinator also coordinates closely with other Massasoit colleagues in the career exploration and student advising areas. They coordinate so that the student experiences a seamless transition from academic advising to career exploration to career

preparation and placement. These services are available to students whether their internships are credit- or non-credit-bearing.

The diversity of our student body is of great interest to employers. However, first-generation college students are likely to require more help in career exploration and workplace enculturation since they are not as likely to have had that within the home. In 2021, the College was awarded funding from the Boston Foundation to review, update and attend to barriers underrepresented students face concerning internships. The grant also allows the College to develop policies and processes to promote equitable access to internships, and clear articulation of desired student internship experiences and outcomes to guide program planning, development, implementation, and evaluation.

To date, the College's efforts have faced challenges in placing students in internships or connecting to job opportunities through the Office of Institutional Advancement. (These internships are outside the select programs that require internships for course credit.) At this time, there are no internship courses for credit or written criteria for students in other disciplines who are interested in pursuing an internship; instead it is left to the judgment of Advancement officers cultivating the partnerships. Developing such criteria is a key objective of the work enabled by the Boston Foundation grant and needs to be designed in collaboration with faculty and academic deans.

When pursuing new partnerships, the College focuses on partnerships within its designated service area, focusing on programmatic fit and prominent industries in the region based on Regional Labor Market Blueprints. These avenues are a wonderful opportunity for students; however, they require continued investment on the part of the College. More alumni networking and resources need to be invested to upgrade the College's contact and employer information for alumni.

Advisory Board Partners

In addition to partnerships with employers for job and internship placements, the College has advisory board partners. Advisory boards for career programs are instrumental in supporting learners in translating classroom knowledge into marketable career skills. For example, the Engineering Program's Advisory Board consists of professionals who are currently employed as engineers and provides key information about what skills are necessary for the field. Faculty from the engineering programs at other Massachusetts state universities, such as University of Massachusetts Dartmouth and the University of Massachusetts Lowell also serve on this advisory board. Their knowledge and expertise not only help with the curriculum, but also in advising on the best ways to help Massasoit students transition to their and other four-year institutions.

In 2021, there were 22 program advisory boards comprised of local employers and industry experts. The Community Education Department has two non-credit advisory boards—i.e., Allied Health and Personal Enrichment Advisory Boards, respectively— which are made up of employers, community partners, faculty, Massasoit Grants Department staff, and other internal staff.

Funding Partnerships

In collaboration with the Massasoit Grants Department, the Community Education Department routinely seeks grant opportunities for student scholarships through the United Way of Greater Plymouth TRAIN Grants as well as the Skills Capital equipment grants.

Alumni support and communication via email, social media, and a bi-annual printed alumni magazine are additional off-campus connections that the College utilizes. Additionally, EMSI, an analytics tool for the labor market, provides the Advancement Office the ability to identify alumni at various target employers to facilitate student career opportunities and other partnerships.

The College has also started using Handshake, a career software management system, which provides the capability for virtual job fairs. Through Handshake, students can visit businesses that employ Massasoit alumni for presentations.

Partnerships are and can be increasingly valuable in career exploration and mentoring. The College has taken advantage of many opportunities that exist at the local and state level. One opportunity is to be part of the Massachusetts workforce system, MassHire, which includes local career centers and workforce boards. MassHire creates trust and reliability by connecting individuals to quality education, skills training, and employment opportunities. There is representation from Massasoit on the Greater Brockton Workforce Board. There are also joint grant application opportunities.

Networking with other Massachusetts Community Colleges has occurred on a greater scale recently. The Vice President of Advancement, Associate Director of Corporate Engagement, and Coordinator of Career Planning and Placement meet frequently with the other 14 community colleges to share resources and best practices. Recent topics include employer engagement, advisory boards, and micro-internships. There are also partnerships with the Early College participants. Networks with the local Chambers of Commerce have also been productive in establishing relationships with additional employers and corporate sponsors.

Generally, extra-budget support is provided through individual gifts, state, federal, and private foundation grants, and corporate donations. Faculty relationships established through our advisory boards have also been effective in generating corporate donations and event sponsorships. Although CRM software helps automate some of the administration and logistical support requirements, especially for cultivating new donors, the need will increase as partnerships expand in scope and number, though the marginal impact on the college budget would be modest. The Massasoit Foundation represents an additional source of funding to supplement the college budget for donor development and stewardship.

There is an ongoing effort to strengthen the effectiveness of external partnerships. Periodic check-in calls and visits are conducted to discuss new college initiatives and to explore further partnership potential. However, some partnerships are new, and therefore, have not been evaluated yet. Feedback from partners varies by program and there is often a communication gap. Future efforts will involve Institutional Research. The advisory boards will also play an important role in gathering partner feedback. Advisory boards can have a meaningful impact on course content to ensure workplace and career relevancy. Program advisory boards bring industry experience, expertise, and connections that help enable the college to do the following:

- Position the college to be a strategic partner in addressing community and industry needs.
- Ensure program relevance through reviews of enrollment, retention, and completion data and recommendations based on current practices and trends in the field.
- Ensure program quality through reviews of curriculum and learning outcomes, facilities and equipment, and technology.
- Identify and engage partners to assist with improving student success through workplace learning opportunities, graduate placements, guest speakers, and field trips.

LEARNER SUCCESS @ MASSASOIT: NEXT STEPS

Massasoit Community College is a learning and working environment where leaders, faculty, staff, and students are valued and the institution and its processes have room for continual improvement. During the self-assessment process, the LSL Steering Committee came up with 35 recommendations in the five areas of the Comprehensive Learner Success Model (see Appendix D). The LSL Committee shared the first draft of this report with the Massasoit community for their feedback from December 2021-February 2021 and requested their opinion on whether each proposed action should be a an urgent, high, medium, or low priority for the College. Responses were received from only seven participants, including a self-identified student. Selected items, if chosen, will need to be reviewed and discussed with the MCCC and AFSCME unions where appropriate.

The draft was also shared with the team's LSL Advisor and the assigned ACE Peer Review Team prior to their virtual visits in February 2021. During their visits, the next steps and ranked priorities were reviewed and discussed with each stakeholder group. These meetings supported the original rankings which are provided in Appendix E. The Peer Review Team provided feedback of the drafted report and visit experiences in their ACE Virtual Peer Review Report, which was made available to Massasoit in March 2021. The final draft was presented to Massasoit in April 2022.

Based upon the ACE Virtual Peer Review Report, site visit discussions, written campus feedback, and Steering Committee findings, the first set of next steps can be:

1. Update the College's strategic plan to include goals for learner success and related metrics. (This report can be considered a valuable institutional planning resource along with the August 2021 5-year interim NECHE accreditation report and the Equity Agenda.)
2. Use the College's strategic plan as the foundation of a new strategic academic plan and other needed learner success programming.
3. Create a First-Year Experience Program for all incoming students to ensure that they have the comprehensive skills needed to succeed in college.
4. Strengthen advising through more training for intrusive advising by faculty and staff; expand the use of Navigate software to better support students.
5. Assess student services and policies and add tracking of key performance indicators in order to assure removal of obstacles and increase student persistence and completion.

The campus units or assigned groups responsible for these steps need to routinely report their progress to the senior leadership and the campus community with an annual report on progress or completion. Whenever a step has been accomplished, a public recognition and celebration can occur to honor those involved and benefited. This process needs to occur as new next steps are chosen from the list of recommendations or as new initiatives are created.

The ACE peer reviewers provided the best closing statement:

> *"Massasoit Community College is well-positioned to continue its efforts to meet learner success goals. It has all the essential ingredients: leadership, energy, and systems for establishing learning goals and assessing their outcomes. They have committed and talented faculty [and staff] that tirelessly support students.*
>
> *It is important to recogniz[e] that this is a long-term project that requires commitment from all stakeholders and requires adequate resources and regular evaluation and assessment. By developing and continuing an intentional process, the College will make its learner success goals part of its everyday operation."*

APPENDIX A. Learner Success Lab Committee Membership

From Fall 2020 through Spring 2022, Massasoit's LSL Lab Committee Co-Chairs consisted of the following staff:

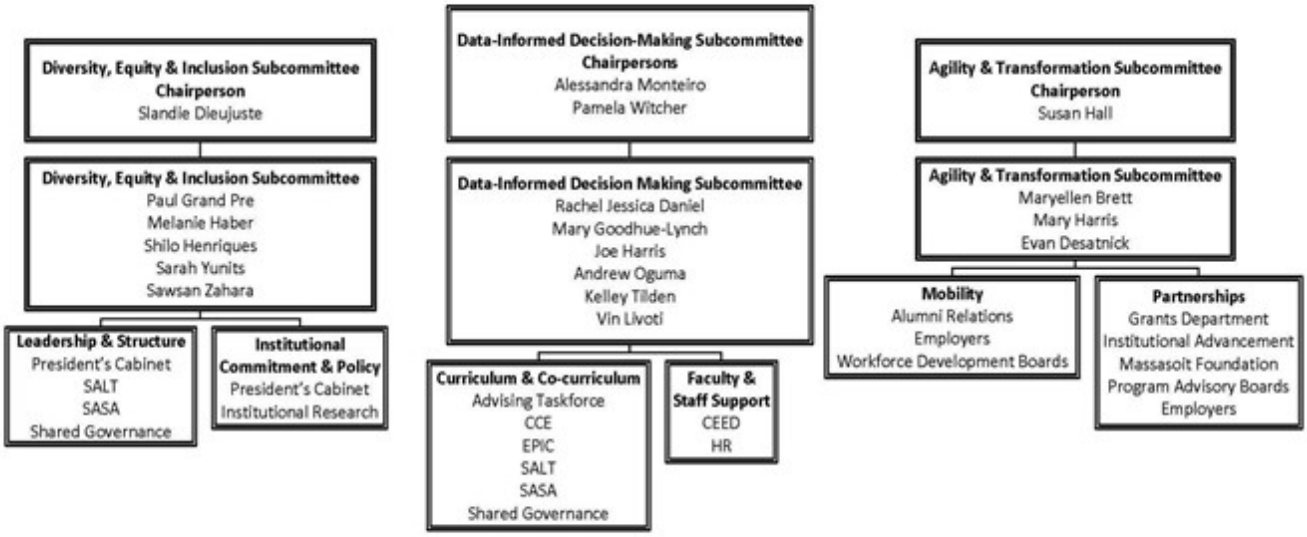
- **Dr. Rubén Barato**, Vice Provost of Student Affairs, (September 2021-present)
- **Dr. Slandie Dieujuste**, Former Vice Provost of Student Affairs and Dean of Students (October 2020-June 2021)
- **Susan Hall**, Professor, English Department, Modern Languages Department, and Academic English as a Second Language Coordinator
- **Alessandra Monteiro**, Director, Advising, Career and Transfer Center
- **Dr. Pamela Witcher**, Vice Provost of Academic Affairs

These leaders supported the LSL Steering Committee whose members included:

- **Lorraine Albert, Former Associate Director of Corporate Engagement** (March-August 2021)
- **Maryellen Brett**, Associate Dean of Corporate Education
- **Dr. Rachel Jessica Daniel**, Director, Professional Development Center
- **Evan Desatnick**, Associate Director, Transfer Services
- **Mary Goodhue Lynch**, Associate Dean of Institutional Research and Chief Institutional Research Officer
- **Paul Grand Pré**, Chief Advancement Officer (October 2020-March 2022)
- **Melanie Haber**, Former Vice President, Corporate and Community Education (October 2020-June 2021)
- **Joseph Harris**, Associate Dean of Student Success
- **Mary Harris**, Associate Dean of Grants
- **Shilo Henriques**, Dean of Enrollment Management
- **Dr. Vincent Livoti**, Director of Libraries
- **Dr. Andrew Oguma**, Chair & Professor, Biology Department
- **Dr. Tracey Schaub**, Professor, English and ACE LSL report lead writer (May 2021-December 2021)
- **Kelley Tilden**, Director of Community Education
- **Sarah Yunits**, Former Executive Director, Communications, Marketing, and Public Relations (October 2020-August 2021)
- **Dr. Sawsan Zahara**, Chair, Elementary Education Department and Professor, English as a Second Language

APPENDIX B. Learner Success Laboratory Subcommittees and Initial Stakeholders

Steering Committee and Initial Stakeholders
(as of March 2021)



Legend
SALT = Student Affairs Leadership Team
SASA = Senior Academic & Student Affairs
CCE = Corporate & Community Education
EPIC = Enrollment Planning & Implementation Committee
CEED = Center for Employee Enrichment and Development
HR = Human Resources

APPENDIX C. Student Debt Forgiveness Communication

MASSASOIT
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Hello James,

We are pleased to notify you that you have been awarded funding through the Coronavirus Response and Relief Supplemental Appropriation (CRRSAA) Act. These funds are being automatically applied to your account to cover unpaid tuition and fees charged between the spring semester of 2020 and the spring semester 2021*.

The College expects to apply funds to your account in the next several weeks. **You do not need to take any action to receive these funds and they do not need to be repaid.**

In the meantime, any existing financial holds will be removed from your account. If you are interested in registering for the fall semester, you are now able to do so through your MyMassasoit portal account. If you have additional questions, please reach out to the Advising, Career & Transfer Center for assistance.

If you have any questions about this email, please email studentcentral@massasoit.mass.edu.

*This includes the semesters of spring 2020, summer 2020, fall 2020, and spring 2021, inclusive of winter session and fall and spring accelerated sessions.

** If there are any remaining non-financial holds on your account you will be unable to register for courses. In this case, please contact the Dean of Students office.

Sincerely,

The Student Central Team
Massasoit Community College

Massasoit Community College | Visit our website.

APPENDIX D. LSL Steering Committee Recommended Improvements

Based upon the months-long LSL self-assessment process, the following unranked items are presented according to the Comprehensive Learner Success Model. They describe the areas for further improvement:

LEADERSHIP AND STRUCTURE

1. Complete the review of the newly implemented shared governance structure and processes. Consider final recommendations as well as the proposal to pay faculty (and students) for governance work during breaks to limit delays and disruptions of ongoing work.
2. Create an action plan, a timeline, and a budget for updating the strategic plan. Incorporate equity outcomes and assessments into the plan.
3. Assess the effectiveness of academic and administrative departments (in collaboration with the unions).
4. Create dedicated public and internal portal learner success webpages to promote student success to prospective and current students as well as faculty and staff.
5. Audit all forms, policies, and publications to replace all outdated terms and ensure written materials are forward-thinking, culturally responsive, and incorporate growth-minded language.
6. Share department and program strategic plans with the College to promote better communication and institutional knowledge.
7. Create additional non-credit to credit transitional support (particularly ESL/ESOL) for all learners.
8. Increase adult learner support (transitioning from recent high school equivalency credential and for those returning to the academic environment after time away or first time to college).
9. Provide additional support for transition from incarceration to higher education.
10. Expand international student and ESL/ESOL student support/mentoring programs.
11. Create a First Year Experience Program as a way to ensure that all students have the comprehensive skills needed to succeed in college.
12. Employ more multilingual staff to support and facilitate verbal and written communication with non-native English speakers, particularly in the Haitian and Cape Verdean Creole languages (two widely spoken languages within our service area).

INSTITUTIONAL COMMITMENT AND POLICIES

1. Establish institutional goals for learner success.
2. Establish a consistent approach to assessment across divisions, programs, and departments.
3. Implement a more standardized structure and a timeline for information sharing.
4. Complete curriculum maps.
5. Recommend a path and timeline for all faculty and staff to take advisee training.
6. Formalize an enrollment plan.
7. Create one space for policies.
8. Assess student services and policies.
9. Improve transparency and communication of ongoing and planned initiatives college wide.
10. Increase participation of faculty, staff, and students in providing feedback and working on campus initiatives.
11. Create institutional goals for learner success and metrics.
12. Improve tracking of student success.

FACULTY AND STAFF SUPPORT

1. Create an equity-minded hiring and succession plan.
2. Review the faculty and staff recognition and reward system; consider how learner success for themselves and students can be incorporated into the system.
3. Assess the quality and quantity of employee professional development to create a baseline of data and its connection to learner success.

ACADEMIC AND COMMUNITY EDUCATION PROGRAMS

1. Update the core curriculum.
2. Update course and program outcomes to better reflect the Vision Statement and include a cultural competency component.
3. Assess (voluntarily) teaching methodology to create a baseline of data.
4. Implement a process to effectively assess project design and outcomes.

PARTNERSHIPS AND COMMUNITY OUTREACH

1. Expand internal networks.
2. Expand internship opportunities for more students.
3. Work with faculty to provide consistent, meaningful objectives for internships.
4. Increase the number of job placements for students.
5. Increase student awareness of and participation in Handshake to take advantage of this new career development tool.

APPENDIX E. Campus Feedback Rankings

A total of 7 people gave feedback (including 1 student) and 4 gave rankings which appear below. These ranking were reviewed and affirmed during the February 2022 Peer Review Site Visits.

Next Steps	LSL Model Category	Urgent	High	Medium	Low	Index
Create a First-Year Experience Program as a way to ensure that all students have the comprehensive skills needed to succeed in college.	Leadership and Structure	3	0	1	0	**3.50**
Assess student services and policies.	Institutional Commitment and Policies	3	0	1	0	**3.50**
Create institutional goals for learner success and metrics.	Institutional Commitment and Policies	3	0	1	0	**3.50**
Improve tracking of student success.	Institutional Commitment and Policies	3	0	1	0	**3.50**
Improve transparency and communication of ongoing and planned initiatives college wide.	Institutional Commitment and Policies	2	2	0	0	**3.50**
Audit all forms, policies, and publications to replace all outdated terms and ensure written materials are forward-thinking, culturally responsive, and incorporate growth-minded language.	Leadership and Structure	2	1	1	0	**3.25**
Assess (voluntarily) teaching methodology to create a baseline of data.	Academic and Community Education Programs	0	3	2	0	**3.25**
Increase the number of job placements for students.	Partnerships and Community Outreach	2	1	1	0	**3.25**
Create dedicated public and internal portal learner success webpages to promote student success to prospective and current students as well as faculty and staff.	Leadership and Structure	2	0	2	0	**3.00**
Expand international student and ESL/ESOL student support/mentoring programs.	Leadership and Structure	2	0	2	0	**3.00**

Next Steps	LSL Model Category	Urgent	High	Medium	Low	Index
Complete curriculum maps.	Institutional Commitment and Policies	1	2	1	0	**3.00**
Formalize an enrollment plan.	Institutional Commitment and Policies	1	2	1	0	**3.00**
Implement a more standardized structure and a timeline for information sharing.	Institutional Commitment and Policies	1	2	1	0	**3.00**
Assess the quality and quantity of employee professional development to create a baseline of data and its connection to learner success.	Faculty and Support	1	2	1	0	**3.00**
Create an equity-minded hiring and succession plan.	Faculty and Support	2	0	2	0	**3.00**
Update the core curriculum.	Academic and Community Education Programs	1	2	1	0	**3.00**
Expand internship opportunities for more students.	Partnerships and Community Outreach	1	2	1	0	**3.00**
Work with faculty to provide consistent, meaningful objectives for internships.	Partnerships and Community Outreach	2	0	2	0	**3.00**
Assess the effectiveness of academic and administrative departments in collaboration with the unions.	Leadership and Structure	1	1	2	0	2.75
Create additional non-credit to credit transitional support (particularly ESL/ESOL) for all learners.	Leadership and Structure	1	1	2	0	2.75
Create an action plan, a timeline, and a budget for updating the strategic plan. Incorporate equity outcomes and assessments into the plan.	Leadership and Structure	0	3	1	0	2.75

Next Steps	LSL Model Category	Urgent	High	Medium	Low	Index
Employ more multilingual staff to support and facilitate verbal and written communication with non-native English speakers, particularly in the Haitian and Cape Verdean Creole languages (two widely spoken languages within our service area).	Leadership and Structure	1	2	0	1	2.75
Share department and program strategic plans with the College to promote better communication and institutional knowledge.	Leadership and Structure	1	1	2	0	2.75
Establish a consistent approach to assessment across divisions, programs, and departments.	Institutional Commitment and Policies	1	1	2	0	2.75
Increase participation of faculty, staff, and students in providing feedback and working on campus initiatives.	Institutional Commitment and Policies	2	0	1	1	2.75
Implement a process to effectively assess project design and outcomes.	Academic and Community Education Programs	0	3	1	0	2.75
Increase student awareness of and participation in Handshake to take advantage of this new career development tool.	Partnerships and Community Outreach	0	3	1	0	2.75
Provide additional support for transition from incarceration to higher education.	Leadership and Structure	0	2	2	0	2.50
Create one space for policies.	Institutional Commitment and Policies	0	2	2	0	2.50
Update course and program outcomes to better reflect the Vision Statement and include a cultural competency component.	Academic and Community Education Programs	1	1	1	1	2.50
Expand internal networks.	Partnerships and Community Outreach	1	1	1	1	2.50

Next Steps	LSL Model Category	Urgent	High	Medium	Low	Index
Increase adult learner support (transitioning from recent high school equivalency credential and for those returning to the academic environment after time away or first time to college).	Leadership and Structure	0	1	3	0	2.25
New shared governance structure and processes are under review; consider recommendations as well as the proposal to pay faculty and students for governance work during breaks to limit delays and disruptions of ongoing work.	Leadership and Structure	0	1	3	0	2.25
Recommend a path and timeline for all faculty and staff to take advisee training.	Institutional Commitment and Policies	0	1	3	0	2.25
Establish institutional goals for learner success.	Institutional Commitment and Policies	0	2	1	0	2.00
Embed learner success into the reward system used.	Institutional Commitment and Policies	0	0	2	1	1.25

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