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Institutional Characteristics

1. Corporate name of institution: Middlesex Community College
2. Address (city, state, zip code): 33 Kearney Square, Lowell, MA 01852-1987
591 Springs Road, Bedford, MA 01730-1197 Phone: 1-800-818-3434
3. Date institution was chartered or authorized: 1968
4. Date institution enrolled first students in degree programs: 1970
5. Date institution awarded first degrees: 1971
6. Type of control: (check)

Public

- State
 City
 Other
(Specify) _____

Private

- Independent, Non Profit
 Religious Group
(Name of Church) _____
 Proprietary
 Other
Specify) _____

7. Middlesex Community College is legally authorized to provide a program of education beyond high school by the Massachusetts Board of Higher Education and is authorized to award the Associate in Arts, Associate in Science, and Associate of Applied Science degrees and Certificates.

A copy of the by-laws, enabling legislation, and/or other appropriate documentation to establish the legal authority of the institution to award degrees in accordance with applicable requirements is provided in the appendix.

8. Level of postsecondary offering (check all that apply)
 - Less than one year of work
 - At least one but less than two years
 - Diploma or certificate programs of at least two but less than four years
 - Associate degree granting program of at least two years
 - Four or five-year baccalaureate degree granting program
 - First professional degree
 - Master's and/or work beyond the first professional degree
 - Work beyond the master's level but not at the doctoral level (e.g., Specialist in Education)
 - A doctor of philosophy or equivalent degree
 - Other Training Programs for baccalaureate degree holders



9. Type of undergraduate programs (check all that apply)

- | | |
|--|--|
| <input checked="" type="checkbox"/> Occupational training at the craftsman/clerical level (certificate or diploma) | <input checked="" type="checkbox"/> Liberal arts and general |
| <input checked="" type="checkbox"/> Occupational training at the technical or semi-professional level (degree) | <input checked="" type="checkbox"/> Teacher preparatory |
| <input checked="" type="checkbox"/> Two-year programs designed for full transfer to a baccalaureate degree | <input type="checkbox"/> Professional |
| | <input type="checkbox"/> Other _____ |

10. The calendar system at the institution is:

- Semester Quarter Trimester Other

11. What constitutes a "normal" credit hour load for students each semester?

a) Undergraduate ___12-15 credit hours*

* The college considers students who enroll in 12 credits to be full time. FTE calculations for state and federal reports, however, are based on a 15 credit hour load.

- b) Graduate credit hours – Not Applicable
 c) Professional credit hours – Not Applicable

12. Student population:

a) Fall 2003 Full Time Students

	<u>Headcount:</u>	<u>Headcount M/F:</u>
1. Undergraduate	3564	1645/1919
2. Graduate	Not Applicable	

b) Fall 2003 Part Time Students

	<u>Headcount:</u>	<u>Headcount M/F:</u>
1. Undergraduate	4802	1665/3137
2. Graduate	Not Applicable	

c) Fall 2003 Full Time Equivalent Enrollment

1. Undergraduate	4921
2. Graduate	Not Applicable

d) FY03 Non-Credit, Short-Term Course Headcount Enrollment 12,309

13. The following programs are accredited by the nationally recognized, specialized accrediting agency listed below.

<u>Program</u>	<u>Accrediting Agency</u>
Dental Assisting	Commission on Dental Accreditation
Dental Hygiene	Commission on Dental Accreditation
Dental Laboratory Technician	Commission on Dental Accreditation
Diagnostic Medical Sonography	Commission on Accreditation of Allied Health Education Programs, American Medical Association
Medical Assisting	Commission on Accreditation of Allied Health Education on recommendation of the Curriculum Review Board of the American Association of Medical Assistants Endowment
Nursing	National League for Nursing Accrediting Commission
Radiologic Technology	Joint Review Committee on Education in Radiologic Technology



14. **Chief Institutional Officers**

<u>FUNCTION OR OFFICIAL</u>	<u>NAME</u>	<u>EXACT TITLE</u>
Chair Board of Trustees	William J. Chemelli	Chairman
President/Director	Carole A. Cowan	President
Executive Vice President	Not Applicable	
Chief Academic Officer	Mary-Jane McCarthy	Provost and Vice-President of Academic and Student Affairs
Deans of Academic Divisions	Barry Werner	Dean, Computer & Engineering Division
	Christopher Brennan	Dean, Business & Workforce Development Division
	Pamela Edington	Dean, Social Science & Human Services Division
	Daniel Yalowitz	Dean, Humanities Division
	Cynthia Butters	Dean, Health Careers Division
	Linda Young	Dean, Math & Science Division
	Michael Badolato	Dean of Academic Resources & Instructional Technologies
Chief Financial Officer	James F. Linnehan, Jr	Vice President of Administration & Finance
Student Services Officer	Mary-Jane McCarthy	Provost and Vice-President of Academic and Student Affairs
Planning	Lois A. Alves	Vice President of Enrollment, Research & Planning
Institutional Research	Lois A. Alves	Vice President of Enrollment, Research & Planning
Chief Technology Officer	Darrow Neves	Chief Technology Officer
Development	Nicola Tsongas	Dean of External Affairs and Executive Director, MCC Foundation



Library	MaryAnn Niles	Assistant Dean of Academic Resources and Instructional Technology
Continuing Education	Kim Burns	Assistant Dean for Community Training and Education
Grants/Research	Mary Anne Dean	Dean for Professional and Resource Development
Admissions	Darcy Orellana	Assistant Dean for Recruitment
Registrar	Audrey Nahabedian	Registrar
Financial Aid	Beverly Guerin	Director of Financial Aid
Public Relations	Brenda Loucks	Dean of College Communications
Alumni Association	Dennis Malvers	Associate Dean of External Affairs
Other	Robert Barnett	Dean of Facilities Management and the Bedford Campus
	Eileen Fagan	Dean of Enrollment Services
	McDonald Furlonge	Dean of Multicultural Affairs and Affirmative Action
	Gary McPhee	Director of Human Resources
	Kent Mitchell	Dean of International Arts
	Molly Sheehy	Dean of the Lowell Campus and Lowell Educational Partnerships



15. Organizational charts are available on the pages noted below.
- | | |
|--|-----------|
| a. Direct Reports to the President | page x |
| b. Overview of Academic and Student Affairs | page xi |
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| d. Student Affairs | page xiii |
| e. Administration and Finance | page xiv |
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16. Central elements in the history of Middlesex Community College:
- 1969**
- College established under Massachusetts Board of Regional Community Colleges and located at the Veterans Administration Hospital in Bedford.
- 1970**
- First class of 573 full-time and 280 continuing education students admitted.
- 1973**
- College is accredited by NEASC.
- 1987**
- Campus in Lowell opens at leased space at Wannalancit Office and Technology Center.
- 1988**
- Evan S. Dobelle succeeds James E. Houlihan as president.
 - Lowell Middlesex Academy Opens
- 1990**
- Wang Corporate Education Center in Lowell purchased for City Campus.
- 1991**
- Carole A. Cowan succeeds Evan S. Dobelle as president.
 - Permanent City Campus in Lowell opens
 - Mapping the Future five-year Strategic Plan for 1992-1997 developed.
 - One-college concept implemented to provide efficiency and integrated services to day and continuing education students.
- 1992**
- Permanent Bedford Campus opens
- 1993**
- Phase I of Health, Science & Technology Center opens in Lowell.
- 1994**
- Burlington campus closes; college consolidation as dual-campus institution in Bedford and Lowell completed.
 - Phase II (final phase) of Health, Science & Technology Center completed, including oral hygiene clinic for Dental Hygiene program. Clinic opens to public.
 - Nesmith House, historic Lowell mansion, acquired by Middlesex Community College Foundation for use as Lester J. Grant Center for Economic Development and Elkin McCallum Center for International Studies
 - Core Curriculum revised to include both General Education Distribution and Intensive Values requirements.
- 1995**
- Program Review process for planning and evaluation at department and division levels developed and implemented.



- Annual independent audit of financial resources and transactions instituted.
- Middlesex is the only community college approved to operate a Charter School by the Massachusetts Department of Education. Lowell Middlesex Academy Charter School opens.

1997

- Intensive Values Requirement portion of Core Curriculum fully implemented.
- Middlesex is the only community college selected to operate one of the Commonwealth of Massachusetts One-Stop Career Centers in the charter year. The Career Place Opens.
- Middlesex opens the BRIDGE program, an alternative school for pre-expulsion Lowell School System middle school students.

1998

- Goals 2002 Strategic Plan developed and mission statement revised.
- *Carnegie Academy for the Scholarship of Teaching and Learning* established for MCC faculty and staff

2002

- Middlesex Meeting House, the College's second foundation property, opens in Billerica.
- A Focus on Student Achievement, Workforce Development and Civic Engagement, three-year Strategic Plan developed and mission statement revised.
- Middlesex contracts with CampusWorks in a co-sourcing model to manage Technology.

2003

- The Lowell Federal Building renovations are complete and an enhanced college library, art studio, community meeting space and classrooms are available.
- In FY03, Middlesex served 11,566 students in credit coursework and 12,309 students in non-credit coursework.

17. There are no U.S. instructional locations other than the main campus at which Middlesex students may earn 50% or more of the credits toward their degree.
18. There are no international instructional locations at which Middlesex students may earn 50% or more of the credits toward their degree.
19. Student can complete at least 50% of the following Middlesex programs on-line.

Associate in Arts Degree Programs:

Liberal Arts and Sciences
Liberal Arts & Sciences – Communications Concentration
Liberal Arts & Sciences – Fine & Performing Arts Concentration
Liberal Arts & Sciences – Global Studies Concentration
Liberal Arts & Sciences – Life Science Concentration
Liberal Arts & Sciences – Physical Science

Associate in Science Degree Programs:

Accounting (AS)
Business Administration – Career Option
Business Administration – Honors Option
Business Administration – Transfer
Criminal Justice – Administration of Justice
Criminal Justice – Law Enforcement
Dental Assisting
Early Childhood Education
Fashion Merchandising

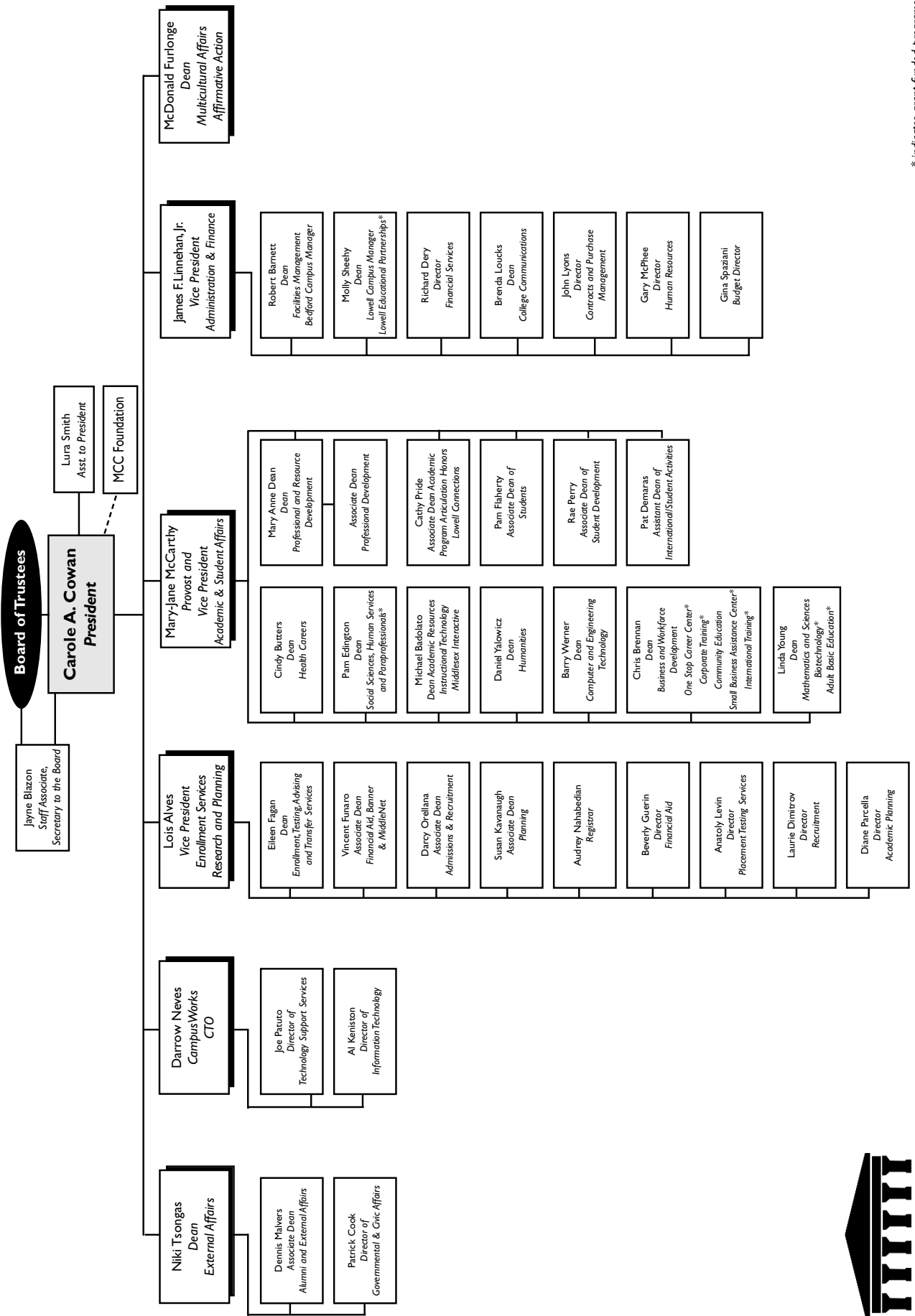


Fire Protection & Safety Technology
Hospitality Management
Human Services
Human Services Transfer
Liberal Studies
Liberal Studies – Aviation Maintenance Technology
Liberal Studies – Paralegal
Liberal Studies – Studio Art
Medical Assisting
Office Systems & Administration

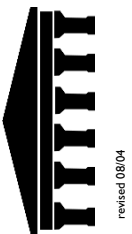
Certificate Programs:

Computerized Accounting
Sales & Marketing
Small Business Management
Web Publishing

MIDDLESEX COMMUNITY COLLEGE

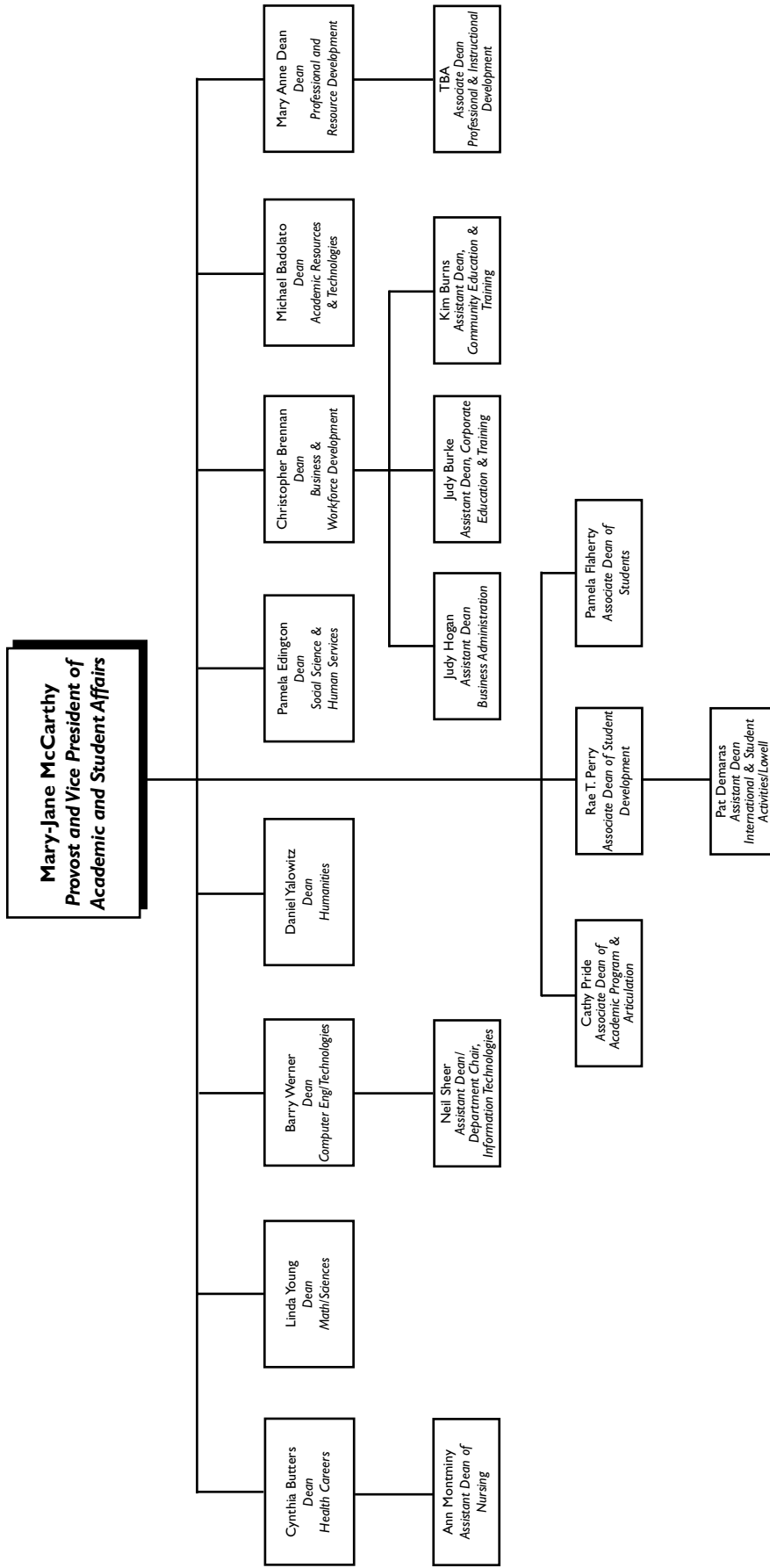


* indicates grant funded programs



MIDDLESEX COMMUNITY COLLEGE

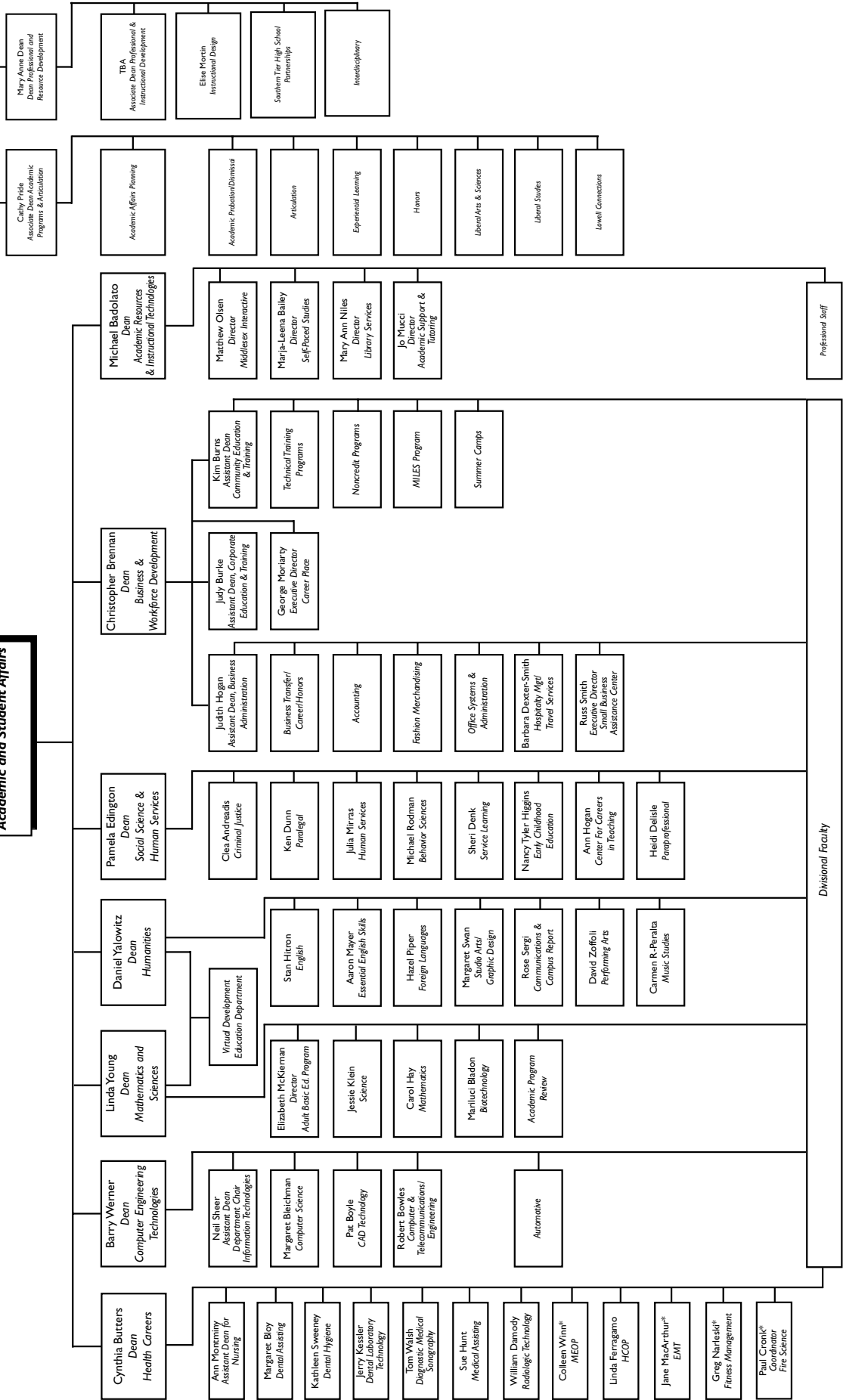
Academic & Student Affairs Organizational Chart



MIDDLESEX COMMUNITY COLLEGE

Academic Affairs Division

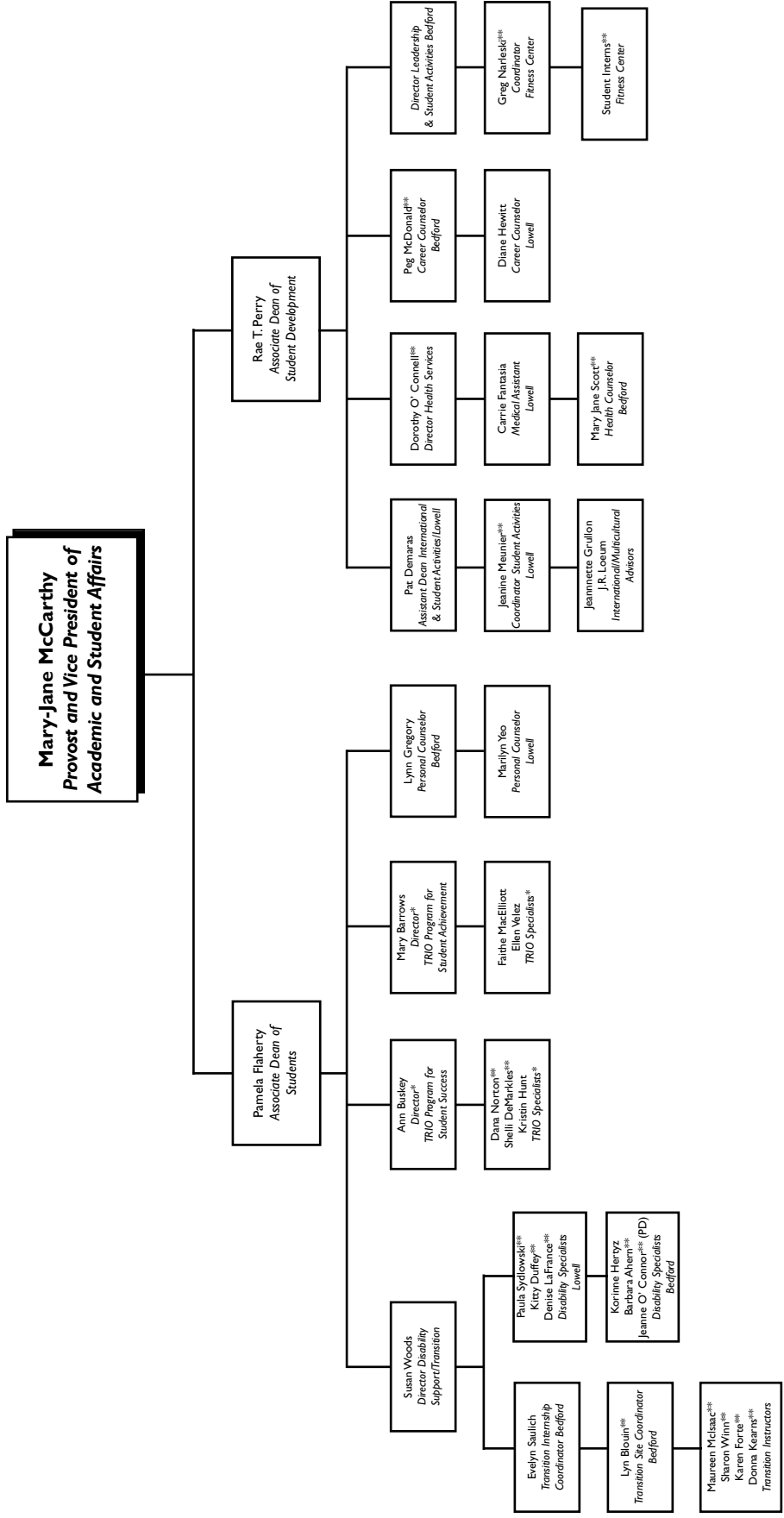
Mary-Jane McCarthy
Provost and Vice President of
Academic and Student Affairs



* Part-time

MIDDLESEX COMMUNITY COLLEGE

Student Affairs Division



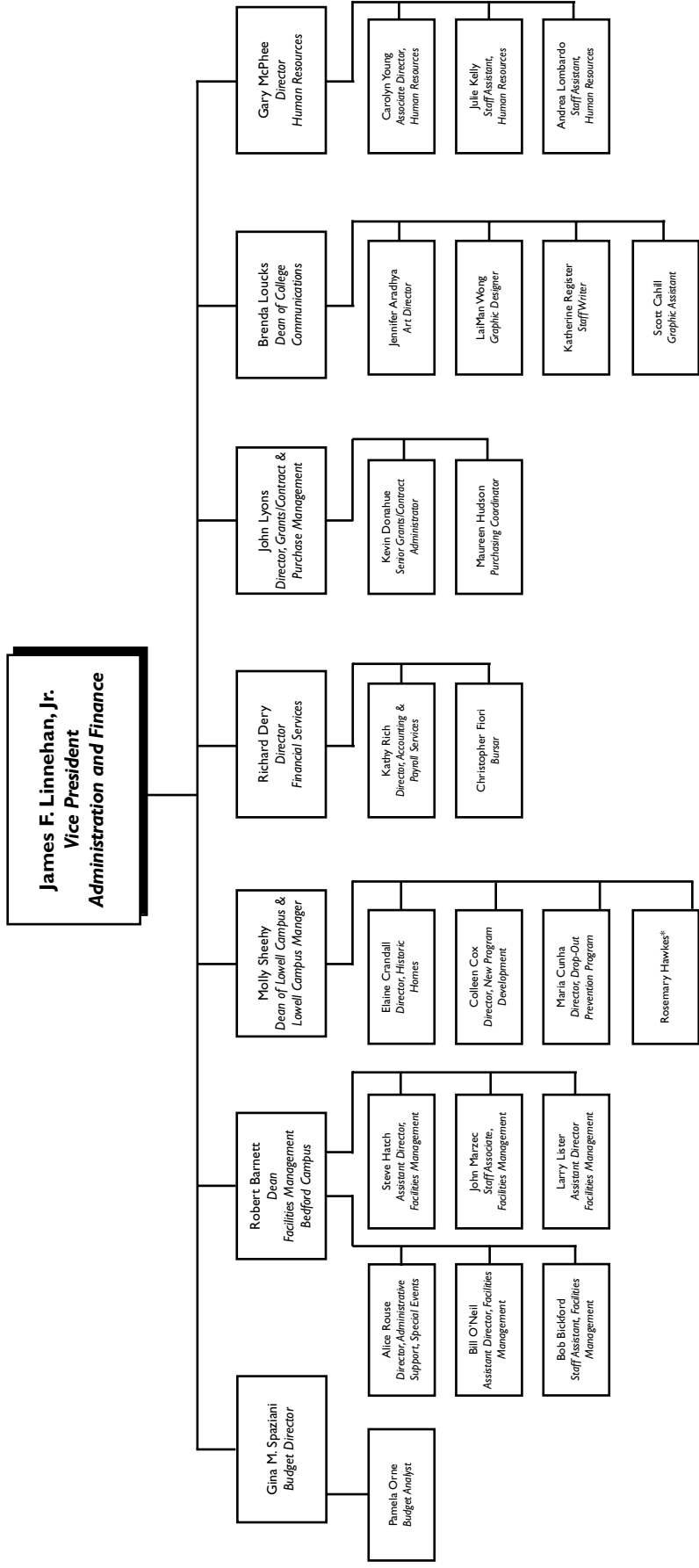
* grant
** part-time



revised 08/04

MIDDLESEX COMMUNITY COLLEGE

Administration and Finance

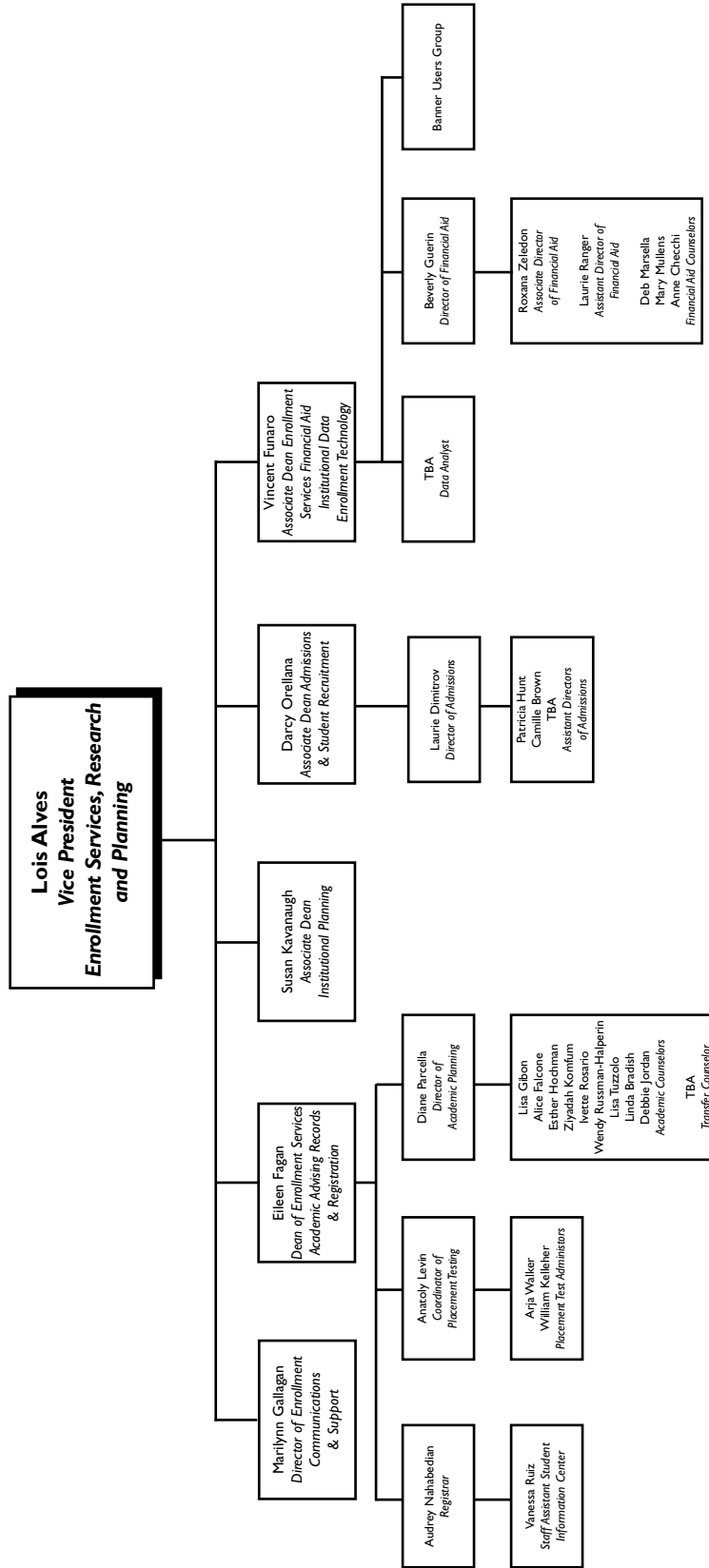


* part-time



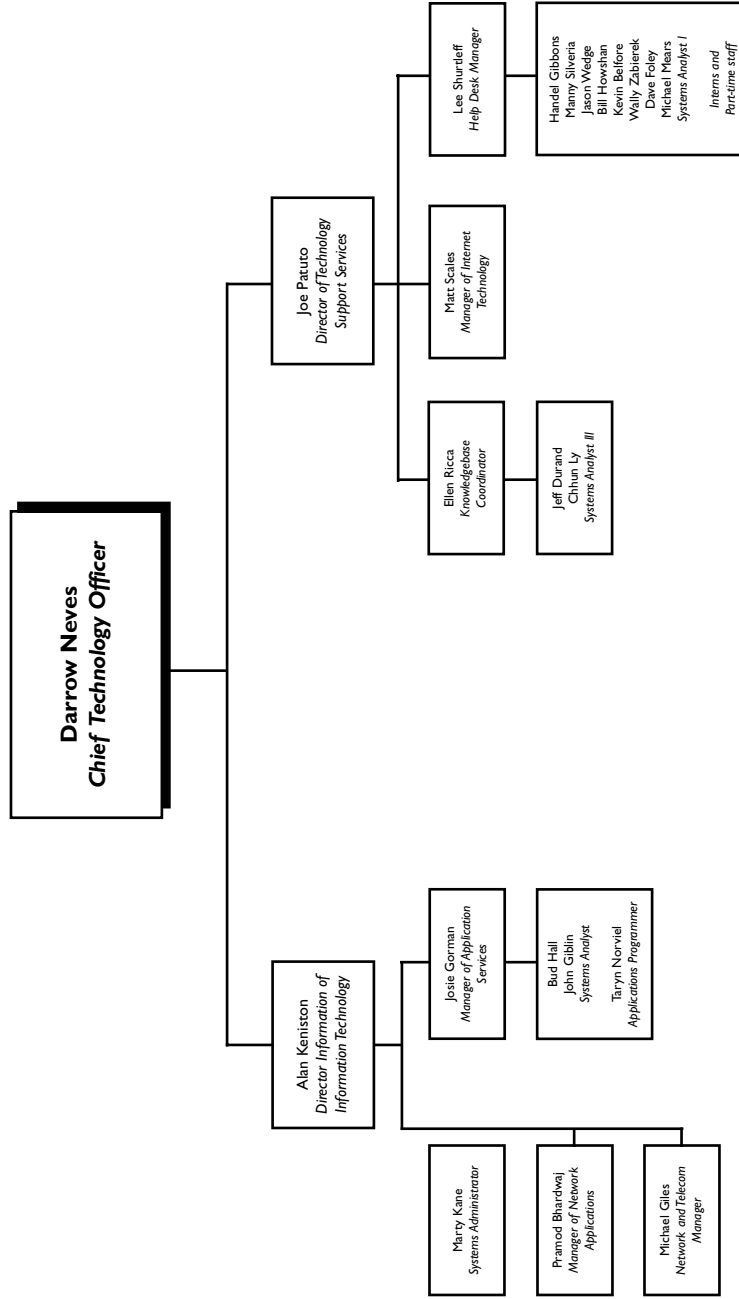
MIDDLESEX COMMUNITY COLLEGE

Enrollment Services Research and Planning



MIDDLESEX COMMUNITY COLLEGE

Technology Center





Preface

Middlesex Community College's Accreditation Self Study documents the results of a year-long, rigorous institutional analysis conducted by college faculty, staff and administrators in accordance with the New England Association of Schools and Colleges standards for accreditation. Mary Jane McCarthy, Provost and Vice President for Academic and Student Affairs and Dr. Lois Alves, Vice President for Enrollment Services, Research and Planning provided leadership and co-chaired the MCC Self-Study Steering Committee.

138 members of the college community volunteered and served on a college-wide self-study committee focused on one of the eleven NEASC standards for accreditation. Faculty, staff and administrators were encouraged to review the standards and to identify and prioritize three that may be of interest to them, but not necessarily in the area in which they worked. Final assignments were based on these preferences and the desire to include members from across the institution on each committee. Vice Presidents McCarthy and Alves recruited talented faculty, staff and administrators to serve as co-chairs and assigned a vice president or senior administrator to serve as Ex-Officio for each committee. In addition to providing direction and support to their committee members throughout the self-study process, these committee co-chairs also served on the Self-Study Steering Committee.

The Self-Study Steering Committee functioned as a review board and coordinating council for the evolving self-study document. The membership on the Steering Committee included the twenty-three self-study committee co-chairs, the college vice presidents, the Chief Technology Officer, the President of the Faculty Staff Association, the Associate Dean of Planning and the Associate Dean of Academic Programs and Articulation. At each meeting, committee co-chairs shared the work of their committees, sought input and advice, and critiqued draft reports. As the self-study report came together, this group made important decisions about tone, areas of emphasis and what materials to include or exclude from each standard. Although meetings were frequent and lengthy, Steering Committee members remained committed to leading and participating fully in the self-study process.

The Middlesex Community College self-study can be best described as an inclusive process. Throughout the self-study, committees were diligent in their efforts to gather information from the college community to inform their work. In October 2003, a college-wide Professional Day focused on the self-study and provided opportunities for all college faculty and staff to review the standards for accreditation, to select the two that were of most personal interest and to participate in a discussion focused on their views of how well the college was meeting the requirements of those standards. Throughout the self-study process the committees also administered a variety of on-line and printed surveys, conducted focus groups and one-on one interviews, and reviewed numerous college documents and reports.

The MCC Self-Study web site, the college's e-mail news system, and the institution's capacity to conduct on-line surveys also significantly enhanced the inclusiveness, as well as the efficiency, of the institutional self-study process in our two-campus environment. The effective use of these technologies allowed us to collect information from the college community; to post research and workroom documents so they could be shared among committees; and to post draft reports and solicit on-line comment and discussion among committee members and the wider college community.

The self-study document is reflective of a process that was characterized by extensive participation, much dialog and debate, and ultimately a high level of consensus regarding strengths, weaknesses, and areas of emphasis. Much gratitude goes to the committed professionals who served on the standard's committees, as acknowledged on the following pages.



Standards Committees Membership Middlesex Community College Self-Study 2003-2004

Steering Committee

Mary-Jane McCarthy, Co-Chair, Vice President for Academic and Student Affairs
Lois Alves, Co-Chair, Vice President for Enrollment Services, Research and Planning
Phyllis Gleason, Co-Chair, Mission and Purpose
Carolyn Young, Co-Chair, Mission and Purpose
MaryAnn Dean, Co-Chair, Planning and Evaluation
Kate Sweeney, Co-Chair, Planning and Evaluation
Phil Mahler, Co-Chair, Organization and Governance
Dennis Malvers, Co-Chair, Organization and Governance
Orian Greene, Co-Chair, Programs and Instruction
Robert Kaulfuss, Co-Chair, Programs and Instruction
Elise Martin, Co-Chair, Programs and Instruction
Clea Andreadis, Co-Chair, Faculty
Jill Keller, Co-Chair, Faculty
Jo Mucci, Co-Chair, Student Services
Judy Hogan, Co-Chair, Student Services
Dona Cady, Co-Chair, Library and Information Resources
MaryAnn Niles, Co-Chair, Library and Information Resources
Pam Edington, Co-Chair, Fiscal Resources
Molly, Sheehy, Co-Chair, Fiscal Resources
Brenda Loucks, Director of Marketing
Laurie Dimitrov, Co-Chair, Public Disclosure
Sue Hunt, Co-Chair, Public Disclosure
Rose Sergi, Co-Chair, Integrity
Deborah Walsh, Co-Chair, Integrity
Darrow Neves, Chief Technology Officer
Jay Linnehan, Vice President of Administration & Finance
Evelyn Clements, Vice President of Student Development
Cathy Pride, Associate Dean of Academic Programs & Articulation
Susan Kavanaugh, Associate Dean for Institutional Planning

Standard 1 Mission and Purpose

Phyllis Gleason, Co-Chair, Professor of English
Carolyn Young, Co-Chair, Associate Director, Human Resources
Mary-Jane McCarthy, Ex Officio, Vice President for Academic and Student Affairs
Margie Bleichman, Assistant Professor of Computer & Engineering Tech
Donna Duffy, Professor of Psychology
Don Margulis, Professor of Psychology
Ann Montminy, Assistant Dean, Nursing
Rebecca Newell, Director, Student Leadership & Activities
Evelyn Saulich, Career Development Specialist



Standard 2 Planning and Evaluation

Mary Anne Dean, Co-Chair, Dean for Professional and Resource Development
Kathleen Sweeney, Co-Chair, Professor and Department Chairperson, Dental Hygiene
Lois Alves, Ex-Officio, Vice President for Enrollment Services, Research and Planning
Mary Barrows, Director, Student Achievement Program
Jeannette Grullon, Advisor, Community Outreach & International Student Support Serv
Diane Hewitt, Career Counselor, Student Development
Charles Kaminski, Associate Dean, Professional & Instructional Development
Susan Kavanaugh, Associate Dean for Institutional Planning
Alan Keniston, Director, Information Technology
Julia Mirras, Associate Professor of Human Services
Matthew Olson, Director, Distance Education
Sandi Regan, Professor of Early Childhood Education
Linda Young, Dean of Math & Science Division
Roxana Zeledon, Associate Director, Financial Aid

Standard 3 Organization and Governance

Phil Mahler, Co-Chair, Professor of Mathematics
Dennis Malvers, Co-Chair, Associate Dean of External Affairs
Mary-Jane McCarthy, Ex-Officio, Vice President for Academic and Student Affairs
Evelyn Clements, Ex-Officio, Vice President for Student Affairs
Colleen Cox, Director, New Program Development
Pat Demaras, Assistant Dean, International & Student Activities/Lowell
Rick Doud, Professor of Economics
David Kalivas, Professor of History
Gary McPhee, Director, Human Resources
Jeanine Meunier, Coordinator, Student Services
Darrow Neves, Chief Technology Officer
Darcy Orellana, Associate Dean, Admissions and Recruitment

Standard 4 Programs and Instruction

Orian Greene, Co-Chair, Dean of Humanities
Elise Martin, Co-Chair, Lead Instructional Strategist
Rob Kaulfuss, Co-Chair, Professor of Computer Applications
Mary-Jane McCarthy, Ex-Officio, Vice President for Academic and Student Affairs
Marja-Leena Bailey, Director, Center for Self Paced Studies
Mariluci Bladon, Professor of Biotechnology
Sheri Denk, Coordinator, Service Learning
Regina Goodwin, Professor of Mathematics
Carol Henry, Professor of Mathematics
Kristen Hunt, Lead Counselor, Student Success Program
Jessie Klein, Professor of Biology
Joanne Lamoureux, Professor of Dental Hygiene
Sheila Mehta-Green, Adjunct Faculty, Sociology
Douglas Moffat, Professor of Science
Audrey Nahabedian, Registrar



Paul Patev, Professor of Biotechnology
Joe Patuto, Director, Technology Support Services
Hazel Piper, Professor of Humanities
Michael Rodman, Professor of Psychology
Barry Werner, Dean of the Computer Engineering & Technologies Division
Susan Woods, Director, Disability Support Services & Transition Program

Standard 5 Faculty

Clea Andreadis, Co-Chair, Associate Professor of Criminal Justice
Jill Keller, Co-Chair, Associate Professor of Humanities
Mary-Jane McCarthy, Ex-Officio, Vice President for Academic and Student Affairs
Cathy Pride, Ex-Officio, Associate Dean, Academic Programs & Articulation
Bob Fera, Professor of Mental Health
Beth Fraser, Professor of Mathematics
Carol Hay, Professor of Mathematics
Korinne Hertz, Learning Disabilities Specialist
Ann Hogan, Instructor of Early Childhood Education
John Johnian, Professor of History
Jane Murphy, Professor of Mathematics
Jeanne Newhall, Professor of Business
Dora Ottariano, Associate Professor of Mathematics
Diane Parcella, Director, Academic Planning
Lynda Pintrich, Professor of Criminal Justice
Marie Ryder, Professor of Nursing

Standard 6 Student Services

Judy Hogan, Co-Chair, Assistant Dean, Business Administration
Jo Mucci, Co-Chair, Director, Academic Support Services Department
Lois Alves, Ex-Officio, Vice President for Enrollment Services, Research and Planning
Evelyn Clements, Ex-Officio, Vice President for Student Services
Eileen Fagan, Dean of Enrollment Services
Pam Flaherty, Associate Dean of Students
Marilynn Gallagan, Assistant Director, Admissions
Joseph Gardner, Professor of Mental Health
Paul Gibbons, Professor of Psychology
Esther Hochman, Academic Counselor
Thomas Laughlin, Associate Professor of English
Faithe MacElliott, Learning Specialist, TRIO Programs
Deborah Marsella, Financial Aid Counselor
Greg Narleski, Coordinator of Student Activities, Fitness, & Recreation
Rebecca Newell, Director, Student Leadership & Activities
Lucy Ogburn, Professor of Sociology
Rae Perry, Associate Dean, Student Development
Ivette Rosario, Academic Counselor
Vanessa Ruiz, Staff Assistant, Student Information Center
Marilyn Yeo, Counselor, Student Services



Standard 7 Library and Information Resources

Dona Cady, Co-Chair, Assistant Professor of Humanities
MaryAnn Niles, Co-Chair, Asst Dean Academic Resources & Instructional Technology
Darrow Neves, Ex-Officio, Chief Technology Officer
Laura Horgan, Coordinator for Technical and Computer Services
Sharon Jette, Associate Professor of Nursing
Noreen McGinness, Instructional Designer
Nancy Mizzoni, Associate Professor of Nursing
Kevan Murphy, Professor of Geosciences
Allyson O'Brien, Coordinator-Lowell Campus Library
Laurie Ranger, Assistant Director, Financial Aid
Jane Wiggins, Associate Professor of Mathematics & Science

Standard 8 Physical Resources

Michael Badolato, Co-Chair, Dean of Academic Resources and Instructional Technology
Christopher Brennan, Co-Chair, Dean of Business and Workforce Development
Jay Linnehan, Ex-Officio, Vice President of Administration & Finance
Tina Cormio, Associate Professor of Nursing
Susan Egan, Associate Professor of Nursing
Pam Flaherty, Associate Dean of Students
Vinnie Funaro, Associate Dean of Enrollment Services
Lisa Gibson, Academic Counselor
Alan Keniston, Director of Information Technology
Vincent MacDonald, Dean of Facilities Management & Bedford Campus Manager
Kent Mitchell, Dean of International Arts
Greg Narleski, Coordinator of Student Activities, Fitness, & Recreation
Martha Pirone, Learning Specialist Disability Services
David Zoffoli, Assistant Professor of Humanities

Standard 9 Fiscal Resources

Pam Edington, Co-Chair, Dean of the Social Science & Human Services Division
Molly Sheehy, Co-Chair, Dean of the Lowell Campus & Lowell Campus Manager
Jay Linnehan, Ex-Officio, Vice President of Administration & Finance
Kim Burns, Assistant Dean, Community Education & Training
Christopher Fiori, Bursar
McDonald Furlonge, Dean of Multicultural Affairs
JR Loeum, Advisor, Community Outreach & International Student Support Services
Mary Mogan-Vallon, Assistant Professor of Mathematics
Neil Sheer, Assistant Dean, Computer Engineering and Technologies
Don Zabriskie, Budget Director

Standard 10 Public Disclosure

Laurie Dimitrov, Co-Chair, Director of Recruitment
Sue Hunt, Co-Chair, Professor and Coordinator of Medical Assisting
Brenda Loucks, Ex-Officio, Director of Marketing
Ann Buskey, Director, Student Success Program
Cynthia Butters, Dean of Health Careers Division



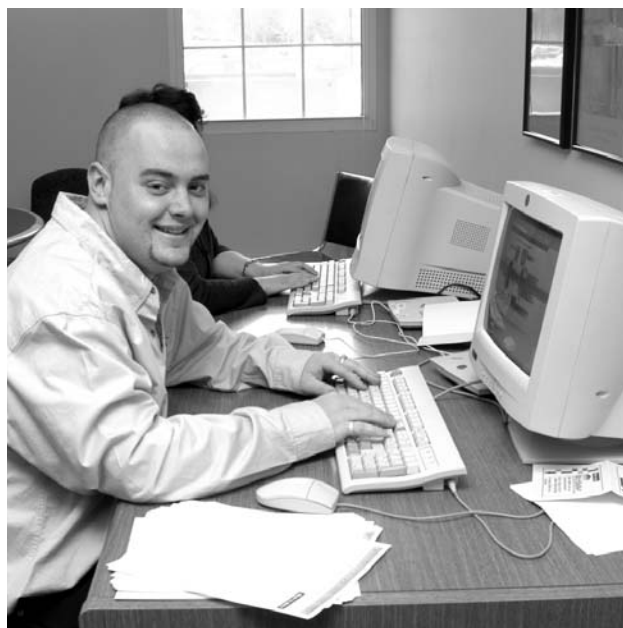
Jane Chalton, Staff Assistant, Community Programs
Patricia Hunt, Academic Counselor
Ziyadah Komfum, Academic Counselor
Mary Mullens, Financial Aid Counselor
Peyton Paxson, Professor of Criminal Justice
Ellen Ricca, Knowledge Base Coordinator – Technology Center

Standard 11 Integrity

Rose Sergi, Co-Chair, Professor of Humanities
Deborah Walsh, Co-Chair, Associate Professor of Legal Studies
Evelyn Clements, Ex-Officio, Vice President of Student Services
Sandi Albertson-Shea, Professor of Humanities
Judy Burke, Assistant Dean, Corporate Education & Training
Alice Falcone, Academic Counselor
Katherine Gehly, Associate Professor of Nursing
Donna Gray, Associate Professor of Human Services
Ann Miller, Professor of Biology
Linda O’Neil, Staff Assistant, Enrollment Services, Research and Planning
Lisa Tuzzolo, Academic Counselor
Nancy Tyler Higgins, Chair Early Childhood Education



Overview





OVERVIEW

During the late 1980's and early 1990's, Middlesex underwent a period of expansion and consolidation that ultimately transformed the institution from the smallest community college in Massachusetts to the largest. As this expansion continued into the late 1990's and early years of the 21st century, the College began to focus more intensely on innovation, accessibility, and improvement of new and exiting programs and services. Today, the development of specific goals, objectives, and measures for gauging effectiveness and performance underscore the culture of Middlesex Community College, as evidenced by ongoing planning and assessment across all areas of the College. In addition, a technological infrastructure has been developed that supports and enhances all administrative and academic initiatives.

The College's history of strategic planning includes four major strategic planning initiatives since 1988. The most recent, *A Focus on Student Achievement, Workforce Development and Civic Engagement*, was developed in 2003. In addition, a Program Review process for assessing all major programs, activities, and initiatives has effectively improved planning and programs since 1995. Finally, a Tactical Technology Plan, developed in January of 2003 to identify, prioritize, and implement the college's technology needs, continues to advance the effectiveness and efficiency of programs and services.

MCC's strength as an academic institution lies in its commitment to the professional development of its faculty, staff, and administrators. Over the last ten years, support for professional development has increased, even as other areas of the budget have been scaled back in response to fiscal exigencies. This emphasis on professional growth has fueled the institution and led to extensive exploration, implementation, and assessment of dynamic curricula, pedagogies, programs, and services. Each year, large numbers of MCC faculty, staff, and administrators present at national conferences; and many also provide service in multiple roles outside the College as consultants, advisors, and leaders of organizations that are recognized across the state and in the national arena.

The following list suggests the scope and substance of initiatives developed and initiated since the 1994 accreditation:

- The *Carnegie Academy of the Scholarship of Teaching and Learning Campus Program*, offering Middlesex faculty an extended opportunity to engage in pedagogical study and practice-based research and scholarship along with colleagues from higher education institutions across the country;
- *The Middlesex Leadership Management Institute*, offering interested faculty and staff the opportunity to explore and develop new leadership skills and to consider issues of professional advancement;
- MCC's ten year old *Service Learning* program, through which hundreds of students have volunteered thousands of hours on community- based projects that bridge the gap between classroom learning and real world application. In 2003, MCC was one of 13 colleges in the nation to be named *A Model of Exemplary Practices of Civic Engagement* by the National Campus Compact.
- The *Lowell Civic Collaborative*, a Learn and Serve partnership that brings together the resources and talents of the Lowell National Historical Park with the College to increase students' participation in democratic institutions and processes;
- *Distance Learning* and the *Teaching Online Summer Institute*, offering faculty and staff training in the development of courses for online instruction, delivered wholly or partially via use of the Blackboard Learning Management System;
- *Technology-enhanced Classroom Instruction* involving instructors' use of presentation tools, web



- resources, and students' demonstration of learning in multiple forms, including the use of technology-enhanced oral presentations;
- Numerous *International Partnerships*, enabling faculty and students to expand their understanding and appreciation of our global community.
 - The **Bridge Program**, an alternative school for pre-expulsion middle school students, and a variety of other programs that contribute to the growth and development of students in **the Lowell Public Schools**.
 - Programs and partnerships that enhance workforce development, including *The Career Place*, which has been recognized statewide and nationally as one of seven One-Stop Career Centers to win a coveted Customized Employment Program grant from the U.S. Department of Labor in 2000.

While the self study revealed Middlesex to be a progressive and dynamic institution, there is concern about the college's capacity to maintain its culture of excellence in an environment of diminishing fiscal and human resources, an aging workforce and increasing enrollments. The college will address these concerns by continuing its commitment to professional development, working to identify and implement effective academic, enrollment and student support services, and insuring that our institutional priorities reflect an appropriate balance between internal and external college commitments.

A related concern on the part of faculty is that the increasing reliance on adjunct faculty may eventually erode the quality of courses, the consistency of course curricula, and the quantity of faculty contributions to the institution. The College has worked in good faith to replace faculty and staff lost through a recent state-wide early retirement program and has hired ten new faculty for fall 2004. However, a concern remains that the combination of budget cutbacks and the newly mandated contractual requirements, which increase faculty workload, will eventually limit the myriad of faculty-led activities that have contributed to MCC's success as an institution.

As the College continues to proactively plan for expansion and growth, it has also identified the need to further diversify its workforce. Plans are underway to support diversity training for the entire Middlesex community, and new approaches for recruiting and retaining minority faculty, staff, and students are being initiated. A related institutional effort to improve civility on both campuses is being directed toward fostering respectful communication across all segments of the institution.

Although the college has recently completed the refurbishment of the Federal Building in Lowell and the Meeting House in Bedford, it will need to continue its proactive planning for development and expansion of campus facilities. Both enrollment and programmatic trends indicate the need for additional instructional capacity, including resources needed for the cultural and performing arts. In addition, increased enrollments, coupled with a resurgence of Lowell's downtown area, will continue to tax the present parking facilities at the Lowell campus. This problem will require a creative and, most likely, costly solution over the next few years. Finally, the college will continue to assess and improve the functionality of its buildings and grounds to accommodate the needs of physically challenged students and academic programs.

The self-study that follows details the ways in which Middlesex meets the NEASC Standards for Accreditation. In doing so, it describes the College's activities, innovations, and achievements over the past ten years and poses some of the challenges faced by the institution in the decade ahead.



Mission and Purposes





Standard One: Mission and Purposes

Description

Middlesex's effort to create a mission statement specifically reflective of its uniqueness goes back to 1997, when the Massachusetts Board of Higher Education called upon each state and community college to ensure that its mission statement reflected both segmental goals and the uniqueness of the institution. Accordingly, Middlesex Community College President Carole Cowan established a Strategic Planning Task Force chaired by then- Provost Charmian Sperling. The Task Force, comprised of forty representatives from the faculty, staff and student body, met regularly throughout the 1997-98 academic year; members conducted internal and external environmental scans, attended conferences and read about emerging innovations in higher education, reviewed the Board of Higher Education community college segmental mission statement, and examined current strengths and weaknesses in college programs and activities. They subsequently identified a 2002 vision for Middlesex Community College and drafted a new mission statement and a set of strategic planning priorities. This material was circulated and input was sought from the college community. After further revision, the new mission statement was approved by the Board of Trustees in the spring of 1998 and by the Board of Higher Education in September of 1999. That mission statement was subsequently published in the Student Handbook and the Academic Catalog, and posted in strategic locations around the College.

In the spring of 2002, at the conclusion of the 1997-2002 planning cycle, the College initiated a new strategic planning process. As a first step, the President appointed former Provost and Academic Vice President Charmian Sperling to lead a Strategic Planning Mission Review Committee to review and, if appropriate, recommend an updated mission statement. The committee, populated by ten representatives of various college constituencies, met throughout the 2002-2003 academic year. Based upon student, faculty and staff input, its goals included making the mission statement more meaningful to all constituencies, more student-focused, and less formal in tone. Technology and a 2002 Professional Day "listening session" were used to deliver interim reports to the entire college community and to solicit feedback at different stages. In addition, comments and critiques received through a Faculty Association discussion, two student focus group sessions, and more than 50 email responses influenced the statement's development. The revised statement was affirmed by the Board of Trustees in June of 2003. Similar to the previous mission statement, it consists of a stand-alone umbrella statement and six supporting pillars, which expand upon the mission through a delineation of College goals and major activities.

The current Mission and Goals Statement, adopted in June, 2003, reads:

Middlesex Community College is a progressive and dynamic learning community, committed to providing educational programs and services that support personal growth and economic opportunity for its diverse student population. Dedicated to student success, the College provides excellence in teaching, personal attention, and extensive opportunities for exploration and growth. Closely linked to the fabric of the community, Middlesex's partnerships with school, business and service organizations provide leadership in economic and community development and foster a culture of civic engagement and responsive workforce development. The College's state-of-the-art programs in the liberal arts, basic skills, and more than fifty career and technical fields respond to student and community needs, providing a strong foundation for college transfer, employment, professional development and lifelong learning.



Six pillars express the primary values and goals that support the Middlesex Mission:

A Dynamic Learning Environment

Teaching is student-centered, emphasizing interactive learning strategies, state-of-the-art technology, workplace and community service, and the incorporation of a forward-thinking core curriculum. Online classes, tutoring and library resources give students added flexibility for learning. Vibrant co-curricular opportunities reflect a broad array of interests and encourage a strong voice in student governance.

A Supportive, Caring Community

Classes are small, with instruction tailored to the needs of individual students. Writing, Reading, and Mathematics learning centers and tutoring in all college subjects enhance achievement, providing added personal attention and support. By accessing the academic, career and personal counseling available at both Middlesex campuses, students receive timely, individualized guidance throughout their college experience and assistance in planning the next steps in their education and careers.

Responsive Workforce Development

An active Business and Industry program delivers just-in-time education and training at corporate and agency sites, while on-campus and web-based skills development, professional development, and lifelong learning programs are offered throughout the region. A unique partnership with MCC's one-stop Career Place gives students and community residents ready access to extensive career counseling, placement, and training in an off-site facility created to serve regional economic development needs.

Active Civic Engagement

Through partnerships with schools, businesses, the arts community, and service agencies, Middlesex participates actively in the day-to-day life and ongoing development of its local communities. Service Learning reinforces institutional and personal citizenship, involving students in authentic learning and vital community service, while international teaching and learning opportunities support partnerships abroad and globalization of Middlesex's curriculum.

A Commitment to Excellence

Through an emphasis on effectiveness, applied scholarship and instructional innovation, faculty and staff produce dynamic curricula and creative approaches to learning. An extensive professional development program supports exploration of effective teaching techniques, new technologies, and strategies that promote student achievement and success both in the classroom and beyond. College research and ongoing outcomes assessment reinforce Middlesex's commitment to continuous improvement and responsiveness in all of its offerings and services.

Extended Learning Opportunities

Programs and services for students and community members of all ages, interests and abilities complement other college offerings, extending MCC's reach to diverse populations. Programs range from adult literacy and English-as-a-Second-Language instruction at college and pre-college levels to Honors and post-graduate opportunities. Community residents can broaden specific skills and interests in a collegiate environment through an array of focused summer camps, specialized



programming for youth and senior citizens, short-term courses and seminars, and online learning opportunities.

The mission statement has become increasingly visible with its inclusion in the College's web page, the Faculty Handbook, Program Reviews, program Accreditation documents, the New Faculty Orientation, and postings throughout the campuses.

Appraisal

Mission and Purposes Awareness and Involvement

From a recent survey distributed to full and part-time students, faculty and staff on both campuses, as well as from three focus groups held in March 2004, it is clear that the College's mission and purposes are highly visible and understood by a large majority of faculty, staff and students. More than 75 percent of the 194 survey respondents indicated that they knew where to find the College's official mission statement; over 65 percent reported having read it. When reviewing responses of employee groups, that percentage increased to 84-100 percent of full-time employees, depending on the employee group. Part-time employee groups yielded a wider range of responses (from 56 percent to 100 percent), indicating a lower level of awareness. Over the past two years, web hits on the mission statement page have averaged well over 400 per month.

Seventy-eight percent of survey respondents reported that MCC provides opportunities for faculty, staff, students and others to participate in the re-evaluation of the College's mission and purposes, up substantially from 63 percent in the 1993 self-study and 72 percent in a 1996 Human Resources survey. Forty-one percent of respondents indicated that they participated in these activities. A recurring theme is that multiple demands imposed by such a dynamic institution require people to make choices about how and in what way they contribute. Part-time faculty, students and support staff are less likely to participate, reporting participation levels of between 24 percent and 36 percent, with the most notable increases evident among part-time faculty (30 percent, up from 19 percent) and part-time professional staff (100 percent).

Accurate Reflection of MCC's Character

Ninety-three percent of the respondents agreed that the stated mission and goals are an accurate reflection of the character of the College (up from 77 percent); 97 percent indicated that they reflect appropriate goals of a comprehensive community college; and 94 percent saw a connection between the mission statement and their role in the college community. This is an improvement from 1993. Survey results and comments from the Professional Day and Faculty Staff Association listening sessions suggest that people relate to the language used in the current mission statement, validating the Mission Review Committee's efforts to employ inclusive language.

While appreciating the breadth of the College's work, session participants reported concern that resources may not be sufficient to support the standard of excellence to which the College holds itself in all mission areas. In addition, there seems to be a dynamic tension between information overload and feeling uninformed.

Copies of the original survey and focus group documents may be found in the Workroom.



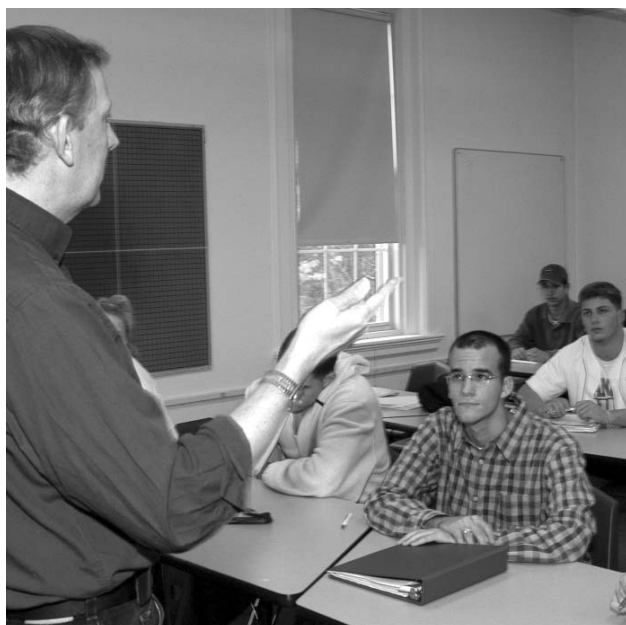
Use of Mission and Purpose Statements to Guide Development of Divisional Goals and Objectives

The strategic planning process produced a revised mission statement in 1998, from which flowed 20 strategic planning goals for the 1998-2002 long-range plan. The goals applied to all areas of MCC, including the college environment, student growth and learning, professional development and institutional capacity. Effectiveness indicators were defined to track the College's progress toward the accomplishment of each goal. These goals were subsequently folded into the legislatively mandated Board of Higher Education performance measurement system to provide a basis for budget allocation; and divisional goals and objectives were developed in support of those goals. (Sample copies are in the Workroom.) The process described marked the beginning of a formal system to tie all divisional goals directly to the College's mission, as expressed by its Mission and Goals statement.

As part of the College's program review process, departments include a review of their program or department's stated mission and its relationship to the overall mission of the College. Fifty-seven programs have completed this process and will do so regularly, on a five-year cycle. The College's ten-year effort to tie its program goals directly to its mission responds to a challenge identified during the last accreditation process.

Projections

1. Information about MCC's mission and purposes will continue to be disseminated and discussed at general orientation sessions for all new staff, with increased efforts focused on awareness for part-time non-faculty employees.
2. The College will continue to incorporate mission considerations into its academic and administrative departmental review processes.
3. The College will continue its protocol for the regular re-examination of its mission and purposes as part of its overall assessment plan (see Standard 2). The College will also continue to encourage participation in that process at all levels, fully leveraging technology to achieve that purpose.



Planning and Evaluation





Standard 2: Planning and Evaluation

Description

College-wide Strategic Planning and Evaluation

Middlesex Community College has a history of strategic planning, including four major strategic planning initiatives since 1988. The first, a series of campus planning activities that began with internal and external environmental scans through an appointed “Futures Committee”, set future directions for MCC. In 1991, *Mapping the Future*, a five-year institutional plan for 1992 – 1997 was developed; and in 1998 the College community began work on MCC Goals 2002, the plan that preceded the current one.

The most recent planning initiative began in 2001 with the development of a Strategic Planning Advisory Committee comprised of a cross-section of the college community, including students. The Advisory Committee established priority focus areas for a comprehensive process, and President Cowan formed a college-wide Strategic Planning Committee that included faculty, staff and students. The committee collected and analyzed planning data from a variety of internal and external constituencies (MCC students, faculty and staff; community residents; regional employers; agencies; school districts; civic leaders); additional information was gathered through data and outcome reports, community business surveys conducted by market and educational research firms, focus groups, and meetings with program advisory committees.

Subsequently, the Strategic Planning Steering Committee and eight subcommittees used the collected information to identify and prioritize significant institutional and community needs, create initiatives to address the needs, and define a set of institutional performance indicators to measure progress in meeting them. In addition to actualizing a revised mission statement, the current plan builds on past institutional successes and addresses new and emerging educational needs in the following institutional priority areas:

- Providing access to higher education;
- Supporting new and established paradigms for teaching and learning in order to meet the evolving educational needs of a diverse student population;
- Supporting academically high risk students;
- Supporting innovations in academic, enrollment and student support services to enhance opportunities for student success;
- Meeting the need for career preparation, workforce development and the regional labor market;
- Fostering civic engagement and community partnerships on a local and global level; and
- Supporting Middlesex Community College employees in order to enhance their capacity to achieve institutional goals.

Nearly 100 faculty, students, and staff members contributed through service on strategic planning committees, with more participating through focused discussion sessions at college-wide professional days, survey responses, and comments relevant to draft planning documents through the MCC Strategic Planning website. The completed document, *A Focus on Student Achievement, Workforce Development and Civic Engagement*, is available on the website: www.middlesex.mass.edu/Strategic_Planning/) as well as in the Workroom.

During the summer of 2003, lead implementers were chosen for each initiative; all are working with colleagues from across the College to implement the Plan. Periodic progress reports on the Strategic



Planning website update the college community and interested external constituents.

The strategic planning process and follow-up initiatives have been carefully integrated with college-determined performance measures as well as those recently mandated by the Massachusetts Legislature and implemented through the Massachusetts Board of Higher Education. (Each college now submits an annual Strategic Initiative Plan. It includes activities that the college will accomplish during the fiscal year, expected outcomes, and methods for measuring progress; and each college then reports on relevant accomplishments and receives a BHE assessment of its performance.)

In addition, MCC's Office of Institutional Research routinely collects and publishes data to fulfill reporting and auditing requirements for state and federal agencies, as well as to support ongoing institutional decision-making. Examples of assessments that the OIR has administered and analyzed for MCC's use include the Noel Levitz Student Satisfaction Survey (1995), the Student and Employee Assessments of the College Environment (1998 and 2000) and general education surveys conducted with each graduating class since 2000. Academic Program Reviews, discussed later, feature quantitative and qualitative data collected for individual divisions and departments. These and other assessments that provide feedback and benchmarks to evaluate mission achievement are made available through the Strategic Planning website and the Institutional Research Intranet site; many others are available through the vice presidents' offices and individual departments.

Divisional and Departmental Planning and Evaluation

The Academic, Student Support, and Enrollment areas have implemented a planning process that involves faculty and staff in developing annual objectives and activities that support MCC's strategic planning priorities as well as department-specific goals. Where appropriate, deans, program coordinators and directors link departmental planning to the Strategic Plan; the vice presidents review them for congruence with the College's mission, Strategic Plan, market trends that might affect program planning, and applicable BHE goals and requirements. Approved plans are integrated with college budgeting through a process described under *Linkage of Financial Planning to Strategic Planning*.

Annual Reports prepared by divisions and departments include activities undertaken and discussions of outcomes, reflecting both successes and areas for improvement or reconsideration. Proposed activities for the following year are often included in the reports, paving the way for effective yearly transitions. The vice presidents incorporate divisional reports into overall area reports, which they submit to the President.

With technology management services provided through a college contract with CampusWorks, Inc., The Technology Center reports on the completion of goals and activities outlined in its original RFP and the responsive CampusWorks proposal. In addition, a *Technology Tactical Plan* guides each year's activities and requires updates on a five-year cycle. Much of that plan is incorporated into the College's Strategic Plan, and portions of it are included in the Strategic Initiative Plan submitted to the Board of Higher Education. The President and the Board of Trustees evaluate the fulfillment of relevant performance measures.

Program Review

Planning and evaluation processes at departmental and divisional levels are informed by MCC's program review process, developed and first implemented in 1995. Since that time, more than 60 Reviews have been completed across the College, with some in a second cycle.



The review process enables faculty, staff and administrators – supported by college staff with expertise in assessment – to conduct program self-studies in a consistent, systematic, department-directed manner. The nature of the process facilitates informed reflection and guides program revisions and enhancements. Faculty within many departments have taken advantage of opportunities to pursue unique questions and issues (i.e. attrition rates in particular courses; low completion rates within specific programs; correlations between performance and entering skill levels; comparisons between classroom and online completion rates) to inform, explore, and design promising curricular or policy interventions.

In addition, national program accreditations affect seven of Middlesex’s degree and certificate programs. (Externally accredited programs are generally awarded five to eight years of accredited status before beginning a new self-study cycle to ensure ongoing compliance with professional standards.) Such programs complete modified Program Reviews that integrate dimensions from both processes. The Workroom contains a listing of completed Program Reviews as well as sample Reviews and Program Accreditation Self-Studies.

Other Forms of Evaluation

In the context of an evolved culture of assessment, key processes at Middlesex include evaluation and subsequent refinement. Assessment is embedded into the curriculum planning and approval processes through application requirements for documentation of anticipated outcomes and assessment methods. Course and program proposals include questions about both, as do the application processes for Values-Intensive courses (that meet Core Curriculum requirements) and those that emphasize critical thinking. Assessment is a dimension of professional development as well; examples include the Staff Development and Minigrant processes, through which recipients of funds document both their intended outcomes and the subsequent results of their project assessments.

Linkage of Financial Planning to Strategic Planning

Financial planning is linked directly to the strategic planning process, through which MCC identifies priorities and the levels of funding required to meet those priorities. By identifying significant needs, the program review process also generates effectiveness recommendations that receive priority in planning and annual budget decisions. In a less formal manner, assessment of each department’s pre-determined goals and objectives also gives rise to budget recommendations that are discussed and prioritized by the Vice Presidents and recommended to the President for funding.

It is the President’s practice to discuss major college allocations, such as full-time faculty and staff and key technology purchases, with the Vice Presidents and the Chief Technology Officer in order to reach agreement about college-wide priorities. Based on identified needs and goals, monies are allocated to fund mission and goal priorities. Ongoing meetings of the President and her direct reports are used to assess progress, discuss unanticipated needs, and reallocate funds as necessary to keep the College moving toward goal attainment and mission fulfillment.

For information regarding the link between enrollment projections and financial planning, please see Standard 9: Fiscal Resources.

Assessment of Planning and Evaluation Activities

Annual reviews of documentation indicate the degree to which the College has met annual goals and BHE priorities. When goals are not met, a review of contributing factors often suggests revised approaches



and/or extended timelines.

College staff who oversee both the strategic planning and program review processes solicit regular feedback about them. Such feedback has resulted in changes that have improved the processes. One example is the decision to reduce the list of College goals and priorities to seven (There were twenty in 2002). Another is the refinement of the program review process to suit the somewhat different needs of externally accredited programs, non-credit initiatives and community partnerships.

Appraisal

Planning and evaluation activities have had an enormous impact on MCC's recent development. A culture of assessment, based on data, now supports planning and informs decision-making relative to mission achievement; and a wide variety of quantitative and qualitative information made available to the college community by the Office of Institutional Research (OIR) effectively supports planning and evaluation at the college-wide, divisional and departmental levels. Pertinent information is drawn from a broad array of internal and external sources – including data and trend analyses, focus groups, advisory boards, and regional, state and national organizations. The substantial collaboration between the OIR staff and faculty and staff to design data-gathering instruments, to share planning data through the MCC website, and to analyze data are decided strengths.

Planning and evaluation are systemic, broad-based and interrelated as demonstrated by both strategic and division/departmental activities. The recently completed strategic planning process provided extensive opportunities for more than 125 faculty and staff volunteers from across the MCC community to share their ideas about mission, goals, strategic initiatives, and effectiveness indicators. This highly collaborative effort is contributing to broad college acceptance of the initiatives and willingness to contribute to their implementation; more than 36 faculty and staff serve as lead implementers, with an additional 100 participating on implementation committees. By design, committee memberships change as initiatives evolve into new stages, providing opportunities for even greater involvement.

The Strategic Plan underpins annual departmental/divisional planning, while also providing flexibility for additional departmental goals and activities that may be established at the beginning of a specific year or emerge along the way. Departmental annual plans that include activities and evaluation components ensure a continued focus on college and departmental priorities. The College has been able to meet annual goals established by the Board of Higher Education by using activities undertaken as a result of its own strategic and departmental planning and has not had to create additional activities.

The program review process, utilized by both administrative and academic departments, is comprehensive and results in documentation on program effectiveness as well as concrete plans for refinements or improvements. It is instrumental in helping the College and each department assess the achievement of mission and purposes. Since faculty and staff are directly involved in determining the information they need, gathering and analyzing pertinent information, and making recommendations; the process is respected for its serviceability to departments and individual instructors. Program Reviews have been key to enhancing and improving MCC programs; curriculum changes, in some cases, have transformed programs to meet new needs, far more compelling at this point in time than those on which the original programs were based. Program Review recommendations focus and guide both departmental and college-wide planning and outcomes assessment.



As indicated, both the strategic planning and program review processes identify priorities and the funding required for meeting them. The outcomes inform funding decisions, made by the President in collaboration with senior management representing all college areas, and aids in linking resource allocation to program goals and college planning priorities.

The College reviews its planning and evaluation activities on a regular basis, seeking to improve and enhance the processes, as demonstrated by steps taken to revise the strategic planning process and to broaden and individualize the program review process.

While recognizing the strength of involving people from many different departments in the strategic planning process, there is a concern that such inclusiveness sometimes contributes to a feeling of disconnection for stakeholders who are not directly involved in the implementation activities.

Another concern expressed by several faculty and staff members is that the College's multiple initiatives contribute to a sense that there are too many priorities. Some posit that there are not enough human resources to effectively implement all components of the initiatives. This supports a perception of a disconnection between planning and realistic implementation.

Projections

1. The College will develop strategies to highlight the connections between and among activities being implemented to fulfill the Strategic Plan.
2. The College will continue the practice of convening representatives from all divisions to evaluate strengths and weaknesses of the current strategic planning process; the current planning committee will make recommendations for the next planning process.
3. The College will review and consider proposed new initiatives in light of identified strategic priorities and available human and fiscal resources.
4. The College will expand institutional participation in the program review process to include additional academic and administrative departments. A Program Review of the current program review process will be initiated.
5. To support institutional effectiveness, the College will incorporate enhanced training for faculty and staff into the program review process. Training will focus on the process of completing the Review as well as on how to most effectively use Program Review to support and inform planning and to insure implementation of approved recommendations.
6. The College will continue to incorporate the activities identified for implementation as a result of the program review process into divisional plans and goals.
7. To maintain a standard of excellence, reinforce high expectations, and achieve its institutional purposes; the College will be vigilant in implementing the 2003-06 Strategic Plan initiatives related to supporting MCC employees through innovative work structures and resources.



Organization and Governance





Standard Three: Organization and Governance

Description

External Authorities

In accordance with the Massachusetts General Laws, governing authority for Middlesex Community College is vested in the Board of Higher Education (BHE) and a local Board of Trustees.

The BHE is comprised of seventeen members appointed by the Governor, two of whom are trustees from State and community colleges. The Board approves college mission statements, establishes performance indicators for each for institution, and approves and reports on the success of each college's strategic planning initiative.

MCC's Board of Trustees includes eleven gubernatorial appointees and two elected members: an alumna and a student. The Board of Trustees is authorized to appoint and remove the College President, with the approval of the BHE; prepare and submit general operating and capital outlay budgets to the Chancellor of the Board of Higher Education; establish fees and approve personnel actions; transfer funds within and among college accounts; submit a five year master plan to the BHE with an annual update; and award student degrees and certificates. The Board has a clear understanding of the College's mission and ensures that its goals are appropriately implemented. The College President, the Board Chair, and all other trustees are members of a statewide organization, the Massachusetts Community College Association (MCCA), which assists presidents and trustees in framing and supporting issues and initiatives for the community college system.

Given its power to delegate responsibilities to the President, The Middlesex Board has authorized President Cowan to: purchase, subject to the guidelines of the Commonwealth; establish policies for the management of the College; manage college property; seek, accept and administer College grants, gifts and trusts; implement affirmative action policies and programs; implement student policies and services; establish and operate all instructional programs; approve part-time personnel actions; recommend admission standards and instructional programs to the Chancellor; and advise the Chancellor on admissions programs, labor relations, and new degree programs.

The Middlesex Board meets monthly. Its Executive Committee conducts Board business as necessary outside of regular meetings, as do the Board's active Finance and Investment committees.

The President has invited members of executive administration, the chair of the Faculty Staff Association (FSA), and the local president of the faculty-staff union (Massachusetts Community College Council) to attend all Board of Trustees meetings.

Collective Bargaining Agreements and Administrative Staff Policies

Middlesex Community College is subject to collective bargaining agreements for two major personnel groups: faculty and professional staff (including librarians, counselors, academic support staff), represented by the Massachusetts Community College Council (MCCC); and classified staff (secretaries, bookkeepers, technicians, facilities staff), represented by the American Federation of State, County, and Municipal Employees (AFSCME) Council 93/Local 1967. While collective bargaining agreements are negotiated by



the bargaining units and the Board of Higher Education in accordance with the Commonwealth of Massachusetts General Laws (chapter 150E), funding of state-appropriated positions requires an act of the Legislature.

Policies and procedures for administrators follow the system-wide *Board of Higher Education Community College Non-Unit Professionals Personnel Policies Handbook - July 2001* (Non-Unit Personnel Handbook), promulgated by the Board of Higher Education.

Both collective bargaining agreements and the Non-Unit Personnel Handbook are in the Standard 3 Workroom file.

Administrative Structure

The President serves as the full-time chief executive officer of the College. Three vice presidents, who report to the President, oversee: Academic and Student Affairs; Fiscal and Administrative Affairs; and Enrollment Management, Research and Planning. In addition, a Chief Technology Officer oversees information technologies through the MCC entity known as the Technology Center.

Organizational charts included in this report present MCC's current structure; position descriptions for each administrator, outlining both general and specific areas of responsibility, may be found in the Workroom.

Communication and Governance

The Trustees' meetings, President's Cabinet monthly meetings, President's direct reports monthly meetings, and vice presidents' biweekly staff meetings provide regular forums for communication that are integrated into the College's organizational structure. In addition to the President's inclusion of faculty leaders in meetings of the Trustees and the Cabinet, there are regular meetings between advisory and information groups of faculty and administrators and the President.

Administrators utilize regular staff meetings to share information and to consult. Divisional retreats and information sessions, cross-divisional meetings, and issue-specific task forces are common. At the department level, communication forums include regular staff meetings as well as issue/project-specific meetings. A one-college concept integrates off-campus, continuing education, on-line, international, and evening and weekend programs into college communications channels and facilitates consistent policies and practices.

The Academic Council, convened by the Provost/Vice President of Academic and Student Affairs, meets monthly for discussion of issues relating to faculty, academic policies, curriculum planning, transfer, and professional development. The Academic Deans' Council, a subset of the Academic Council, meets with the Provost bi-weekly to discuss issues pertaining to faculty and academic curricula.

Technology is an ever-more important part of college communications, with particular relevance in a multi-campus environment. Voicemail is used to broadcast messages to pre-selected distribution groups and to make contact with individuals as well as groups. The News e-mail folder is utilized by the college community for college-wide notifications and information, including planning documents and regularly posted minutes of Academic Council and college-wide task forces. MCC's website provides extensive



information to the public and to the college community; and the college Intranet includes an information repository of internal resources. Examples include the faculty governance body (Faculty Staff Association) website providing the meeting calendar, meeting agenda and minutes, and subcommittee activity; and discussion boards through which working committees hold online discussions. The Office of Professional and Instructional Development also uses the Intranet for information dissemination and online registration for workshops, seminars, and training sessions.

All-College Governance: The Faculty Staff Association

The Faculty Staff Association (FSA) is the college-wide assembly of faculty, administrative, and professional staff; it normally meets three times per semester. Its stated purpose is to make policy recommendations to the President and to work for the welfare of the students, the advancement of educational excellence, the improvement of institutional facilities, and the maintenance of academic integrity and professional standards. All full-time and part-time faculty, professional staff, and administrators, including the President, are voting members of the organization; student representation is also provided for on relevant FSA committees. The elected Executive Committee, comprised of a president, vice-president, secretary, and representatives from the Bedford and Lowell campuses, is chaired by the FSA President and works to ensure communication and cooperation between administration and MCC faculty and staff.

As a result of a governance assessment conducted by the Executive Committee in the late 90's, the then-MCCFA (MCC Faculty Association) voted to retain its current structure over any of three other proposed models and to change its name to the Faculty Staff Association to more accurately reflect its membership. Extensive discussion of alternative models resulted in confirmation of the body's resolve to retain a highly participatory, democratic and collegial governance system.

Through the FSA and other college structures, faculty have an substantive voice in assuring the integrity of educational programs and other related areas of college policy. FSA committees make formal proposals to the entire FSA membership; if approved by that body, they are recommended to the President for final approval. The committees are open to all FSA members, who furnish their choices to the Executive Committee. A complete list of standing and ad-hoc committees, as well as descriptions of the committees included in the FSA Bylaws, may be found in the Workroom.

Middlesex Community College Professional Association

The MCCPA, the local chapter of the Massachusetts Community College Council (MCCC), holds monthly meetings at which local and statewide issues are discussed. The MCCPA President is invited to meetings of the Middlesex Board of Trustees and the President's Cabinet, and, like the FSA President, meets frequently on an informal basis with the President to ensure that unit member concerns are conveyed.

An elected local president and executive committee that represents both campuses and all MCCPA constituent groups act as a Steering Committee. Pursuant to the contract, individual committees (i.e. the Sabbatical Leave Committee and the Unit Personnel Practices Committee) make recommendations to the President on such matters as tenure and sabbatical leaves for unit members. The Management Team of Employee Relations (MACER), also called for in the MCCC agreement, meets informally to resolve issues of concern raised by either side. MACER includes three representatives from the union and three from management.



Other Communications Forums

Faculty, staff and administrators are provided formal opportunities to voice opinions and concerns on various issues through focus groups, conducted in the form of small-group listening sessions, throughout the year. Some recent examples of listening session topics discussed at FSA meetings or college-wide Professional Days are general education requirements, strategic planning, and MCC's Accreditation self-study.

Presidential task forces and committees deal with areas not explicitly covered by existing structures. Some that began as advisory committees to the President have been incorporated into the College's formal governance or administrative structure. Examples are the Technology Resources Committee, which has become an FSA standing committee, and the Diversity Committee, whose duties have been assigned to the Dean of Multicultural Affairs. Current presidential committees include: the College-wide Staff Development Committee, the Minigrant Committee, and the International Advisory Board.

Student Involvement

By mandate of the state legislature, students are represented on the College's Board of Trustees by an elected student trustee who possesses full voting privileges.

The Student Union Government Association (SUGA) provides the most widespread and participatory dimension of student governance. Led by Bedford and Lowell co-chairs and comprised of elected proportional representation from both campuses, the 15-member board meets weekly on alternating campuses to discuss student issues and budgets for student activities and organizations. The Director of Leadership Development and Student Activities serves as SUGA's advisor, and the President meets formally with the group at least once per year, and informally as needs arise. The Board of Trustees also invites SUGA to be present at least once per year to discuss student issues on campus.

Students further contribute to college communication and governance through membership on the FSA Student Support Committee, The Strategic Planning Committee, and faculty/staff/student ad-hoc committees that are established to address specific concerns raised by the student body. Recent examples are an FSA ad hoc Honors Committee and a college-wide Parking Issues Committee.

Assessment of Organizational Structure and Effectiveness

The FSA has engaged in a formal structured review, as described earlier. Several other governance entities (i.e. The Board of Trustees, the President's direct reports, Academic Council) hold annual discussions about their effectiveness and take action to revise structures or operations, as indicated. As a result of such reflection, the Board of Trustees formed new committees to achieve its goals, and the Academic Council changed its meeting format to include separate additional meetings for academic deans. Several Program Reviews have led to regroupings within departments or divisions to more effectively deliver services to students and/or community organizations.

The College also conducts periodic formal surveys of employees and students. The most recent surveys, the Personal Assessment of the College Environment (PACE) and the Student Assessment of the College Environment (SACE), were completed in 1998 and 2000 and are available in the Workroom.



Questions to college employees that relate to this Standard include the extent to which:

- the actions of this institution reflect its mission;
- members are able to appropriately influence the direction of this institution;
- the institution is appropriately organized;
- decisions are made at the appropriate level at this institution.

Relevant questions to students ask for ratings of:

- the quality of classrooms, the bookstore, and library/learning resource center;
- the availability of places to study;
- parking;
- the ease of finding the support services they need;
- the extent to which they are able to register for the classes they need at convenient times and locations;
- the extent to which the overall climate at MCC is responsive and effective in meeting their needs.

The President and her direct reports reviewed the survey data, sessions were held on each campus to discuss the results, and a synthesis of the data was posted on the Institutional Research Intranet site for use by the college community; in addition, hard copies went to vice presidents to use in the context of divisional and departmental planning and assessment. Because of its wide circulation, several college-wide strategic planning committees also used it in their deliberations. One outcome of the study was the formation of the Parking Issues Committee mentioned above.

Appraisal

Student Governance

The Student Union Government Association (SUGA) is an active organization, conducting weekly meetings, addressing student issues (i.e. student lounge space, ATM access), and overseeing an active student life budget. Their actions are governed by a sound constitution, and communication is effective among the members.

SUGA enjoys strong recognition and support from the administration and The MCC Board of Trustees. Yet, student government members do question how well the organization is known and understood by the general student body. As they consider new ways to reach out to students college-wide, SUGA will initiate its own program review beginning summer 2004.

Faculty Staff Association and Internal Assessment

The Faculty Staff Association (FSA) is a strong governance body that provides the Middlesex community with a process for interaction among all faculty, professional, and administrative staff within a local governance system. It promotes dialogue, deliberation, and resolution of both academic and operational issues and concerns, thereby serving as a vehicle for ongoing internal assessment. The representative character of the FSA ensures a college-wide framework to discuss and establish educational and related professional policies, to assure academic integrity, and to facilitate communication between MCC faculty/staff and the College's Provost and President, both members of the FSA.

A continuing challenge to the FSA is finding ways to better integrate adjunct faculty into the communications networks and governance at the College.



College Leadership – Culture and Continuity

Most college professionals describe an “open door” administrative posture at MCC: one that is part and parcel of the institutional culture. Leadership is strong and valued, but everyone has a voice through the direct and easy access to those who supervise and lead. To ensure that this successful management style continues and to ensure that able leaders continue to step forward during a time characterized by a recognized shortage of potential leaders, the College initiated the MCC Leadership Management Institute as a way to “grow our own”. Since the spring of 2002, participants have had the opportunity to identify and reflect on their individual leadership styles, to improve communication and conflict management skills, and to participate in discussions with senior college management. In addition, MCC is also participating in the state-wide Community College Leadership Academy (CCLA), which provides an avenue through which Massachusetts community colleges can prepare future leaders. In a time of early retirement initiatives that can profoundly affect current leadership structures, it is hoped that such programs will stem the possible erosion of effective leadership that is so needed during hard economic times and seeming antipathy toward public higher education.

College Leadership – A Culture of Excellence

The College’s emphasis on professional growth has encouraged contributions to the Academy well beyond the immediate Middlesex Community College context. MCC’s President and substantial numbers of faculty and staff provide service in multiple roles outside the College—as consultants, advisors, and leaders of organizations that are recognized across the state and in the national arena. Two of the faculty have served, or currently serve, as president of the statewide faculty and professional staff union. Broader leadership roles held by members of the MCC community include service as: president of the American Mathematical Association of America (AMATYC), a national organization of mathematics educators in two and four-year colleges; appointed consultants to the Massachusetts Board of Higher Education; president of the National Council on Student Development (NCSDE); president-elect of the National Community College Council for Research and Planning (NCCCRP); the Northeast Regional Representative of the National Council of Instructional Administrators (NCIA) Executive Board; state director for the National Association of Student Personnel Administrators (NASPA); executive committee member of the New England Faculty Development Consortium (NEFDC); and steering committee member of the newly-initiated Community College Leadership Academy (CCLA). Others serve vital leadership roles in initiatives such as Campus Compact, AAHE’s Carnegie Teaching Academy, the CCLA, and a multitude of discipline-specific organizations and coalitions that engage faculty and staff throughout the College in service well beyond their college-assigned responsibilities.

Two Campuses, One College

The College is comprised of two sizable campuses with substantial administrative and academic business functions on both. Although efforts have been made to equalize the presence of essential offices and services on both campuses, there is a perception on the part of some faculty that there is an imbalance in the number of administrators, notably academic deans, between the Bedford and Lowell campuses. This contributes to some feelings of unequal importance or attention to faculty needs at the Lowell City Campus.



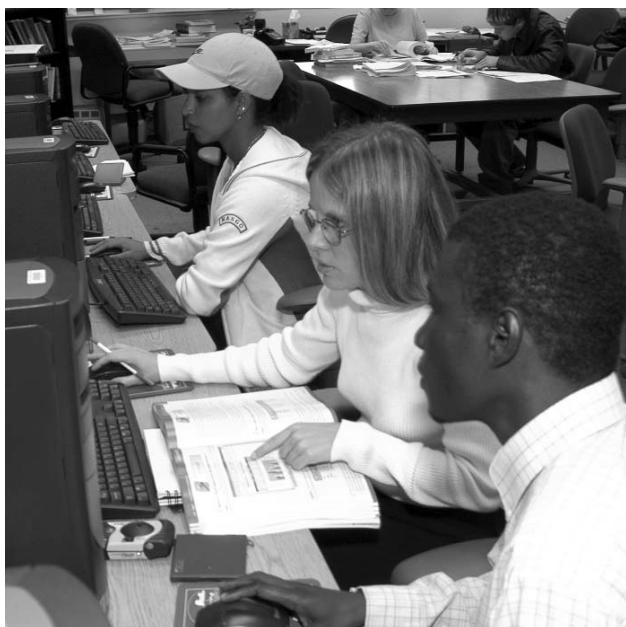
Web-based and Online Communication

Middlesex's structure and complexity is often not well understood by new and/or part-time faculty and staff. Given the college community's desire to insure strong involvement across all college segments, it has been suggested that future enhancements to web-based communication include:

- the placement of the College's organizational chart online for better understanding of the MCC governance structure;
- the posting of the MCC Board of Trustees meetings agenda and minutes to communicate the actions taken by the Board and to remind the community that Board meetings are open to all.

Projections

1. College leadership will continue to maintain its strong ties with the Student Union Government Association (SUGA) and will support the SUGA Program Review and resulting recommendations wherever possible.
2. The College will continue to promote the Faculty Staff Association (FSA) as a vehicle for professional growth and internal assessment, as well as for inclusive college governance.
3. The College will continue its efforts to integrate part-time faculty and staff by encouraging greater participation in the Faculty Staff Association and by providing greater electronic access to information about MCC's structure, organization, and forums.
4. To support the College's strategic planning goal on "succession planning," the College will continue to foster professional growth for current and aspiring administrators by encouraging and supporting participation in the MCC Leadership Management Institute, the Community College Leadership Academy, and other regional and national leadership institutes.
5. Although all administrators commute regularly between the two campuses, most have offices at a single location. Floating offices will be established for use by academic deans when they are not on their "home" campus. In addition, other strategies to provide balanced access and services from campus to campus will be investigated.



Programs and Instruction





STANDARD 4: Programs and Instruction

Description

Programs

Academic Degrees and Certificates

The academic degree and certificate programs at Middlesex Community College are central to institutional priorities, as expressed in the College's mission statement. MCC currently offers 73 associate degree and certificate programs. (The Academic Catalog includes a complete list of graduation and program degree requirements.)

Associate in Arts (A.A.) degrees are awarded to students in Liberal Arts and Sciences (LAS) programs and are generally designed as academic preparation for transfer to bachelor's degree study. Associate in Science (A.S.) degrees are awarded to students in most other programs. While generally designed to prepare students for direct entry into the workforce, many MCC career programs do provide transfer options. In addition to the A.A. and A.S. degrees, an Associate in Applied Science (A.A.S.) degree is awarded to Verizon employees enrolled in a statewide program developed in collaboration with several other community colleges. Certificates are awarded to students who complete a sequenced course of studies, generally shorter in length and dedicated to occupational, career, or professional studies. Some noncredit programs do award specialized Certificates; they are discussed separately, within the Community Education section of this Standard.

The College has endeavored to organize itself effectively and efficiently to achieve its teaching and learning mission. Associate degree and credit-bearing certificate programs are offered through six of the seven academic divisions: Business and Workforce Development, Health Careers, Social Sciences & Human Services, Humanities, Math & Science, and Computer & Engineering Technology. The Academic Resources Division, while not the locus of control for any degree or certificate program, offers courses from a number of areas through its Center for Self-Paced Studies (please see *Instruction* section for a fuller discussion). Regardless of delivery modality, all programs and courses offered for credit maintain consistent standards and congruence with MCC's educational objectives and purposes.

Over the last five years a number of academic reorganizations have shifted functions, creating new collaborations and functional alliances and accommodating new needs. An example of one such structural change united English as a second language and reading within an Essential Skills Department; similarly, theatre arts, music and dance were joined to form a Performing Arts Department. In another area, technology and engineering programs were moved from a Math, Science and Technology Division to a new division devoted to those areas of study. Current organizational charts appear in the preface to this document.

Core Curriculum: General Education Distribution and Intensive Values Requirements

The Core Curriculum of MCC's academic degree programs supports the College's mission to provide its diverse student population with a dynamic, well-rounded academic foundation for further study, career development, and life-long learning. The College's view of the Educated Person is realized through general education requirements that include both a distribution of courses in specific disciplines and an Intensive



Values requirement that embraces a college-wide set of values and knowledge areas, now common to all degree programs.

Since fall 1994, entering students have been required to complete the following 21-credit general education distribution in all associate degree programs:

College Writing	3 credits
Literature	3 credits
Humanities Elective	3 credits
College Mathematics Elective	3 credits
Science Elective	3 credits
Social Science Elective	3 credits
Behavioral Science Elective	3 credits

Two of these requirements may be fulfilled through one interdisciplinary course integrating knowledge from two Core areas (e.g., HU/SO5155, Windows on the World, is a 3 credit course that satisfies both Behavioral Science and Humanities requirements). Students who elect an interdisciplinary option are also required to complete an additional general education course to earn the minimum 21-credit total.

In addition, students who enrolled as of fall 1997 have been required to select courses that provide intensive exposure to the set of specified values, listed below, either through general education course electives or required program courses:

Written Communication (other than English Composition I and II)	1 course
Computer Literacy	1 course
Impact of Technology, Environmental Issues, or Health	1 course
Values, Ethics, or Social Policy	1 course
Multicultural Perspective or Global Understanding	2 courses

A detailed description of MCC's Core values and course eligibility criteria, as well as an Intensive Values application, may be found in the Workroom.

The College's General Education Committee reviews and recommends courses that satisfy Intensive Values objectives and requirements to the FSA. As each new program is proposed to the College's Curriculum Committee, the proposers must demonstrate how enrolled students can meet the Core Intensive Values through program requirements and/or electives. Assessment of the Intensive Values courses is accomplished through the deans' evaluations of course materials, program reviews of each degree program, and student surveys.

Curriculum Development, Approval and Assessment

Curriculum development is an ongoing process at Middlesex, with the impetus for curriculum change coming both from external and internal sources. Program advisory boards, comprised of employers and outside experts from business and service agencies who have familiarity with current and developing workplace goals and practices, often suggest program updates or revisions. Similarly, specialized accrediting agencies in particular fields may change their requirements such that curricular changes are in



order; and state, regional, or local education boards and partner organizations may recognize needs in the workforce or community that suggest new or revised programs. Internally, academic departments work together to improve and enhance the overall functionality, integration, and quality of the curriculum and to assure the ongoing viability of individual programs. Ideas for new or revised curricula often emanate from the faculty, who have professional exposure to developments in their fields. At times, the initiation of new curricula is experimental, led by the creative initiative of an individual faculty or staff member.

MCC programs and courses demonstrate consistency in goals, structure and content. During the Curriculum Committee review process, course proposals must demonstrate that content is based on clearly stated academic objectives and that assessment of learning is based on course objectives. Similarly, the Curriculum Committee review process ensures that degree and certificate programs fulfill the College's mission and demonstrate coherent design and consistency in their goals, learning outcomes and content. Curriculum proposal forms, found in the Workroom, require documentation of these dimensions.

The College attempts to minimize disruption to students when programs are changed or terminated. When program changes occur, students are "grandfathered" to allow them to complete the curriculum that was in place at the time that they enrolled but may choose instead to fulfill the newer requirements. In the event that a program is eliminated, already-enrolled students are approved for appropriate course substitutions to enable their degree or certificate completion.

Academic division and department leaders are responsible for maintaining integrity and consistency with regard to approved objectives, standards, and assessment strategies. This is accomplished through course materials evaluation, classroom observation, and the hiring of full and part-time faculty who commit to accomplishing course and program objectives as approved and described in the Catalog and other relevant college publications.

Academic Program Review and Follow-up

The Academic Program Review process, through which programs are periodically reviewed, coalesced after a lengthy process of research into assessment models, consultation with national assessment experts, and considerable piloting by academic departments and service areas. Review templates assist faculty, staff, and administrators in conducting programmatic self-studies in a consistent and systematic manner. But, as the Standard 2 discussion of Program Review indicates, there is considerable flexibility that allows for department-generated questions and research activities. Information is gathered, analyzed, and used to make recommendations to sustain program quality and to revise program offerings as appropriate. The departments, in consultation with the Provost, develop action plans to facilitate forward movement on the most important recommendations and commitments. Budget recommendations are prioritized by the appropriate vice president, and funding is recommended in conjunction with the annual budgeting process. Some examples of Program Review recommendations that have been funded over the past eight years include: equipment for labs and classrooms, faculty and coordinator positions, curricular modifications, and work-based learning experiences. Most programs are reviewed every five to seven years, depending on additional external accreditation requirements. The review cycle and copies of completed Reviews are available through the Provost's office, the Program Review website (www.middlesex.mass.edu/programreview), and the Workroom.

General Education Assessment

Core competencies are measured in several ways. Those that receive specific focus through MCC's



distribution requirements are assessed within the courses devoted to them (e.g. assessment of math competency at a particular level is assessed within the math course utilized to fulfill the student's program requirements). Intensive Values are similarly assessed within courses devoted to them. In general, 25-30 percent of approved Intensive Values courses concentrate on learning objectives relating to a specific value; that learning is assessed alongside discipline-specific content objectives.

In addition, the College administers a graduating student questionnaire that assesses students' perceptions of their learning in the areas covered by the Core. It includes questions related to outcomes delivered through the general education distribution courses as well as those approved for delivery of Intensive Values. Exploration of portfolios as an additional means of assessing learning associated with core courses is underway.

While critical thinking, as a stand-alone value, is not included in MCC's Intensive Values, many courses have been approved as Critical Thinking courses, through a separate application and approval process administered by division deans. In those courses, approved critical thinking objectives are assessed along with content goals and objectives.

Workforce Development & Community Education

All workforce and community education programs administered through MCC are compatible with the College's mission and held to consistent quality and fiscal standards.

The Business and Industry (B & I) Department offers customized corporate training and education designed to meet the needs of individual companies and organizations, consistent with the College's mission statement. Offerings range from one- or two-day noncredit seminars to complete associate degrees. Classroom sessions, held at employers' facilities or on-campus, are scheduled to accommodate each employer's needs. B & I staff work closely with the academic deans to choose qualified faculty and to ensure that course content matches that of sections taught directly through the academic divisions. In addition, instructors of B & I credit courses are subject to the same student evaluation process as divisional faculty. This past year, 3,400 workers in 42 different worksites were served through Business and Industry programs. The B & I Department maintains company and student satisfaction through open communication and responsive assessment. Department revenues have increased each year.

Successful Workforce Development programs and initiatives include collaborations with Verizon, AMETEK, Raytheon and the Massachusetts Biotechnology Council. The programs range from a six-college partnership in a new AAS degree to a contract providing 80 different courses for more than 3,000 employees of a single company. These initiatives and others are described in Business and Industry brochures and reports included in the Workroom materials.

While partnerships with area businesses and organizations provide onsite, individually designed education and training, they also represent collaborations which enrich other aspects of MCC's curriculum; many of the College's B&I clients provide service learning and internship opportunities for students, and a good number of managers serve on program advisory boards.

In addition to workforce development contract programs, the College operates a stand-alone One-Stop Center in Woburn. The Career Place, as it is known, delivers a comprehensive array of services to individuals, including skills training, career development seminars, career coaching, assessment, referral to



training and education programs, and job placement assistance. As part of a national network of 200 ACT centers that offer on-demand e-learning, the Center has the capacity to provide more than 2,500 computer-based courses in adult literacy, professional development, computer basics, industrial technology and occupational safety, information technology, and management and leadership. The Center also offers high stakes testing leading to industry-approved licensure and certification. Some examples of structured programs offered through the Career Place include a partnership with the Great Wall Center to strengthen and broaden services to the Asian community; a five-year Department of Labor project to develop jobs and provide placement assistance to disabled individuals; and collaboration with local school districts to connect low income and out-of-school youth with internships and part-time jobs.

The College also co-sponsors a Small Business Assistance Center for individuals hoping to start or expand small businesses in the Greater Lowell area. Through this local resource, clients learn to develop a business plan, conduct a feasibility study, apply for loans, and gain knowledge about management, financing, and technology.

The Community Education and Career Training department provides noncredit, open enrollment programs and activities for adults, seniors, youth, and professionals in the Middlesex Community College service area. Courses and programs ranging from single evening events to months-long, intensive, career training are offered days, evenings, weekends, and online. They cover such diverse topics as adventure travel, computer technology, personal finance, preparation for professional licensure exams, and intensive training for entry into new and growing professional fields. The broad array of Community Education and Career Training programs includes:

- Year-round academically-oriented **Youth Camps** and **Academies** on topics ranging from aviation to veterinary medicine for middle school, high school and home-schooled youth;
- Middlesex Institute for Lifelong Education for Seniors (**MILES**), a community-driven program for seniors citizens;
- **Teach Online**, a new four-day curriculum development institute for college, university, and high school educators who want to create or enhance pedagogically-sound online instruction. (For more information, please consult <http://www.middlesex.mass.edu/teachonline/institute.htm> and the Standard 4 Workroom materials).

Civic Engagement, Partnerships and International Outreach

Community development needs are central to the activities of the institution, and service learning and civic engagement are strongly linked to the College's mission and identity. Conveying the message, "This place belongs to you," MCC takes its middle name seriously, extending both campus resources and facilities for regular community use.

Among its many civic engagement initiatives are:

- MCC's ten year old **Service Learning** program, through which hundreds of students have volunteered thousands of hours on community-based projects that bridge the gap between classroom learning and real world application. (Please see Service Learning documentation in the Workroom.);
- The **Lowell Civic Collaborative**, a Learn and Serve partnership that brings together the resources and talents of the country's only urban national park – the Lowell National Historical Park – with the state's largest community college to increase students' participation in democratic institutions and processes;



- MCC's *Celebrity Forum Series*, sponsored by the MCC Foundation annually to encourage students, community members and college staff to engage in dialogue about timely and important issues. Guest speakers have included Walter Cronkite, Doris Kearns Goodwin, Colin Powell, George and Barbara Bush, Rudy Giuliani, David McCullough and Barbara Walters;
- *Changing Lives Through Literature*, an award-winning, national and internationally-known alternative sentencing program for criminal offenders that has involved seven MCC faculty members over 10 years in a productive collaboration with four district courts;
- The MCC Foundation's restoration and revitalization of the *Nesmith House* in Lowell and the *Meeting House* in Bedford to provide meeting and social space for the public and the college community and, in the case of the Nesmith House, to serve as home to the College's Center for Economic and International Development.

Educational Partnerships

Many of the dynamic partnerships that MCC has developed over the past ten years have grown out of the need for customized solutions to educational dilemmas facing neighboring school districts, area businesses, and foreign countries. By sharing resources, expertise, and external funding strategies, MCC has initiated and maintained programs that contribute to the growth and development of many of the College's public school partners. They include:

- The *Lowell Middlesex Academy Charter School*, an award-winning secondary school for Lowell high school dropouts;
- *B.R.I.D.G.E.*, an alternative middle school for Lowell students with behavioral and emotional disabilities that supplements academics with family outreach, social skills development and community service;
- *Upward Bound* (TRIO), *Educational Talent Search* (TRIO) and *GEAR UP*, federally-funded programs that prepare area high school students for college through supplemental academic instruction, college and career counseling, and preparatory instruction for MCAS (Massachusetts Comprehensive Assessment System), the recently-instituted test that high schoolers must pass to graduate;
- *Student Connections*, a \$1.5 million multiyear MCC/Lowell School Department drop-out prevention collaborative, currently working with 400 students who exhibit specific high risk factors (i.e. absenteeism, failure in core classes, grade retention);
- The *Woburn Project*, a new partnership with the city of Woburn and the Woburn Public Schools to offer credit and non-credit courses, as well as staff development opportunities for paraprofessional educators.
- The Law Center's *Violence Prevention and Mediation Training* program for schools, police departments, students, and community residents available as a result of collaboration with the Massachusetts Office of the Attorney General, the Supreme Judicial Court and Lowell High School.

In addition, three unique educational partnerships extend learning for employed educators, while strengthening their "home" educational systems and communities:

The *MCC/Lowell Public School Para-educator Program*, begun in 1997, has set its sights on improving the performance of Lowell K-12 students by upgrading the knowledge base and skills of classroom instructional assistants. A certificate program – offering instruction in special education, cultural sensitivity, language acquisition, and classroom management—provides relevant education for those who participate, and encourages those who have further professional aspirations to earn teaching degrees through an on-site



bachelors degree program offered in collaboration with Fitchburg State College. To date 120 para-educators have earned certificates, 35 have earned associates degrees, and nine have completed baccalaureate degrees, including eight who are employed as special education teachers in Lowell.

Internationally, Middlesex has worked with the Lowell Public Schools and UMASS Lowell to extend the Irish Peace Initiative through a *Wider Horizons* program, bringing together young teachers from the North and the South of Ireland to work and study in Lowell each summer. Details about this program and others listed here may be found in the College's publication entitled *Partnerships*, located in the Workroom.

And regionally, a new and exciting school/university/business partnership that includes UMASS Boston, two other community colleges, and area high schools will, over the next five years, develops 2+2+2 pathways for information technology students in the Boston area. A \$3,000,000 *NSF/BATEC Grant* will support modular curriculum development, program revision, integration of relevant national skills standards, faculty development, and expansion of student and faculty internships and externships.

International Partnerships

Internationalization of the curriculum has been a major goal at Middlesex for more than a decade. As described in the Core Curriculum section, all students must complete a minimum of six credits of global and/or multicultural-enhanced courses to fulfill MCC's general education requirements; and special campus programs, guest speakers, student organizations and study-abroad opportunities reinforce a college-wide emphasis on global understanding. Consistent with this focus, international and global partnerships are a strong component of MCC's outreach efforts. They include:

- The *East-West Center* at the University of Hawaii, through which MCC serves as an Asian Studies satellite campus and a regular participant in the Center's 3-week faculty development seminars;
- Several *USAID-funded programs* focusing on journalism and business practices for professionals from Bosnia, Ethiopia and Armenia;
- A U.S. State Department-funded *Conflict Resolution training program* developed for Cambodia's national university by MCC's Law Center.

In addition, the College is currently implementing a three-year project with ARMI (in Berdyansk, Ukraine) to develop effective distance learning models to extend access to locally developed hospitality and management curricula.

Instruction

Professional and Instructional Development

MCC's commitment to academic excellence includes a significant emphasis on effectiveness, applied scholarship and instructional innovation. An extensive professional development program offers faculty and staff opportunities to explore new technologies and effective teaching strategies that promote student achievement both in the classroom and beyond. "Let a thousand flowers bloom" well describes the College's philosophy in supporting faculty exploration of research-based innovations in teaching. The resultant climate has produced numbers of faculty and staff willing to share their experience and expertise through workshops and seminars, study groups, division and department meetings, brown bag lunches, coffee times, and focus group dinners. (Please see Workroom materials for a detailed listing of 2001, 2002, and 2003 professional development activities, attendance, and budgets.)



A Dean of Professional and Resource Development and an Assistant Dean for Professional Development oversee the Office of Professional and Instructional Development (OPID), providing support, coordination, dissemination and assessment of professional development activities and opportunities. A Professional Development Coordinating Council, with representatives from a variety of college constituencies and staff development initiatives, serves as the steering committee that coordinates and integrates MCC's professional development offerings.

Middlesex supports ongoing development of effective and dynamic approaches to learning in a variety of ways. They include:

- **Mini-grants & Perkins Grants** that support faculty and professional staff members in researching and developing or improving curricula and/or services that will have a direct impact on students;
- **Staff Development Awards** that support faculty and staff professional growth and contribute to the College's overall effectiveness (includes conference and course participation, curriculum research and development, technology integration, and utilization of consultants);
- **Online Course Development**, through a twenty-hour training program based in constructivist pedagogy, for which full and part-time faculty are recommended by their academic deans;
- As noted previously, this program was, in 2003, adapted and offered nationally as **Teach Online: A Summer Institute**. To date, MCC has supported the development of 70 fully online courses and 38 hybrid courses (developed through a more abbreviated program), now an integral part of MCC's curricular offerings;
- **Sabbatical Leaves** (a maximum of six per year) that provide for individual professional growth and significant college development;
- A **Faculty Seminar Series** on timely issues and strategies, offered in-house for full- and part-time faculty;
- The **Carnegie Academy of the Scholarship of Teaching and Learning Campus Program**, offering Middlesex faculty an extended opportunity to engage in pedagogical study and practice-based research and scholarship along with colleagues from higher education institutions across the country;
- **The Middlesex Leadership Management Institute**, offering interested faculty and staff the opportunity to explore and develop new leadership skills and to consider issues of professional advancement;
- **International Institutes**, exchanges and fellowships that have facilitated faculty attendance at the Asian Studies Development Program at the East-West Center; faculty participation in two federally-funded (NEH and Title VI-A) research seminars on Africa in the Americas and adjustment patterns among Vietnamese, Cambodian, Puerto Rican and Dominican immigrants; and a five-week Fulbright Group Study Abroad opportunity to research Cambodian society through discipline-specific lenses;
- Two all-college **Professional Days** per year;
- A **Faculty/Staff Orientation Program**, acquainting new faculty and staff with the culture, policies and resources at MCC;
- **Workshops** by MCC faculty covering a wide range of topics, from classroom management (i.e. dealing with disruptive students) to pedagogy (i.e. problem- and case-based learning);
- **Writing Across the Curriculum** (WAC), supporting faculty in emphasizing writing in every discipline.

Professional development is further embedded into the life of the College through division and departmental meetings, which often include invited presenters and through FSA committees on: Teaching & Learning, General Education, Technology, and Writing Across the Curriculum.



Professional Development Information

To ensure that all faculty and staff have access to professional development resources and opportunities, the OPID uses a variety of dissemination and communication methods. These include voicemail, email news bulletins, and the College's Intranet to facilitate timely distribution of information and online enrollment in campus-based activities. An emphasis on outreach to MCC's significant adjunct faculty population has also spurred the growth of division and department Blackboard websites. They are intended to foster community among full and part-time faculty as well as to involve adjunct faculty members in divisional issues and activities.

Middlesex also belongs to several professional organizations (i.e. AACC, AAHE, NISOD, NCIA) with publications that are broadly disseminated. Additional relevant publications (i.e. the *Chronicle of Higher Education*, *Community College News*, and many discipline-specific journals and books) are routinely circulated within the institution.

Professional Development Assessment

Faculty and staff are asked to evaluate all activities, workshops, and presentations sponsored by the OPID; and the data collected, along with attendance figures, informs future professional and instructional development. (Examples of OPID evaluation forms may be found in the Workroom). Successful practices that result from professional development initiatives are shared through on-campus presentations and publications to broaden their potential impact on student learning to multiple areas of the institution. This follow-up information, in concert with traditional evaluation practices, also serves a formative role in providing feedback to identify areas for improvement or to instigate new professional development programming.

Methods & Modes of Student Instruction

The face of instruction has changed significantly at MCC, most notably over the past six years. A distributed learning approach allows a range of students to customize their learning environment with respect to time, place, and learning style, with the help of Blackboard, the learning management system first licensed for use by the College in 2001. MCC also offers a number of courses that provide experiential, authentic learning in laboratories, clinics, organizations and schools, both locally and abroad. The Master Schedule describes all course delivery options; and faculty advisors and Advising Center staff assist students in selecting options that best meet their learning and life style needs. Regardless of methodology, the criteria for awarding credit is consistent across all modalities.

Much of the recent curriculum development at Middlesex has included one or more of the following instructional approaches:

- **Online Learning** is delivered wholly or partially via use of the Blackboard Learning Management System. Supported by a 24-hour help desk, online library resources (and some online tutoring), and up-to-date computer laboratory equipment, learners experience activities that use the vast resources available on the Web, connecting academic content with real-world application. Hybrid courses blend classroom instruction with online learning and generally require fewer face-to-face classroom hours.
- **Self-Paced Studies**, an option that has become increasingly popular for MCC students, has quadrupled in enrollment over the past 10 years; it now serves 4000 students annually. A recent endeavor to combine self-paced methodology with online technology has increased access and the overall flexibility of the program, allowing some student open-entry and open-exit, outside of the semester



schedule constraints. While most self-paced study has been offered through the Self-Paced Studies Department, four levels of self-paced mathematics are available in a classroom setting in Bedford. The full integration of self-paced courses into the academic divisional structure is currently under discussion.

- **Technology-enhanced Classroom Instruction** involves instructors' use of presentation tools, web resources, and students demonstration of learning in multiple forms, including the use of technology-enhanced oral presentations. In the fall of 2003, 162 classroom-based course sections utilized components of the Blackboard learning management system to extend learning beyond the classroom.
- **Laboratory Instruction** in non-science courses is offered in ESL, reading, writing, math, graphic design, computer science, health and a variety of technologies.
- **Authentic Learning** allows students to apply foundational knowledge to actual situations or problems. Examples include student writing and design work for the college newspaper, MCC magazine and local business websites. Co-op, internships, and clinical rotations provide full-semester credit opportunities to link didactic instruction to the workplace; many social science, business, communications and graphic design courses now require students to intern in settings related to their coursework, while students in the health fields are required to work in clinical situations. In addition, international study opportunities, offered through a three-credit course focusing on the history and culture of another country, have engaged many Middlesex students in a more culture-based form of authentic learning.
- **Service Learning**, which integrates community service with classroom instruction, is designed to benefit both the student and the community. Student participation has increased tenfold since formal inception of the program in 1992. Extensive materials pertaining to this initiative may be found in the Workroom as well as on the website, (<http://www.middlesex.cc.ma.us/service-learning/ServiceLearning.htm>).
- **Interdisciplinary Courses** provide students with opportunities to explore the relationships and shared commonalities between disciplines in a cooperative academic environment that encourages group process skills. The focus of interdisciplinary course development at MCC is with four distinct student populations: Honors program students, Criminal Justice students, LAS students, and entering developmental students. In Spring 2004, the College offered *Speaking Out: A Liberal Arts Weekend: a two-day one-credit interdisciplinary course addressing freedom of speech through theatre, lectures, concerts, and interactive group activities, providing for further exploration of individuals and groups that have spoken out.*
- **Curriculum Internationalization** is supported through more than 70 Intensive Values courses that devote a minimum of 12 credit hours each towards fostering students' ability to appreciate, analyze and deal constructively with historical or contemporary experiences of diversity. Faculty have participated in NEH-funded institutes; and visiting scholars from a variety of countries are frequent guest lecturers and campus speakers.

Meeting Diverse Academic Needs

To exploit the full potential of the Open Door, Middlesex faculty and staff have devoted considerable effort to the development of appropriate and effective interventions for both academically talented and academically challenged students.

Honors Opportunities

Each semester, students who carry 12 credit hours or more and earn a 3.2 grade point average or higher without D, F, I or IP (in progress) grades are recognized on their permanent records and through



correspondence from the Provost. Part-time students are similarly recognized upon completion of each block of 15 credits. In addition, the Alpha Delta Omicron chapter of Phi Theta Kappa, the international honor society for two-year colleges, conducts annual ceremonies to initiate students who have achieved a cumulative 3.7 or higher grade point average, based on a minimum of 24 credits at MCC. In spring 2004, 116 students were initiated into PTK.

Since spring 1997, Middlesex has offered honors courses and seminars in which high-achieving and strongly motivated students are led by expert and enthusiastic faculty. Individual honors courses and honors contracts within other courses have been available to students who have earned at least 12 college credits, including English Composition I (EN 1103), with a minimum cumulative 3.2 GPA. Courses with honors designation are noted on students' transcripts.

To expand honors opportunities for high achieving students, the FSA recommended and the President approved an Honors Program in fall 1999. By taking at least three honors courses, including an interdisciplinary one, students who meet the requirements of the Commonwealth Transfer Compact are considered qualified to participate in the Commonwealth Scholars Program.

Due to difficulty in recruiting students, the full Honors Program was suspended last year. However, a newly-appointed coordinator has been charged with reactivating the program in fall 2004. Students will be selected on the basis of previous academic achievement, potential, and maturity. To graduate from Middlesex as an Honors Program Scholar, students must complete the course requirements and maintain a minimum cumulative 3.2 GPA. Currently, most students obtain honors credit through Honors contracts in general education courses.

Developmental Education

Developmental courses and programs fulfill the mission of the College by offering "instruction tailored to the needs of the individual students." Because courses, programs, and services that are particularly relevant for underprepared students are located in many departments and divisions across the College, they are coordinated through regular meetings of a Virtual Developmental Department, a clearinghouse for information about current programs and a catalyst for developing new or revised programs.

Upon completion of the pre-admission testing and evaluation process, students with CPT (College Placement Test) scores below a predetermined proficiency level are enrolled in appropriate developmental courses designed to improve their knowledge base and study skills and to prepare them for college-level work. Enrolled students are awarded credit, but the credits earned do not apply to graduation requirements in any academic program of study.

For developmental students who apply and test early, Middlesex offers the Summer Sprint program, which includes developmental courses in reading, basic writing, basic math, algebra, and study skills as well as early advisement for fall enrollment. The program's goal is to build confidence along with competence; students who successfully complete the required courses may register for college-level courses beginning in the fall semester. Since 1996, the course completion rate for Sprint students has averaged 82 percent, a rate somewhat higher than the College's 75 percent course completion rate. In addition, students who complete their Sprint courses have an average persistence rate after one semester of 86 percent. (Sprint outcome assessment data is available in the Workroom.)



Semester-long developmental courses are offered in a number of different instructional formats; students choose among classroom instruction, self-paced instruction and online/hybrid instruction. All students, regardless of the instructional format they choose, have access to relevant support services. The Academic Support Program provides free on-campus and online professional and peer tutoring in most MCC subjects and courses.

A recent intervention for students with poor writing proficiency is offered in the form of six-credit English Fundamentals course that combines intensive writing with high-interest reading. Approximately 70 percent of students enrolled in the course pass it and move on to Basic Writing. More of these same students now successfully complete the Basic Writing course in their initial semester and continue on to college-level English Composition.

In addition, a number of introductory level courses have been modified to support developmental students. Examples are: CJ1100, Law and Order; HU1000, Searching for Heroes; and SO1000, Games People Play. Two of these require concurrent enrollment in developmental reading and writing courses; all of them satisfy Humanities or Social Science elective requirements and offer intensive work on study skills in the context of college-level coursework.

Examples of other programs and services for special populations include:

Disability Support Services including tutoring, assistive technology, testing accommodations, pre-registration advising and related services for students with documented physical, psychiatric and learning disabilities (Academic Catalog p. 160-161);

Transition, a selective admissions noncredit certificate program for students with significant learning disabilities that helps enrolled students achieve their potential through specialized coursework and hands-on experience within workplace internships. (Academic Catalog p. 156);

The Links Program, a collaborative with the Massachusetts Department of Education that builds confidence among adults entering college and provides seven to ten credits through a specified program of studies. (Academic Catalog p. 160);

The Adult Learning Center, providing literacy and GED (General Equivalency Diploma) preparation in reading, writing and mathematics (Academic Catalog p. 165);

College Start, giving students who have been out of high school for more than three years opportunities to acquire college-preparatory skills and explore career options (Academic Catalog p. 160);

ESL Program, a series of intermediate and advanced level credit-bearing courses designed to prepare non-native speakers for integration into degree and certificate programs.

ELL Program, a series of non-credit modules designed to improve basic English and oral communication skills for beginning level non-native speakers.

PAC (Prepare to Attend College), combining ESL instruction with college and career counseling for potential college students whose native language is not English (Academic Catalog p.166).

Admissions, Retention and Transfer

Admissions

Middlesex Community College has an open admissions policy (Academic Catalog, p. 128) and does not discriminate on the basis of sex, age, race, color, religion, veteran status, sexual orientation, national ethnic origin or handicapped status. Applicants are required to have a high school diploma, General Equivalency



Diploma, or pass a federally approved Ability to Benefit test; as of 2003, high school students graduating from a Massachusetts public school are required to have successfully passed MCAS. Some specialized programs (i.e. Nursing, Dental Hygiene, and Computer Science) have additional admission prerequisites. The MCC admissions policy is clearly expressed in the Academic Catalog and Viewbook, as well as on the MCC Internet site.

A balanced recruitment plan and collaboration with deans, chairs and faculty assist the College in reaching out to diverse populations. Primary recruitment groups include high school students, adults who want to return to school or enter new careers, senior citizens, and employees of local companies and agencies seeking new skills and/or advancement. Outreach is made by phone, newspaper ads, direct mailings, radio and television, on-campus events, and personal visits. The College also holds open houses for the general public, as well as targeted events for identifiable special populations. Recently, Admissions consulted with bicultural students and staff members to plan targeted outreach programs for Hispanics in MCC's service area.

MCC admissions policies and practices support MCC's commitment to diversity; the department strives for a student body that reflects its surrounding communities. Enrollment data, reflecting pursuit of that objective, is included in Appendix B.

Admissions for international students is handled through the Community Outreach and International Students Department. Prospective students may download international applications through the MCC website or request mailed copies. In addition to the requirements for all incoming students, international applicants must meet additional criteria established by the INS and the College.

Admissions services are available to all prospective students to help them achieve their educational goals. Through interaction with MCC staff and publications, students receive information pertaining to credit and noncredit programs, academic assessment, financial aid, and student support services. Upon acceptance, all day students receive information on getting started at Middlesex, including how to access financial aid and disability services.

The Enrollment Services Department captures trend data on applications, acceptances, and college as well as program enrollments. This data is shared with departments and, along with other relevant information, is used to assess existing programs and program-specific support services. Admissions department staff also provides feedback to divisions through their participation on particular advisory boards (i.e. Biotechnology, Computer and Telecommunications, etc.); they also work collaboratively with academic divisions to address specific enrollment and/or retention issues.

The effectiveness of admission strategies is continuously assessed against enrollment data, and refinements are made as needed. For example, a Health Admission Task Force is addressing how to evaluate health program candidates in light of an increase in applications, and the Technology Admission Task Force is considering methods for reaching out to all potential applicants to address growing workforce needs. In order to make admissions material broadly available, the College recently released the Catalog, Viewbook and student applications on CD-ROM.

Admissions data and practices are utilized in the program review process to assess enrollment and retention outcomes. The Admissions Department is currently undergoing its own program review to gauge the



effectiveness of recruitment and retention strategies and to identify areas for improvement.

Pre-admission Testing and Evaluation

Upon acceptance into Middlesex Community College, all students take *Accuplacer*, the online computerized adaptive test battery used by all Massachusetts public colleges that evaluates students' proficiency in reading comprehension and mathematics for placement purposes. *Writeplacer*, which utilizes an automated protocol for grading writing samples, has recently been implemented; placement into developmental English classes is now achieved through a formula that includes *Writeplacer* and CPT reading scores. A second check on developmental placement is made on the first day of all reading, writing, and mathematics classes. Students who identify themselves as second-language students take additional placement tests administered by the MCC Testing Services and ESL faculty to determine their level of English proficiency (Academic Catalog p.130). These scores indicate placement into specific courses and determine their prerequisite status for others.

Test scores are also a source of information for referrals to Disability Support Services as well as for recommendations relating to advanced courses and/or honors opportunities. In addition, testing services are extended to many students who participate in MCC through college partnership programs. Examples include those enrolled in Business and Industry programs, the Lowell Middlesex Academy Charter School, Lowell High School, and MCAS preparation programs.

Any student who believes that his or her placement is inappropriate is permitted to re-test or to take the Math Challenge Exam as an alternative. Pamphlets to assist students in preparation for the math portions of the CPT are available in the Testing Center, the Academic Support Centers, and online. (Samples are available in the Workroom.)

To remain responsive to student and departmental needs and to ensure an appropriate process, the Testing Services Department evaluates its methodology and services on a continuing basis. Staff meet with academic divisions periodically to re-examine the relationship between current cut-off scores and existing or proposed course requirements. Student questionnaires also provide useful feedback which informs practice (i.e. placement testing is now offered on Saturdays for better student convenience).

The department is currently working with the Advising and Registration departments to simplify the path from testing to registration and has recently completed a program review to identify strengths, weaknesses, and short and long-term priorities.

Retention

Middlesex Community College provides an array of services to facilitate students' academic success and retention. While the College rejects the notion that long-term retention in and of itself is the most appropriate student success indicator in a community college environment, it does view course completion rates as an important academic success benchmark. Given the complexity of community college students' paths to educational goal fulfillment, the institution takes seriously its tracking of the primary retention goal that can be inferred from enrollment in individual courses: each student's intent to successfully complete the course(s) in which he or she has enrolled.

Because of concern that MCC's course completion rate has, for the last few years, remained at or near 75 percent (1 percent below the Massachusetts community college average), several initiatives launched by faculty and staff to improve course completion rates have been prioritized in the College's most recent



Strategic Plan. (Please see Standard 2 Workroom materials.) The Plan reflects a college-wide commitment to identify, implement and support integrated academic, enrollment and student support programs to help students toward successful completion of selected courses. Among the planned initiatives is the creation of collaborative models to enhance comprehensive advising, mentoring and career counseling.

Since retention is closely-linked to significant mentoring relationships, new students are generally assigned to an advisor in their intended majors and/or a faculty member who is teaching one of their courses; and whenever possible, returning students are given their previous advisor. All students are encouraged to meet with their advisors each semester. Although students who attend evening or weekend classes are not assigned a specific academic advisor, they are encouraged to meet with an academic counselor in the Academic Planning Center, and advising sessions specifically designed for returning students supplement faculty advisors' efforts. Based on findings reported through a 2001 Advising Center Program Review, efforts to improve consistency in faculty advising are underway.

Because retention of students in developmental courses is lower than that of the general college population, a three-year-old initiative, Advance To Go, pairs first year students who have placed into two or more developmental level courses with faculty or staff volunteer "buddies" who serve as mentors. Students in ATG participate as a cohort in a three-day early orientation program. According to data collected over the past three years, 85 percent of students who attended ATG in 2001-2003 have been retained, and 80 percent have achieved good academic standing. Many of these students have been involved in student government, clubs, advisory boards, and have been speakers at successive new-student orientations.

The Collaborative Intervention Team program takes a slightly different mentoring approach. Faculty and counselors pair up, working as a team to teach and counsel students in sections of specially-designated courses with historically high attrition rates. The CIT program uses both quantitative and qualitative measures to determine effectiveness, including the comparison of collaborative course sections with regular course sections on course completion rates, failing grades and withdrawals, and the administration of survey instruments to both students and faculty participating in the program. Initial quantitative data from spring 1999 indicated improved course success and completion rates (as indicated by final grades) in collaborative math sections, and higher re-enrollment rates in both collaborative math and English sections. Qualitative data collected over the years from both faculty and students indicates that both groups believe that the team model improved the classroom experience.

In addition, there are more specialized retention programs, designed and implemented for specific groups of students with historically low retention rates. They are described in Standard 6: Student Services.

Academic Standing and Probation

Students are expected to progress toward a degree or certificate to continue at Middlesex Community College. The criteria for successful progress may be found in the Academic Catalog (p. 149). A system that includes Academic Probation, Restricted Probation, and Dismissal provides different levels of structure, requirements and commitment from students who are making inadequate progress toward their degrees. Criteria and descriptions of these categories, along with relevant requirements for students who wish to continue their studies, may be found on page 149 of the Academic Catalog.



A few programs (i.e. Criminal Justice) have introduced specialized interventions that vary somewhat from those that apply to students in most college programs. Allied Health programs utilize a separate process for considering retention of students who are making inadequate progress toward degrees.

Articulation and Transfer

Each year, approximately half of MCC's graduates transfer to baccalaureate programs. They often do so through one of the structured pathways available through Joint Admissions, the Commonwealth Transfer Compact, or one of several MCC-devised partnership arrangements.

Joint Admissions Options

MCC is a participant in the statewide Joint Admissions programs between the Massachusetts community colleges and the state colleges as well as between the Massachusetts community colleges and the four University of Massachusetts undergraduate campuses. In addition, Middlesex has entered into a separate joint admissions agreement with Suffolk University. By participating in Joint Admissions programs, students are guaranteed admission to one of the participating baccalaureate institutions, provided they complete their associate degree in an approved academic program with a minimum cumulative 2.5 GPA.

The Lowell Connections Program (Academic Catalog, p. 133), a collaborative effort between the UMASS Lowell and Middlesex Community College, enables UMASS Lowell applicants who do not meet admission requirements to gain the requisite academic standing for admittance through customized advising, academic planning and selected coursework at MCC. Lowell Connections students may live in UMASS Lowell residence halls and participate in university activities while enrolled at Middlesex. Since the program's inception in 1998, a total of 676 students have participated, 191 of whom have transferred to UMASS Lowell. In fall 2003, 235 students were participating.

In a different sort of partnership, Middlesex and Salem State College are currently collaborating to provide bachelor's degree completion programs in Criminal Justice, Early Childhood Education, and Elementary Education, as well as graduate level courses in Education. (Academic Catalog, p. 142) These programs are offered on MCC's Bedford and Lowell campuses, allowing associate degree graduates to complete a Salem State bachelor's degree by taking the additional required coursework at Middlesex. Articulation agreements have been developed to assure that MCC students who meet the prescribed conditions are guaranteed admission to the Salem programs and that all MCC courses will be applied to the baccalaureate degree. The MCC-Fitchburg State College Para-educator Program described earlier is another example of a 2 plus 2 program that provides upper division courses needed for bachelors degree completion on site.

Additional Transfer Pathways

Middlesex currently has 56 articulation agreements with area colleges. The agreements are designed to ease the transfer process, allowing students to make curriculum choices that will fit a chosen baccalaureate program at the receiving college or university. In addition to program-specific agreements, the College has course equivalency guides that describe the transferability of all Middlesex courses to Fitchburg State College, Massachusetts College of Liberal Arts, Salem State College, UMASS Amherst, UMASS Boston and UMASS Lowell. As a result, students in any program can be well-informed about course transferability.



A manual outlining the transfer procedures and general education requirements of all Massachusetts public colleges and universities provides additional assistance to students and advisors. Articulation agreements, course equivalencies and transfer advising guides are available in the Academic Planning Centers. Additional copies are distributed to faculty who rely on them to assist in the advising process. (For sample copies, please see the Workroom.)

Secondary School Articulation

Middlesex is a member of several area collaboratives through which qualified students who attend participating technical, vocational and comprehensive high schools may use coursework taken in their junior and senior years to begin an associate degree. Approved high school courses have been reviewed by Middlesex faculty and have satisfied explicit criteria that reflect relevant learning objectives as well as appropriate requirements for breadth, depth and quality. Moreover, high school students who apply to an articulated program at Middlesex must have demonstrated an advanced performance level in high school to receive college credit for the identified instruction. The College currently has 55 articulation agreements with area high schools; they are available in the Workroom.

Credit for Prior Learning (Academic Catalog, p. 140)

Enrolled students may be eligible for credit based on their previous studies or knowledge and skills gained through work and/or life experience, including training programs and military service. Eligibility may be demonstrated through a prescribed level of performance on one of the following:

1. appropriate CLEP (College Level Examination Program exams);
2. departmental examinations for MCC courses that have no CLEP exams;
3. a life experience portfolio, evaluated by department chairs or division deans that demonstrate learning comparable to that required for the Middlesex course(s) for which students are seeking credit; or
4. a score of 3 or higher on advanced Placement examinations.

Procedures for the award of credit are specified in the Academic Catalog. Pursuant to state regulations enacted in 2003, credit for prior learning cannot be awarded to students in the Criminal Justice program.

Graduation

College graduation requirements are specified on page 148 of the Academic Catalog. Additional program-specific requirements are articulated within the Description and Course Requirements sections for each program included in the Catalog. Separate Program Sheets for each college program also provide this information.

Appraisal

Middlesex Community College is strong in large measure because of the strength of its programs and instruction, both at the core of its mission.

Assessment

Assessment has become embedded in the culture at MCC, as evidenced by ongoing curriculum assessment by the Curriculum, Academic Standards, and General Education committees; more systematic evaluation of



full and part-time faculty; and Program Review, encompassing not only academic programs, but other departments and activities as well.

Some examples of integrated assessment activities that have served as levers for validation and ongoing improvement include the following:

- Over the years, ALC, WAC, and the OPID have offered training in classroom assessment techniques for both traditional and online courses; and participants have assessed all of their workshops. In addition, faculty applying for Core Intensives, professional development funds, mini-grants, and/or sabbatical leaves must include in their applications a plan for assessing relevant outcomes and must follow through on assessment activities.
- The use of *Writeplacer* for student placement in English classes was piloted last summer and assessed in correlation with the previous testing scores. (Middlesex seems to be the only Massachusetts community college that has worked from the results of a pilot to develop a cut-off formula for placement.)
- A portfolio assessment initiative pilot has been launched to develop a systematic way to assess Core Intensive Values and to study the use of online portfolios.
- Program Reviews have been widespread and influential in improving programs; several departments that have not yet undergone reviews are scheduled for the upcoming year.

Academic Programs

The quality and diversity of academic degree and certificate programs offered by Middlesex Community College are decided strengths. Several have been recognized for special attributes statewide and nationally. Career programs are responsive to workforce and community needs, and transfer programs have strong, well-established relationships with higher education institutions across the state. New programs are developed with active input from advisory boards and rigorously reviewed by the College's Curriculum Committee. Ten have been added since the College's last accreditation, with many more updated and revised as a result of internal and external assessment processes.

With that said, there is some concern about whether the College will be able to maintain its high level of program development, innovation and quality in the context of declining economic support from the state, a declining ratio of full to part-time faculty and staff (now 109 full-time to 379 part-time), and increased faculty workloads. (Please see Standards 5 and 9 for further discussion.) A substantial cohort of full-time faculty is needed to accomplish the academic work of the College and to maintain and monitor the curriculum, especially in basic skills and core courses required in all programs.

Core Curriculum

The Core Curriculum has been fully implemented over the last 10 years and has become an integral part of the institution's academic fabric. Intensive Values have been infused in a high and continually expanding percentage of courses across the curriculum. One concern about the Core had been whether students enrolling only in the evening are sufficiently informed about the Values Intensive requirements. Thirty-four students who began at the College in F97 or later and completed 20 or more MCC courses, taking at least 90 percent of them in the evening, met the Core. This suggests that with even more Values Intensive evening courses added, meeting the Core through evening classes can be accomplished with very little, if any, need for daytime attendance. College faculty and staff are committed to applying the Core equally across its degree programs and feel that a good start has been made.



Although elements of the Core Curriculum have been indirectly assessed through self-report questionnaires completed by graduates, its intent and learning outcomes have not been systematically reviewed since its inception. The Computer Literacy Intensive Value, in particular, may now be obsolete with the ascendancy of the Web; and some values may be having greater impact on student growth than others. The College will need to go further in assessing several critical dimensions of the Core.

Workforce Development and Community Education

In its FY 2003 Performance Assessment Summary, the Massachusetts Board of Higher Education noted that MCC is one of the three fastest growing public higher education workforce development providers. MCC was also recognized for its leadership among the community colleges, with 29 percent of the enrollment in noncredit courses. The college community sees a need for more emphasis on workplace skills and is addressing it through workshops for faculty developed by the counseling department and a plan for a fall 2004 Professional Day devoted to this issue.

Civic Engagement & External Partnerships

Middlesex has made impressive strides in its civic engagement initiatives that reach out to various segments of its community. Those that have been recognized externally include the following:

- In 2003, MCC was one of 13 colleges in the nation to be named *A Model of Exemplary Practices of Civic Engagement* by the National Campus Compact.
- The Career Place has been recognized statewide and nationally as one of seven One-Stop Career Centers to win a coveted Customized Employment Program grant from the U.S. Department of Labor in 2000.
- In 2003, The Boston Globe identified the Lowell Middlesex Academy Charter School as one of the most improved schools in Massachusetts on the 10th grade MCAS examination results.
- Changing Lives Through Literature, a program that improves recidivism rates among participating offenders, was one of three recipients of the New England Board of Higher Education Excellence Award in the spring of 2004.

Recognitions for these programs reinforce the College's emphasis on delivering high quality community services that impact both the communities they were designed to serve as well as the higher education community that seeks adaptable models to inform practice on a broader scale.

International Partnerships

All students are required to take six credits in courses that address global and multi-cultural concerns, and for many years several fellowship programs sent students overseas for travel-study programs. There is a concern that decreased budgets and the uncertain world climate have reduced these opportunities and, consequently the impact of them. The College, however, remains committed to its international faculty development efforts through the Asian Studies Development Program at the East-West Center in Hawaii and its implementation of a three year Ukrainian project to develop effective distance learning models for hospitality and management courses.

Balance Between Internal and External Institutional Priorities

Some faculty, staff, and academic administrators hold the view that the College's emphasis on external priorities sometimes overshadows its internal on-campus programs. While perceptions and opinions differ, maintaining the appropriate balance is a challenge that Middlesex must recognize and continually address.



Instructional and Professional Development

MCC's commitment to exploration, implementation, and assessment of dynamic curricula and pedagogy is evidenced by the fact that professional development funding has not been reduced while other areas of the budget have been scaled back in response to fiscal constraints. Professional development opportunities for faculty and staff continue to expand, most notably in the areas of technology and leadership. Sabbaticals remain available to faculty and professional staff, and the College aggressively seeks funds to support innovative programs and responsive and effective pedagogy. The College recognizes the value of collegial collaboration and has emphasized the development and support of in-house expertise to empower faculty to both contribute to and participate in professional development initiatives in significant numbers.

Over the last few years, a number of significant planning and implementation initiatives have deepened and broadened professional development to more fully realize MCC's mission:

- Systematic participant evaluation of professional development activities, along with information solicited by professional development staff through division meetings, has influenced professional development planning. As a result of such feedback, there is now a greater emphasis on utilization of in-house expertise in providing MCC's semi-annual Professional Days.
- In 2003, the College's Strategic Planning Committee identified the need for a teaching and learning center to serve as an umbrella for all instructional development initiatives at the College. As a result, an MCC Center for Instructional Excellence is currently being developed to support, advance and extend the network of faculty committed to teaching excellence.
- The College created an Instructional Designer position in 2001 to support a growing faculty willingness to explore new methods and modes of instruction. Faculty developing technology-enhanced, self-paced, hybrid, and online courses are now provided with responsive and high-quality constructivist-based pedagogical training on the utilization of the Blackboard learning management system and various presentation software options. This support has been well-received and has facilitated rapid growth of technology-enhanced instruction. There remains a concern, however that while students may now take classes in a variety of modalities (i.e. self-paced, hybrid, online), the modalities are not always well enough explained or highlighted in published schedules to enable students to make informed choices.
- Given the well-documented relationship between reading and college success, the College has also provided sustained support for the Reading and Study Skills Enhancement Program, through which faculty who seek to integrate reading and study skills into college-level courses learn to do so through a systematic and highly collaborative instructional development program.
- In its support of innovative and reflective teaching and learning practices, the College considers engagement in scholarship and research another critical dimension of faculty development. Membership in Middlesex Community College's Carnegie Academy for the Scholarship of Teaching and Learning, initiated in 1998, currently includes 15 full-time faculty and staff. The College is committed to the continued growth of the Academy and provides course releases for a two-year commitment, which many participate voluntarily extend for longer periods. The 2002 monograph, *Explorations from a Community of Practice*, represents a compilation of Carnegie projects by senior Academy members; a copy is in the Workroom. College staff are proud of MCC's 2003 acceptance as a national Community of Practice Cluster Leader (the only community



college so named) in the Carnegie Campus Program.

Admissions Outreach and Testing

Among the College's strengths in this areas are:

- a strong commitment to diversity by targeting underrepresented populations for specialized outreach programs;
- making college information cost-effective and convenient for users through the release of the Catalog, Viewbook and applications on CD-Rom;
- collaboration with academic divisions on pre-admissions testing that has resulted in more reliable placement.

The College has recently developed a new model for advising incoming students, which involves the use of MiddleNet. There is a need to further assess the efficiency and quality of this new process. In addition, strategies need to be devised to assure that students have the appropriate prerequisites to facilitate academic success.

Diversity of Students

While MCC recognizes and honors the broad diversity of its student body by offering a range of need-specific programs and courses, there are ongoing concerns about the maintenance of some of them. The College initiated an Honors Program in 1998 and has offered six honors courses since that time; however, honors classes with low enrollments have either been cut or opened to the general population, diluting the potential impact of a cohort model. A related concern is that the College has not found a way to encourage faculty to take on the extra work necessary to develop the interdisciplinary/honors courses it has set its sights on offering, nor has it been able to attract sizable numbers of eligible students to the program. At present, honors sections of English Comp I and II are offered each term on both campuses; the only other honors option available for students seeking honors credit in the honors option within regular College classes.

Retention

In addition to careful placement testing, the College has developed several new programs to aid in retention, described in this chapter as well as that devoted to Standard 6. Many new efforts are underway:

- The academic departments and divisions are addressing possible deficiencies in their courses by analyzing the kinds of support students need and re-examining prerequisite requirements.
- The academic probation process is undergoing a program review to determine what factors and programs are significant in promoting and sustaining student success.
- A Criminal Justice pilot program in which every CJ student on probation has to meet with the department chair has resulted in a six percent decrease in the number of students on probation. This practice is under consideration for adoption by other college departments.
- Successes with Advance to Go, Sprint and Lowell Connections have reinforced the impact of early identification of at-risk students, close mentoring/advising, supportive cohort groups, and monitoring of student progress. With the development of additional retention initiatives called for in the 2003 Strategic Plan, these principles will be utilized.

Transfer and Articulation

Overseen by an associate dean, articulation is given a high priority. Transfer agreements are continually reviewed, and updated and new articulations are continually negotiated and implemented. One of the more



important developments is the adoption of an Elementary Education Transfer Concentration, designed to prepare students to transfer into a baccalaureate program leading to licensure. Remote student access to agreements has long been a challenge; making articulation agreements available on the College website has been an important step forward for large numbers of students, faculty, advisors and other college staff.

Projections

1. The College will continue to monitor internal and external programs through its planning and review processes, with the goal of balancing priorities and resource allocation such that the quality and breadth of its programs and instruction can continue to grow and improve. Examples include international and honors studies, where resource allocation and other forms of support will be considered in the context of institutional priorities.
2. The Academic Program Review process, which has been developed and institutionalized over the last ten years, will be maintained. Departments or programs that have not recently or yet been reviewed due to limited faculty and staff resources will be given priority for assessment.
3. A greater emphasis will be placed on developing assessment processes that address student learning outcomes across the curriculum. Workshops on the use of course and student portfolios will be offered to individual faculty, and a comprehensive portfolio project to assess the Core Curriculum Intensive Values will be initiated.
4. In concert with #3, the College will be collaborating with regional colleges as part of a New England Center for Inclusive Teaching, Learning, Curriculum Change, and Scholarship (NECIT) project to use portfolio assessment to assess and enhance student learning. Middlesex will direct its efforts toward portfolio assessment of the Core Multicultural and Global Awareness Intensive Values as well as that encompassed by Values, Ethics and Social Policy.
5. In addition to maintaining and developing new assessment strategies for individual elements of the Core Curriculum, Middlesex will undertake a comprehensive review of the Core Curriculum requirements themselves. To begin, the Computer Literacy Intensive Value, which was developed before the existence of the Web, will be revised with more emphasis on information literacy.
6. As budgets permit, the College will hire more full-time faculty to reduce the high ratio of part to full-time faculty that currently exists in many departments.
7. In responding to the needs of the marketplace in the MCC service area, and as indicated in the 2003 Strategic Plan, the academic divisions, and career services will work with area business to develop, publish, and infuse into the curriculum the workplace skills expected of MCC graduates as they enter the workforce. These activities will include faculty development opportunities in the form of workshops and professional days that focus on infusing employability/professional skills into the classroom curriculum.
8. The College will continue to support faculty interested in exploring innovative methods and modes of instruction. In the fall of 2004, the College will advance professional development through the creation of a comprehensive Center for Instructional Excellence, which will support, enhance, and extend the network of faculty committed to teaching excellence. The Center will include an “Essentials of Teaching Institute” for new faculty and will seek to establish and maintain learning communities that support the learning needs of faculty and students across the College.
9. Middlesex will implement its role and specified activities as a Community of Practice Leader in the Carnegie Campus Program.



10. The College will address the issue of retention, as called for in the Strategic Plan, through identification of and attention to at-risk students, the development of a cohort model, and targeted admissions and advising/mentoring strategies. The Program Review for Academic Probation is expected to recommend, among other remedies, the more active participation of division deans and department chairs in the probation process. In addition, the College will continue to strengthen its process for ensuring that students have the appropriate prerequisites to succeed.
11. The effectiveness of using MiddleNet as part of a new advising model for incoming students will be assessed.
12. A new Honors Coordinator will be in place by fall 2004, and plans to recruit and retain a strong and stable Honors cohort will be developed.



Faculty





STANDARD 5: Faculty

Description

Faculty Numbers, Distribution and Rank

In the fall of 2003, 112 full-time and 395 part-time faculty members were responsible for the instruction of 8,366 students.

Most full-time faculty are experienced professionals who have attained elevated academic rank; 66 percent are full professors. (Please see the Workrooms for a chart depicting the number of faculty at each rank.) A majority of the faculty holds advanced or terminal degrees, while many others are engaged in graduate studies at the doctoral, (second) master degree, and/or MFA level. Faculty in some specialized programs hold professional licenses or certifications appropriate to their teaching areas. Approximately seventy percent hold tenured positions. For a list of faculty, their degrees and accomplishments, please refer to the Academic Catalog and other materials in the Workroom, including the Faculty Seniority List, Faculty Credential List and the Listing of Faculty by Rank.

Similar to other public institutions heavily dependent on state aid, Middlesex has come to depend on increasing numbers of part-time faculty to teach its rapidly growing student body. The divisions that utilize the largest number of adjunct faculty are Humanities, Math/Science, and Social Science and Human Services; three quarters of MCC's adjunct instructor cohort support these areas.

As the tables below indicate, approximately 60 percent of MCC's total credits are taught by part-time faculty. That percentage is lower in the day, when the total number of credits taught divides equally between full and part-time faculty. However, in subject areas such as mathematics and English, the percentage of sections taught by part-time faculty can be as high as 76 percent in a given semester.

Table 5.3 Distribution of Total Courses Taught by Full- and Part-Time Faculty

<u>Fall 2003</u>	<u>Sections</u>	<u>Enrollments</u>	<u>Credits</u>
Full-Time	445	8,577	27,573
Part-Time	<u>827</u>	<u>14,659</u>	<u>45,629</u>
Totals	1,272	23,236	73,202

Table 5.4 Distribution of Day Courses Taught by Full- and Part-Time Faculty

<u>Fall 2003</u>	<u>Sections</u>	<u>Enrollments</u>	<u>Credits</u>
Full-Time	445	8,577	27,573
Part-Time	<u>464</u>	<u>9,282</u>	<u>28,659</u>
Total Day	909	17,859	56,232

Professional Activities and Development

Professional development opportunities for full and part-time faculty continue to broaden at MCC. The vast majority of the \$730,000 spent in FY04 on Professional Development college-wide supported faculty development. Of the total, approximately \$375,000 directly funded faculty activities such as sabbaticals,



course release times, conference attendance, courses, workshops, mini-grants, professional memberships, subscriptions, the MCC Carnegie Academy, and the Community College Leadership Academy. The remaining \$355,000 was allocated for the professional development personnel who develop, implement and oversee a wide array of professional training in areas such as curriculum development, pedagogy and assessing student outcomes.

Mini-grants, conference attendance, and in-house professional development opportunities funded through the Office of Professional and Instructional Development have expanded; and bi-annual Professional Day attendance has more than doubled in the last three years (160 faculty and staff in 00-01, 350 faculty and staff in 02-03). Involvement in topic and skill-based seminars have expanded as well: Carnegie Group participation has quadrupled (5 in 00-01, 20 in 02-03); and each semester, multiple faculty seminar series and technology seminars are offered free to faculty and staff. (Please see the Workroom for a list of offerings.) There is also specialized training and support for new faculty at Middlesex. As described in Standard 4: Programs and Instruction, new full- and part-time faculty benefit from an extended orientation and a variety of professional development activities. Finally, Middlesex Community College, already committed to the scholarship of teaching and learning in a serious and ongoing way, has taken an aggressive leap forward with the establishment of an interdisciplinary committee that will develop and launch a Center for Instructional Excellence, described in Standard 4.

The Workroom contains several reports which document the full array of professional development opportunities, the numbers of full- and part-time faculty who participated in each, and the institutional funds spent on supporting both full- and part-time faculty who engage in these activities. (Part-time faculty are eligible for financial assistance following one year of service.) Standard 4 contains fuller descriptions of the many professional development initiatives and opportunities sponsored by the College.

Recruitment

Recruitment and hiring adhere to the MCC Affirmative Action Plan and Equal Opportunity Statement (please see Workroom materials). Positions are advertised in print media (i.e. *The Boston Globe*, *The Sun*, and the *Chronicle of Higher Education*), as well as newspapers with minority readerships such as *Black Issues in Higher Education*, *El Mundo*, and *The Bay State Banner*. Recently, Middlesex has turned to online job listing services as well as to Xavier Associates, a firm that recruits a pool of ethnically and racially diverse candidates. The College continues to supplement formal efforts with individual networking and a wide distribution of job postings, including information to the other Massachusetts community colleges.

Appointment, Reappointment and Tenure

Full-time candidates are interviewed by a multidisciplinary search committee. Leading candidates are asked to demonstrate teaching skills in a simulated environment; and a small number of final candidates are interviewed and recommended for employment by the Provost. The process for academic professional staff members is similar, but does not typically include a demonstration of skills. The specific terms governing appointment, reappointment, nonreappointment and tenure are outlined in Article XI of the MCCC Agreement, which may be found in the Standard 3 section of the Workroom. Each prospective faculty member is apprised of the employment provisions of the contract.

Department chairs and program coordinators are elected by their departments. Official appointments are made by the President or Provost for renewable one-year contracts, pursuant to Article XX of the Collective Bargaining Agreement.



Part-time faculty candidates are generally interviewed and offered employment by division deans; their employment processes and working conditions are covered by a separate collective bargaining agreement, available in the Workroom. Seniority for these faculty is attained through the satisfactory teaching of at least five courses over three consecutive years. Once seniority status is achieved, they are guaranteed the opportunity to teach at least one course each semester if sufficient courses are scheduled in their particular work area.

Workload, Salary and Benefits

The current full-time faculty workload, described in Article XII of the MCCC day contract, is consistent with the College's mission and purposes. It includes 15 instructional hours a week, four office hours per week, participation in department and division activities, involvement in other types of college service, and advisement of a maximum of 18 students. Given the gap between the number of full-time faculty and the increasing numbers of students, many faculty have chosen to advise additional students for additional compensation. Approximately 57 percent of MCC's current students are assigned to full-time faculty advisors. Professional Staff and administrators advise and register the remainder, both within and outside of MCC's Advising Centers. (Standard 6: Student Services describes the Centers.)

Instructional release time or a non-instructional workload reduction is provided for department chairs, program coordinators and other faculty with leadership roles that pertain to governance or other college priorities. The collective bargaining Workload article supplies guidance for such reassignments.

Part-time faculty are expected to select textbooks, prepare instruction, teach, assess student and course outcomes, and meet with students for extra help. Their workload also includes attendance at one department meeting each semester (Article XIII of the DCE contract). Along with the responsibilities enumerated in individual job descriptions, the workload of professional staff can include college service on committees and for a variety of tasks including student advising, preparation of grant proposals and non-classroom instructional responsibilities such as tutoring (Article XII of the Collective Bargaining Agreement).

Salaries and benefits for full- and part-time faculty and staff are governed by their respective Agreements. A classification study that accompanied the 2001 contract negotiations gave rise to a new system-wide salary schedule to provide for higher salaries and internal and external parity. Salary adjustments for full-time faculty and staff appear in Article XXI of the day contract, with supplemental benefits described in Article IX; the part-time salary schedule appears in Article XIV of the DCE Agreement.

Evaluation

Article XIII of the Collective Bargaining Agreement guides full-time faculty evaluations. The contract is specific about faculty responsibilities, and the evaluation process includes classroom observation, a review of specified course materials, student evaluation results, advising and college service assessments, and a personnel file review. Specific provisions and forms may be found in the MCCC contract, available in the Workroom.

Department chairs and program coordinators are evaluated annually according to the processes outlined in Article XX of the contract. They receive both administrative and faculty performance assessments.

Evaluation of academic staff members (i.e. learning specialists, librarians, professional tutors) is



accomplished by the appropriate dean or director, pursuant to the processes and guidelines outlined in Article XIII of the Agreement.

The evaluation and supervisory responsibilities of division deans encompass attention to ethical and responsible behavior and fulfillment of professional responsibilities congruent with the mission and purposes of the College.

Promotion

Full-time faculty earn advancement through the four academic ranks (Instructor, Assistant Professor, Associate Professor, Professor) through successful evaluation and achievement of specified levels of experience, education and service. While change of rank is also applied to full-time professional staff, the categories are different: they are referred to as Professional Staff II, III, and IV. Change in rank carries no monetary reward for either group; Article XIV of the contract outlines the criteria and the processes for both.

Academic Freedom and Responsibility

The faculty contracts and handbook state that the College and Association endorse Higher Education principles and standards of academic freedom. Faculty are entitled to full freedom to discuss their subjects and select their classroom materials, including texts, and to introduce and discuss controversial issues. Faculty members are to preserve intellectual honesty and free inquiry in research and teaching, and behave responsibly and ethically, even when acting as private citizens not representing the College. Any faculty member who feels that his or her rights concerning these issues have been violated may initiate grievance procedures, as described in Article X of the Agreement.

Appraisal

Highly Qualified and Professional Faculty

Faculty at Middlesex are highly qualified and enjoy a positive work environment. Nineteen of the 113 full-time faculty members teaching in fall, 2003, hold doctoral degrees (including the JD degree), while 86 hold a master's degree. Faculty energetically participate in a rich array of professional development activities. Eighty percent of faculty members attend conferences, write/publish textbooks; enroll in courses and/or use books, videos and other resources to further their professional knowledge.

Professional Development Opportunities

Middlesex has historically enjoyed an academic culture in which faculty actively and willingly engage in innovative and creative initiatives across the College and in the larger community. An increasing number of full- and part-time faculty and professional staff are taking advantage of a growing number of professional development programs such as the Leadership Management Institute, The Carnegie Group and the Distance Learning Initiative. These activities provide faculty with the opportunity to develop leadership and administrative skills, enhance teaching techniques and explore new technologies in a supportive and collegial environment.

New Faculty Orientation

The Professional Development Office provides a comprehensive program that acclimates and supports full-time faculty as well as the increasing numbers of adjunct faculty. In addition to the myriad of workshops available, there is an extensive orientation program at the beginning of each semester for all new full and part-time faculty members; as well as technology training and a new mentoring program called the Faculty Support Network. A faculty handbook, now available online assures awareness of and access to information



on College policies and processes for all faculty, full and part time. As indicated in Standard 3: Governance, more detailed and accessible information about MCC's organizational structure and reporting relationships will be disseminated through the College's Intranet.

While the College has made significant strides in orienting, training and mentoring adjunct faculty, more work needs to be done. Adjunct faculty rarely serve on College committees and appear to have no presence in college governance. Though student evaluations of adjunct faculty are conducted each semester, the process used to evaluate adjunct faculty is not consistent throughout the College. Further, questions remain regarding how to best integrate adjunct faculty more fully into the culture and fabric of MCC.

College Service

While the number of full-time faculty is diminishing – thereby reducing the number of faculty available to provide college service – MCC faculty continue the long tradition of college and community service beyond contractual obligations. Large numbers of faculty members serve as student club advisors, sit on community boards, speak to community groups, and are members of numerous college committees.

The faculty models the College's emphasis on partnerships and collaboration. Faculty members actively collaborate with each other and with members of the larger community to develop and modify courses, curricula and pedagogy to meet the diverse and changing needs of the students. Highlights include extensive faculty involvement resulting in an increase in the number of articulation agreements with bachelor's degree programs, extended developmental course offerings, and an interdisciplinary learning community.

There is, however, a perception that the number and level of participation of faculty engaged in these activities is diminishing. As a result of state budget cuts and an early retirement incentive, a contractual increase in the average faculty workload (from 4 to 5 courses), and a greater demand on faculty to keep abreast of changing technologies and teaching methods; fewer full-time faculty members with larger teaching workloads find themselves less able to contribute extra time and energy to non-teaching activities. This raises the question of whether all the previously faculty-led activities will continue at the same high level.

Projections

1. As faculty continue to embrace technological innovations to enhance and facilitate their teaching and other responsibilities, the College will maintain its commitment to support them in this area through training, access, and effective communication.
2. There are many recently retired faculty who have chosen to return to the College on a part-time basis. The College will explore ways to utilize the skills and institutional memory of these faculty members through a variety of activities such as participation in the Center for Instructional Excellence.
3. The College will continue to replace unfunded full-time faculty positions as subsequent budgets allow.
4. The College will continue and expand its support for faculty who choose to participate in service to the College and the larger community beyond their contractual obligations.
5. In an attempt to improve communication and ensure uniformity and quality of course content, particularly as it pertains to the Core Curriculum, the College will expand its efforts to orient, train, mentor, integrate, and evaluate adjunct faculty.



Student Services





Standard 6: Student Services

Description

A comprehensive program of student services at Middlesex Community College reflects the importance the college community places on students' personal and academic development. All of the services share the goal of assisting students in formulating and achieving their own educational and career goals.

New Student Orientation and Support

Several Admissions open houses held during the course of the year introduce prospective students to MCC's rich mix of student-centered resources, including academic support services, library and technology facilities, financial aid counseling, and transfer opportunities and assistance. At the point of entry, all new students meet with Academic Planning Center counselors to plan their first semester courses. These advising and registration group sessions begin with a brief Getting Started orientation, during which the Core Curriculum, transfer and career program distinctions, time management and MiddleNet (the online student registration system) are discussed. Following the session, students have the opportunity to meet individually with an academic advisor to review their academic placement test results, devise an appropriate plan of studies for the first semester, and create a class schedule using MiddleNet.

New student Opening Day Orientation, held on the first day of the fall semester, includes welcomes from MCC's senior leadership, faculty, and fellow students. Students meet with their assigned academic advisors in small groups to begin the advisor/advisee connection and to continue their orientation. All students receive copies of the MCC Student Handbook and *In Step with Middlesex Community College: a Guide for New Students*, outlining college success strategies. Throughout the first month of the fall semester, a variety of community-building events encourage a broad range of student involvement on campus.

Replacing the one-credit Freshman Seminar instituted in the late 80's is a new three-credit Freshman Experience course, designed for and limited to student who place into two or more developmental courses. The new Freshman Experience courses couple effective study skills with an interdisciplinary inquiry into a single topic of contemporary concern. Such courses are currently available in the Humanities, Social Sciences, and Business; they carry titles such as *It's a Small World*, *The Games People Play*, and *Searching for Heroes*. Similar courses are under consideration for the general student population.

An additional orientation opportunity for developmental students is Advance to Go, which includes a three-day summer program open to new students enrolled in two or more developmental courses. Also described with Standard 4, the program includes campus tours, study skills workshops, sample classes, and an assigned faculty or staff "buddy"/mentor. Thus far, 175 students have participated in the Advance To Go Orientation.

Diversity, Outreach and Retention

The College's commitment to "providing educational programs and services that support personal growth and economic opportunity to its diverse student population" and its rich mix of ethnic and racial groups in Lowell give rise to a multitude of diversity initiatives that are well integrated into the college fabric. One such initiative is Avance Latino, a version of Advance to Go that supports entering Latino students; it includes campus tours, study skills sessions, and sample classroom experiences.



The Admissions Department, Academic Planning Centers, Student Information Centers, and the Student Activities Office are proactive in incorporating diversity initiatives within their activities. The Student Information Centers and Academic Planning Centers employ ethnically diverse staff who specialize in serving needs of various multicultural populations. Student Activities contributes through an array of events that celebrate MCC's ethnic diversity through guest speakers, food, music, and dance.

The College has identified additional outreach services and resources to serve the unique needs of the community in which it resides. One of the most significant is a Community Outreach Center, staffed by two full-time minority counselors who provide support and assistance to non-native English-speaking area residents. Another is Prepare to Attend College (PAC), a program that reaches out to and supports recent immigrants.

Retention receives great attention at MCC. Programs and activities that foster retention include Sprint, the Collaborative Intervention Project, the Reading and Study Skills Enhancement Program, TRIO, LINKS, College Start, Advance to Go, Avance Latino, Freshman Experience courses, and the Adult Learning Center. (Pertinent information may be found in the Standard 6 Workroom file; several are described within Standard 4).

Academic Support

The Academic Support Program (ASP), through which students receive several forms of academic assistance, serves as a resource to students and faculty alike. While the ASP tutors assist students in the content areas, the emphasis is on the learning process. Tutors on both campuses provide one-on-one as well as small group tutoring sessions. Students may receive tutoring by professional and peer tutors in most subjects and programs offered at the College, including writing, reading/study skills, math, science, accounting/business, nursing, dental hygiene, computer applications, and computer science. Online tutoring is also available in many subjects. (Please see the Workroom for further details.)

Faculty are involved through conferencing related to specific student needs. Faculty members from all disciplines also participate in ASP workshops that provide for understanding and practical applications of strategic learning, learning and teaching styles, and effective ways to integrate learning skills within their curricula. Through collaborative activities (i.e. the Reading and Study Skills Enhancement Program, Collaborative Intervention Teams, and in-class workshops) faculty and tutors help students develop generalizable learning strategies. (The Workroom contains relevant handbooks and project materials.)

Last year, the ASP provided over 5000 tutoring sessions either through direct service in the centers and labs, online, or through outreach activities in classrooms and K-12 partnership programs. In addition, professional tutors conduct required 50-minute weekly labs for students enrolled in College Reading I and II, and English Fundamentals.

Support specialists also work with other departments to provide support and professional development. An example is the collaboration with the Financial Aid Department to improve the readability of financial aid forms; other collaborators include the Nursing Program, the Computer and Engineering Technologies Department, the Criminal Justice Department, the LINKS program, the Paraprofessional/Para-educators programs, and TRIO and Upward Bound programs.



In an effort to challenge and support all MCC students, the Academic Support Department offers a Coffee Time Series to promote a literary culture that extends beyond academic support and reach out to students, faculty and staff college-wide. Information about Coffee Time can be found on the ASP website and in the Workroom.

All ASP professional tutors are part-time and hold degrees in their areas of expertise. Staffing levels vary by semester, ranging from 30 to 35 hours for professional tutors and 10 to 15 hours for peer tutors. Resumes and training materials are available in the Workroom.

Disability Support Services

Committed to the rights of students with disabilities and to providing an accessible environment for all students, Disability Support Services provides services for students with learning disabilities, physical disabilities, and psychiatric disabilities. Services include assistance with time management and organization skills, tutoring, course selection assistance, textbooks on tape, copies of class notes, scribes, interpreters, preferential seating, reduced course loads, double-time testing, distraction-reduced testing, advocacy with professors, access to and training on assistive technology, and referrals to outside agencies. In addition, the College's nationally-recognized noncredit Transition Program serves students with significant learning disabilities who would find college-level academics too challenging, even with extensive support.

The Disability Support Services Department serves approximately 825 students within a fiscal year. Approximately 28 percent are newly-declared students seeking services for the first time, and 68 percent are returning students. The remainder are new and continuing non-registered students seeking help and graduates seeking advocacy support.

Services are provided by a full-time Director, two full-time and three part-time Learning Disabilities Specialists and two part-time Support Specialists for students with physical and psychiatric disabilities. Transition is staffed by a full-time instructor, a full-time Internship Coordinator, and four part-time instructors. All staff members have the appropriate backgrounds and qualifications.

Health Services

A wide variety of health services include urgent care, referrals to local health care clinics and social service agencies, and health education based on a wellness model. The Health Services Department has two centers: one in Lowell, staffed by a full-time Nursing Assistant II, and another in Bedford, staffed by a full-time nurse. MCC's recently-retired Health Director continues to work for the College for at least 10 hours per week, serving both campuses. A full-time Administrative Assistant serves the department.

Health Services maintains confidential records (including state-mandated immunization records, student health insurance forms, employee TB testing, and accident reports) for MCC Health Career students, international students, and MCC Charter School students,

Students and staff have good access to regularly scheduled health education programs and workshops on topics such as stress reduction, birth control, nutrition, weight loss, drug and alcohol awareness, smoking cessation, depression, and CPR certification. The department also offers screenings for diabetes and high blood pressure, conducts blood donor drives, and provides flu shots.



Counseling and Career Services

Career counseling is offered to all enrolled students and alumni in degree and certificate programs. The goals of the Career Services department are to:

- teach students about all phases of the career decision-making process;
- increase knowledge and practice skills needed for exploring career opportunities;
- work with faculty and staff on career development issues;
- keep up with career and labor trends and professional opportunities for students;
- develop partnerships for students with working professionals; and
- teach and assist students in all phases of the job search.

A proactive career services teaching/mentoring model infuses career development issues directly into the academic curriculum, giving students integrated exposure to Career Services. Last year, 1200 students participated in 86 workshops. The PinPoint Guidance System, available to all students, helps users identify potential career paths based on individual strengths and interests.

The goal of personal counseling, available to students on both campuses, is to help students improve self-awareness and their ability to function effectively in their academic and personal lives. Students are seen individually on a short-term basis; those who need more extensive counseling are referred to appropriate outside resources. Personal counselors take responsibility for evaluating and developing a treatment plan for any student who is experiencing a psychological crisis and are available to consult with faculty and staff regarding students' personal issues that come to their attention.

In addition, workshops and presentations are offered in collaboration with faculty and staff on a variety of topics including stress management, conflict resolution and communication skills. Workshops on Conflict Resolution and Dealing with Difficult Students were recently provided to AFSCME support staff at a dedicated Support Staff Professional Day.

Currently two full-time personal counselors provide short-term counseling for students as well as outreach and consultation services for faculty and staff. Career counseling is provided by one full-time counselor and one part-time counselor, who is supported by a Perkins Grant (funded through August 2004). A third counselor supports career services through the development of intern and co-op opportunities for Transition as well as for a variety of other student populations. All career and personal counselors have appropriate graduate degrees, as well as 15 to 20 years of experience in Higher Education.

Student Life

A full menu of student activities, student government, clubs and organizations, and recreation and wellness programs are coordinated by Middlesex's Office for Student Life.

Many opportunities for active involvement and leadership are offered through SUGA (MCC's student government) and the Student Activity Boards. In addition, a leadership series, offered each spring, includes more than 40 workshops on each campus on topics pertaining to personal and professional leadership development. Students who complete three or more of the series are recognized for their commitment at the annual student awards banquet.

Both students and faculty may participate as well in a number of other distinctive student-oriented programs such as The One World Series, a well-attended series of presentations on contemporary issues offered throughout the fall and spring semesters.



An important addition to the Student Life program is the Recreation and Fitness Program, which includes a Bedford Campus Fitness Center with weight training and cardiovascular machines. Lowell students may join a local fitness club at a reduced fee. Activities such as aerobics, skiing, hiking, and intramural sports are offered on both campuses, pursuant to student interest.

Student Life activities are supported by a full time Associate Dean, a full-time Director of Student Activities, a part-time Coordinator of Student Activities, and a part-time Coordinator of Fitness and Student Activities.

Enrollment and Advising Services

Enrollment services - including placement testing, advising, and student information - support Middlesex's teaching and learning mission. The Enrollment Management Department works closely with Academic Affairs to develop a course schedule to meet the needs of day and evening students. A single department schedules, maintains student records, certifies completion of degree/program requirements, and awards transfer credit. Staff work to ensure that day, evening, weekend and online students have access to efficient enrollment services and accurate academic information.

Academic Planning Centers, staffed by six full-time and several part-time academic counselors, advise enrolled and prospective students on the application process, academic planning and course selection, registration, transfer processes and graduation requirements and processes. Center staff also assign academic advisors, working closely with department faculty to facilitate appropriate matches; and Center advisors serve as an advising resource to faculty through consultation and preparation of the Advising Guide, disseminated to all MCC advisors.

Students may receive ongoing assistance with admission information, registration, add/drop/withdrawals, and graduation applications by visiting the Student Information Center on either campus, by calling TeleServices through an 800 number, and/or by logging onto to MiddleNet, an online application which also allows students to register, receive grades and unofficial transcripts, and view their course descriptions and schedules. Through this Banner web interface, students and faculty may also access degree audits to determine progress through any MCC program of studies.

Financial Aid

Middlesex participates in most federal and state financial aid programs, and provides additional institutional funding in the form of Safety Net Scholarships to assist students who require support beyond the scope of federal and state grant sources. (Students seeking educational loans receive counseling to understand their rights and responsibilities and to explore other options before borrowing.) The Financial Aid Office—in collaboration with Admissions, the Bursar's Office, academic counselors, the TRIO programs in area high schools, and college staff — does extensive outreach to adult education groups and social service agency staff. Payment counseling also helps potential and enrolled students to understand all of the available tuition payment options.

Financial Aid applications are available at many College offices, by mail, and electronically through the MCC website. Financial Aid staff assist applicants and students with application preparation and electronic submission to the federal processor. Since the 1999-2000 academic year, the number of aid recipients at MCC has increased by 32 percent. During the 2002-03 academic year, 2,802 students received some form of financial assistance totaling \$6,941,482. Since then, the Safety Net Scholarship funding has increased



from \$125,000 to \$400,000 for the 2003-04 academic year.

Nine full-time and two part-time employees staff the Bedford and Lowell Financial Aid Offices. As members of national and state professional organizations, staff members stay current with regulatory changes and maintain professional good practices through regular training. Suggestions to improve customer service are collected through student focus groups and divisional cross training. The department has successfully met all audit requirements through independent audits.

Student Rights, Academic Records and Ethical Standards

Policies and expectations pertaining to student rights and responsibilities are published in the Academic Catalog and in the MCC Student Handbook, found in the Workroom. Detailed information regarding student conduct, the grade appeal process, and the state- adopted grievance procedures for community college students appears in the Student Handbook, issued to each incoming student and made available at many campus locations.

The College emphasizes the importance of student privacy to all staff, and seeks advice from the Community College Legal Council as needed. When students specifically request confidentiality, their computerized records are flagged to mitigate against the release of information. Student files, containing applications, letters of recommendation, interview notes (if applicable), and transfer credit are maintained by the Enrollment Services Department in accordance with the record retention policies of the Commonwealth of Massachusetts. Records are disposed of by shredding.

Ethical guidelines for Student Development are derived from those stated in the Council for the Advancement of Standards for Student Services/Development Programs (1988); they appear in the Student Handbook. MCC subscribes to the American Association of Collegiate Registrars & Admission Officers (AACRAO) professional and ethical standards, and the Financial Aid office has adopted the ethical standards proscribed by the Massachusetts Association of Student Financial Aid Administrators (MASFAA) and the National Association of Student Financial Aid Administrators (NASFAA).

Assessment

Most MCC student services areas have conducted a variety of assessment activities to evaluate the effectiveness of their programs and services. Through the use of student, faculty and staff questionnaires, focus groups, program reviews, college climate surveys, Tell Me Sessions, Perkins audits, and Noel Levitz consulting; these departments continually scrutinize their impact. (Please see the Workroom for assessment tools and action plans for improving services, where applicable.)

Appraisal

The increasing numbers of students, complexity of student needs, and reduced staffing levels have made it necessary for student service areas to innovate in addressing ongoing challenges. College-wide collaborations, ingenuity, and commitment prevail when addressing the multifaceted needs of MCC students.

New Student Orientation

With several orientation programs currently in place, the college community still sees a need to explore new approaches to Opening Day Orientation as well as new models for continued long-term orientation that



will contribute positively to student success and retention. Middlesex's three-year Strategic Plan calls for further assessment of these efforts and further exploration of orientation models, particularly for developmental students.

Diversity, Outreach and Retention

The College regards its emphasis on student success, outreach and retention as appropriate and positive. An ethnically diverse student services staff effectively establishes and maintains connections with minority and international students, supporting them through their entire MCC experience. A program that has been extremely effective in retaining low-income and first generation students is the TRIO Student Success Program, serving students through academic, financial aid, career and transfer advising; cultural activities; visits to four-year colleges; and academic tutoring and mentoring. (Workroom materials document both program and student outcomes.) Advance to Go has proven to be a successful retention initiative as well. Three cohort groups (in FY 2001, 2002, and 2003) have thus far participated; at this point, 85 percent of participating students have been retained, with 80 percent in good academic standing. Of the 43 students who attended the first orientation in summer 2001, eight have graduated (within five semesters) and have transferred to baccalaureate institutions.

During the 2003 summer, Avance Latino reached out to Latinos that had recently graduated from high school and had applied to MCC for the fall 2003 semester. Eleven students participated; on evaluation, all of them indicated the program had helped them recognize the resources available to them and had made them feel more comfortable about starting college classes. Ten students registered and completed all semester requirements, with 60 percent earning GPA's above 2.0.

The International Club also provides strong support for minority students, serving as a vehicle for greater understanding about different cultures and a forum for college-wide sharing. At least forty Lowell-based minority students participate in the club each semester. In addition, the PAC program continues to provide the necessary English knowledge base and support that non-native English speakers need to enter college. Its high completion rate (82 percent for Fall 03 and Spring 04 classes combined) suggest a successful student experience which paves the way for strong access to collegiate-level academic programs.

Considering the continuing challenges of serving a highly diverse mix of students, MCC has identified the need for additional college-wide diversity training. This need will be addressed through professional development.

Academic Support

The Academic Support Program (ASP) has more than doubled in the past three years. It has also implemented a significant number of successful student retention and success initiatives, including the Reading and Study Skills Enhancement Program and Advance to Go Summer Orientation (recently designated the College Board's 2003 winner of Best Practices in Community Colleges and the Outstanding First-Year Student Advocates Award). In a February 2003 Perkins program audit, auditors cited the extensiveness and diversity of academic support services offered to students, concluding that the ASP is a strong program, "well worth Perkins funds."

There is a concern that because a significant percentage of ASP funding comes from grants, the department might be unable to provide equivalent service in the absence of such funding. Another concern centers around the adequacy of space for a growing tutoring program.



Disability Support Services

Considered a statewide leader in its compliance with ADA standards and level of support for disabled students, MCC continues to improve and enhance services by staying current in best tutoring practices, state-of-the-art computers, assistive technology and adaptive software. The technology labs on each campus, staffed by assistive technology specialists, are effective in providing alternative access and increased independence for students who might otherwise have difficulty accessing traditional college curriculum and resources.

Access to older buildings continues to be a concern. Also, current staffing levels do not allow for support of evening and weekend students. In general, the increasing number and complexity of disabled student issues continue to challenge the department's resources. While a strategic planning initiative will address issues of access to services, and workshops will provide training and support for faculty, financial resources limit the College's ability to address some outstanding building access issues.

Health Services

Health Services' holistic approach to serving students prompted the initiation of "Ask Health Services" information tables in high traffic areas of both campuses; this and other proactive measures have contributed to increased attendance at Health Services programs such as "Club Drugs" and the annual ARC Blood Donor Drives.

Another very successful program, the Diabetes Screening and Education Program sponsored by Lahey Clinic Medical Center and funded by the Massachusetts Department of Public Health, was initiated in recent years. There is concern, however, that despite the program's success in providing information and awareness about Type II Diabetes, state budget cuts have forced its elimination.

Members of the department also worry that the retirement of the full time Director of Health Services may compromise future programs and services.

Counseling and Career Services

Significant development of counseling services includes the creation of a proactive teaching/mentoring model which takes services beyond counseling offices to direct involvement with students and faculty in classrooms. Greater use of technology has also strengthened access and involvement in counseling programs and services.

The College considers its student outreach efforts to be a significant strength. These include ongoing workshops for students, faculty and staff; community programs for nontraditional students; and the on-campus Adults Returning to School (ARTS) Club.

At the present staffing levels, the department will be challenged to maintain its current level of service, develop new programs (including new career exploration technology), and increase employer outreach. New space for career services on the Lowell campus is currently being explored.

Student Life

There has been particular growth and development in the area of student leadership. The leadership series described earlier has touched increasing numbers of students each year (FY 2004 saw a 30 percent enrollment over last year). In addition, student government roles have been strengthened in the area of fiscal responsibility; SUGA provides strong oversight for the spending of all clubs and organizations and serves as the primary contact for Student Activity Fund allocations. New leadership awards, expanded programming (i.e.



battle of the bands, comedy and movie nights, fieldtrips to paintball parks and amusement parks, and hiking activities) have added to the mix, providing for increased student involvement and recognition.

Space limitations inhibit the growth of several requested and/or proposed activities, including intramural sports, fitness and recreation at City Campus, and cultural activities at the Bedford Campus.

Enrollment and Advising Services

Some faculty have expressed concerns about the accuracy, accessibility, and consistency of academic advising. Because advising is complicated by the addition of new programs and revisions to existing programs, and because a variety of individuals in many College departments (e.g. faculty, division deans, assistant deans, program directors and coordinators, and academic planners) provide advising; keeping everyone up-to-date and well-informed about new developments presents great challenges. While the online degree audit and other online resources give students and advisors access to records and degree requirement tracking and the registration system monitors compliance with course prerequisites, it is the consistency of information imparted by individuals that is of greatest concern.

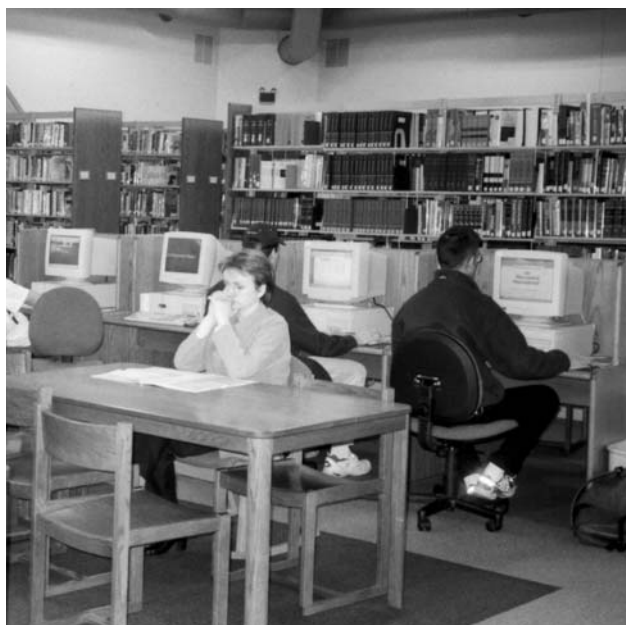
Two strategic planning initiatives speak directly to this issue: one sets the goal of assuring that all students have an awareness of and access to effective academic advising; the other calls for investigation of best practices advising models.

Financial Aid

The MCC Financial Aid Office has received significant institutional funds devoted to student financial aid. In the last year alone, “safety net” funds increased from \$125,000 to \$400,000. Due to integrated student data from the Banner system and federal software, the financial aid office processes financial aid awards in a timely and accurate manner. Since 1999, the number of student files reviewed and ready for the initial aid disbursement for each semester has more than doubled. This, coupled with multiple outreach efforts to encourage students to apply for financial aid, has brought more aid to more students.

Projections

1. An enhanced student orientation process that provides on-going opportunities for students to connect with the college community will be designed and implemented through a collaborative, campus-wide process.
2. Professional development initiatives focused on teaching and working in a multicultural environment will be developed to ensure that an inclusive environment is provided for the entire Middlesex community.
3. Student academic advising will be reviewed, and enhanced systems and practices will be designed and implemented to insure the accessibility of accurate academic information for all MCC students.
4. In an effort to expand the services and impact of student development programs, new organizational models will redefine staff responsibilities relative to career counseling, student leadership development, and personal counseling.
5. The “Ask Health Services” initiative will be repeated at the beginning of each semester.
6. Given MCC’s dependency on grant funding for many student services, the College will remain proactive in its commitment to retaining service as well as adequate funding.
7. The College will attempt to secure additional space for student services that require it and additional facilities adaptations for disabled students through prioritization of needs and ongoing allocation of available resources.



Library and Learning Resources





Standard 7 : Library and Learning Resources

Description

Library and information resources and services, provided through three interrelated departments at Middlesex, have seen substantial development since the College's last Self-Study. The library, a department within the Academic Resources and Instructional Technologies (ARIT) Division, has broadened collections, increased access to information through technology, upgraded facilities, and has recently moved its Lowell branch from modest quarters a few blocks from the City Campus to a closer, more generous and better-equipped space within MCC's newly-renovated Federal Building. The Technology Center, now overseen by a Chief Technology Officer assigned to MCC through a management contract with CampusWorks, Inc., has brought widespread change to the way in which technology supports both learning and administration within the institution. Operating as a service unit within the College, the Center has implemented a 24/7 help desk, a searchable Knowledgebase of best practice solutions to common technology problems, and ongoing training for Technology Center staff. Middlesex Interactive, the third leg of the learning and information resource stool, provides comprehensive services—from an online learning network to instructional design services—to support the College's online program and in-class technology integration. Close collaboration among these departments facilitates strong support for the academic program, the intellectual and cultural development of students, and efficient and student-centered administrative systems.

Library Resources and Access

Two libraries support the Middlesex Community through their collections, library instruction, and general study/work space. The Bedford Library features: an electronic classroom for information literacy and related instruction (called the Alcott Room); the Middlesex Interactive faculty multimedia development room (the Monet Room); an area for viewing media; and a Law Room, home to the law collection and paralegal classes. By relocating to its prominent Federal Building location in January 2004, the Lowell library doubled its overall space for students, information resources and staff. Special use space within the facility includes: a media viewing center, an electronic classroom for information literacy instruction (the Kerouac Room), and a new Multimedia Research and Innovation Studio.

Library hours accommodate usage patterns at both locations: the Bedford library is open 56.5 hours per week, while the Lowell facility operates 54.5 hours a week. Saturday hours were recently eliminated as a result of budget constraints and low usage.

The book collection includes approximately 16,600 volumes in Lowell and 40,200 volumes in Bedford. After facing severe cuts in state funding during FY'02, the College itself restored funding, allowing for a return to an annual acquisitions rate of about 2,000 volumes at each campus. At present, the Bedford collection exceeds the minimum of 20,000 volumes recommended by the Association of College and Research Libraries (ACRL), while the Lowell collection remains below that benchmark. Given current funding and expanded space, the Lowell collection is expected to reach 20,000 volumes in 2006.

The media collection (with the exception of nursing materials held at the Nursing Learning Center) is now integrated with the print collection, making it equally accessible to students. 3,480 video titles are currently in circulation. The College is now beginning the long process of digitizing core parts of the video collection to make it available over the network.

The library subscribes to 134 journal and magazine titles in print form and offers a broad array of online



resources in support of the curriculum. These include EBSCO, Gale, and Lexis-Nexis databases. Some are available as a result of MCC's membership in the North of Boston Library Exchange (NOBLE), the Massachusetts Regional Library Systems, and Massachusetts Conference of Chief Librarians of Public Higher Education Institutions (MCCLPHEI); others are direct library acquisitions. (For a complete list, please consult the Workroom file.) Now providing daily access to more than 10,000 full text periodical titles, all online resources are available remotely, a service dimension of particular importance to online and homebound students. The department's regularly updated website provides additional support through database tours, subject area links, online citation resources, and tip sheets.

As a member of NOBLE, Middlesex is one of twenty-six libraries that function as an automated resource-sharing network. This network allows Middlesex to share its 55,000-volume collection and to access an additional 1,000,000 titles and 4,000,000 items owned by consortium members. In addition, NOBLE training sessions keep library staff apprised of updates to the system's procedures, policies, and software. With membership in NELINET (Northeast Library Information Network), which serves as the regional representative of OCLC, Middlesex has access to a worldwide database of holdings for the purposes of cataloging and interlibrary loan. Membership in NELINET also provides access to group purchases of electronic databases and E-book collections.

An active library instruction program, serving more than 3000 students annually, is integrated into approximately 180 English and other general education classes, encouraging both electronic and physical use of library materials and resources. In addition, workshops for faculty and staff on topics such as plagiarism and research methods are offered on both campuses. Information literacy instruction to enhance faculty, staff and student understanding of the information and services available through remote access is provided in each library's electronic classroom.

Technology Resources and Services

As indicated earlier, the technology resources that support student learning are the province of several College departments that collaborate to provide a multidimensional pedagogical and technological infrastructure.

Through a 2002 realignment of services, the Technology Center provides all media services, help desk and hands-on technical assistance, instructional equipment, computer lab assistants and technicians, and hardware and general software inventory control and maintenance. (Please see Standard 8, Physical Resources, for a more detailed discussion of the Technology Center's role.)

The Center maintains 24 server-class machines and 25 workstation-class machines; and, through its network, supports 1,421 desktop machines (816 student and 605 faculty/staff/administrative) as well as 115 networked printers. Twenty-eight networked computer classrooms and 38 technology-enabled classrooms are equipped with permanently mounted projectors. An additional 62 classrooms are equipped with a variety of permanently installed presentation equipment. Portable equipment is available to fulfill the demand for classroom technology College-wide.

While the College maintains a large number of computer labs and classrooms open to all students, several academic divisions maintain technology-enhanced instructional facilities specific to their needs. Examples are dedicated classrooms and/or labs for Computer Assisted Design, CISCO, Telecommunications, Biotechnology and the general sciences, Graphic Design, English-as-a-second-language, Accounting, Self-



Paced Studies, Foreign Languages and Health. In addition, computerized academic support labs, staffed with professional tutors, operate on both campuses, a cyber café provides informal computer access in Lowell, and both libraries are equipped with small computer classrooms and stand-alone computers for online reference and Internet searching. All computer-equipped instructional classrooms and laboratories are connected to the campus network.

The Academic Resources and Technologies Division, in collaboration with the Office of Professional and Instructional Development, takes major responsibility for technology integration in teaching and learning. At the core of its organization is Middlesex Interactive, through which distributed and online learning is managed. An array of professional development workshops and consultant services assist faculty in designing and implementing pedagogically sound approaches to technology-enhanced learning. The Distance Learning Initiative – recently re-titled Online Course Development Initiative (OCD) - includes a professional development program designed to assist faculty in making effective use of digital and web-based tools as they develop courses for online and hybrid delivery. The OCD has served more than 100 MCC faculty through its full program and approximately 329 through specific modules. This summer, for the second time, a highly successful four-day intensive version of the program was made available to faculty from other institutions. (Please see Workroom materials for more information about Middlesex Interactive, OCD, and the Teach Online summer institute.)

As a member of the Mass Colleges Online (MCO) consortium, Middlesex makes available to students courses developed at other community and state colleges and may export desired courses to other member colleges. To date, six imported courses have served 59 Middlesex students, and seven MCC courses have been exported to other institutions.

Joint planning and collaboration between Middlesex Interactive and the Technology Center has increased the College's capacity to explore new technological ventures of behalf of students. The new Multimedia Research and Innovation Studio is an example. Continuing on work begun on a "virtual classroom" in 2003, the facility combines the functions of a live video production studio, multimedia development center, and usability lab. Faculty may deliver live and on-demand web-based streaming media as well as freestanding multimedia applications. Several instructors have already incorporated live webcasts, streaming video, and audiovisual feedback into instruction and assessment activities. A significant number of additional new technology initiatives are described in the Standard 7 Workroom material.

Staffing and Resources

The library is currently staffed by seven full-time and twelve part-time employees. The full-time professional staff consists of the Library Director, a public service librarian at each campus, and one technical services/systems librarian. The full-time support staff includes one circulation assistant at each campus and one technical services assistant. While early retirements and reduced state allocations have had a decided impact on the full-time/part-time library staffing ratio, usage within both libraries remains high and online services have seen active participation.

Staffing to assist faculty and staff in implementing technology-enhanced curricula, teaching, and assessment has increased over the last several years. New positions were created (i.e. Instructional Designer), and others were reconfigured or reassigned to fill a burgeoning need for technological instructional support. There are five contributing staff members, including the Director of Middlesex Interactive, two instructional designers, one instructional technology analyst, and one lead instructional strategist.



The Technology Center staff, organized in a three-tiered model, includes 24 full time employees and two FTE part-time staff. Eleven staff members provide Tier I support for the College Help Desk and supply other tactical assistance. Four senior technical staff (Tier II) provide support to the Tier I staff, develop the Knowledgebase, and provide assistance for strategic technology projects. Eight Tier III staff provide application development services, support for administrative applications, system administration, and assistance to Tier I staff for complex problem-solving. The Technology Center is managed by the Chief Technology Officer, supported by an administrative assistant.

All three learning resource departments have endeavored to upgrade and increase services in a context of reduced state funding. Whereas library funding historically came from a dedicated line item in the state budget, it now comes entirely from College operating funds. This year's library materials budget totaled \$150,000. (A breakdown of that amount as well as ten-year historical data may be found in the Workroom.)

To meet the challenges of service improvement with fixed staffing, the Technology Center has emphasized the use of technology to manage technology. The Center uses automated and network-based tools to maintain recently standardized equipment and has focused on permanent installation of equipment in classrooms, minimizing staff commitment to equipment delivery.

The increased demand for technologically up-to-date facilities, equipment and services has underscored the importance of careful long-range planning and prioritization within and among the departments that collaborate to provide learning resources. For copies of the planning documents for these areas and the recently completed Library Program Review, please see the Standard 7 Workroom materials.

Assessment

Ongoing data collection and analysis assist the Library and Information Resource areas in evaluating the adequacy and utilization of their services. An ongoing evaluation of the library collection includes formal collection and comparative analysis reports that are provided through the integrated library system network. There are also regular examinations of interlibrary loan requests, reference questions, and course syllabi to ensure congruence between library resources and the curriculum. The Library Program Review contains recommendations and action steps to improve service and ensure maximum effectiveness.

The ARIT Division has completed two additional program reviews that are relevant to this Standard: one assessing the division as a whole and a more recent inquiry into the effectiveness and efficiency of the Distance Learning Initiative (now known as the Online Course Development Initiative). While there was great satisfaction with the status of distance learning at Middlesex, much was learned as a result of the Reviews; and recommendations have been implemented to further improve the effectiveness of these programs and services. (Copies of the Program Reviews are in the Workroom.) A new program review for the OCD Initiative will be initiated in 2004-2005.

The Technology Center has implemented a strategic and tactical planning process which calls for annual evaluation of performance measures. In addition, the contract with CampusWorks includes specific goals, objectives, and measures for gauging ongoing effectiveness and contract-specific performance. The Workroom contains documents relevant to planning and evaluation of information technologies services.



Appraisal

The MCC library continues its commitment to academic excellence through the dedication of highly skilled librarians who offer instruction in information literacy and reference assistance to students, as well as timely and relevant workshops for faculty.

The new library in Lowell significantly enhances the library's ability to support student learning by offering increased space for materials and individual and group study, as well as a location convenient to most Lowell campus classes. Recent upgrades to the Bedford library's lighting, climate control, and windows provide a more welcoming atmosphere for student research and study.

While physical resources to support library functions continue to improve, the effective development of online resources and access ensure that all MCC students and faculty can utilize authoritative reference and journal information, regardless of their location on-campus or elsewhere. The library now provides remote access to all online services, including the capability to answer questions from remote users through asynchronous, online communication.

To complement MCC's array of online resources, Middlesex Interactive and the professional development staff continue to develop and implement innovative instructional design training for faculty, including workshops that help faculty to utilize video streaming interactive simulation and tablet P.C.'s. This is more important than ever, since more than 50 percent of Middlesex classrooms are equipped with permanently installed computers and data projectors, with the remainder equipped with other forms of presentation technology.

Faculty and staff also receive strong technological support through the three-tiered Technology Center support model. Their first point of contact, the Help Desk staff, have all been skills-certified through an independent testing agency. In addition, the Technology Center has built and is actively using a Knowledge base of best practice solutions, supplemented and fully integrated by a 24x7 Help Desk contract with Blackboard. There is widespread satisfaction with help desk responsiveness.

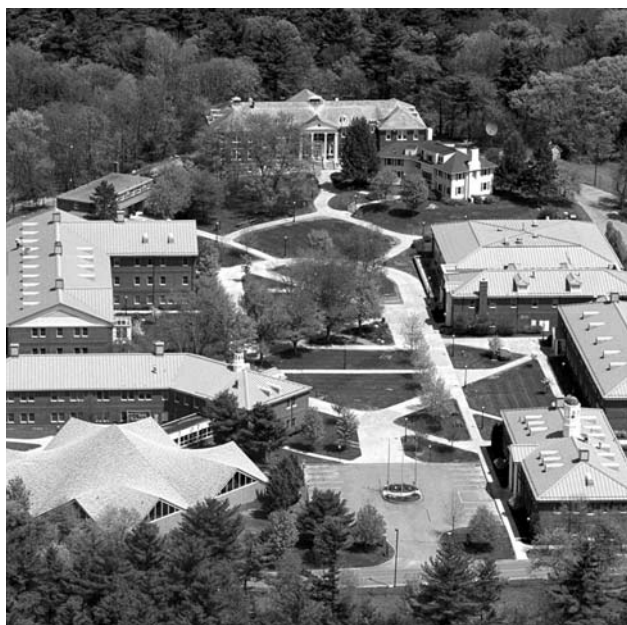
These practices are complemented by life cycle management to maintain hardware standards and remove obsolete equipment from inventory. All computer labs have standardized hardware and the lab and desktop software is current. The desktop systems are managed through the network using desktop image and remote support to maximize efficiency of support staff.

This efficiency carries over to the college infrastructure. Service to the college community has increased, with no increase in staff. Network, telephone, email, and other basic service systems are stable and up-to-date, and the feature-rich administrative Banner system is also up-to-date on release level. Through strong technology leadership, the College has implemented standards-based technology, minimizing day-to-day support costs and providing for cost-effective growth. An unanticipated but much-valued attribute of the Technology Center is its proactive outreach to the college community, through which faculty and staff are encouraged and motivated to integrate technology into both academic and business processes.

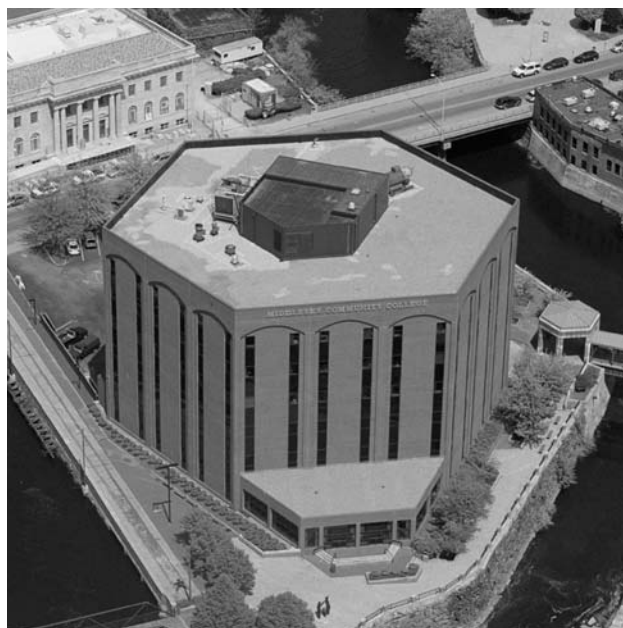


Projections

1. The College will continue to upgrade the Bedford library by expanding on the existing Information Commons model to better meet the need for access to information and appropriate spaces to support teaching and learning.
2. As funding becomes available, the College will allocate additional full-time positions to the library, in order to facilitate implementation of new initiatives and expand hours of operation.
3. The Technology Center will continue implementation of its Tactical Plan.



Physical Resource





Standard 8- Physical Resources

Description

Buildings, Grounds and Facilities

Over the years, Middlesex Community College has acquired and refurbished properties that have enabled the College to provide appropriate space to serve institutional needs in fulfillment of its mission and purposes.

The Bedford campus includes thirteen buildings (a total of 225,000 square feet) that house the Bedford library, classrooms and laboratories, faculty and administrative offices, the Campus Center, advising and enrollment services, academic support labs, student counseling, health services, a fitness center, facilities maintenance services, and the system-wide community college legal office. Multiple parking lots accommodate more than 1,600 vehicles through a combination of space that is on-campus and at a college-owned lot a mile away. Free shuttle service is available from all remote parking areas. While the College has, in recent years, consolidated its offerings in appropriately equipped on-campus facilities, a new agreement with the Woburn Public Schools will soon bring a selection of MCC classes and services to Woburn High School.

The Lowell campus consists of several separate properties. Its centerpiece, the City Campus, is a six-story building with 126,000 square feet of space. The ground floor provides enrollment, reception, health, cafeteria, and facilities maintenance services. Four elevators bring students and staff to the five upper floors where classrooms, labs, offices, student support areas, and technology and campus management services are located. While there is very limited onsite parking, free student and staff parking, subsidized by the college, is available at designated municipal garages in Lowell.

The nearby Health, Science and Technology Center, on Middle Street, incorporates 75,000 square feet of space dedicated to classrooms, faculty offices, dental hygiene and dental assisting clinics and science and allied health laboratories.

Additional sites include the Cyber Café, immediately adjacent to the City Campus building, housing computer labs and MCC's Black Box Theatre; a newly-leased Annex (35,000 square feet a quarter of a mile northeast of the City Campus), refurbished for dance classes and for facilities maintenance, repair and storage; and the newly-acquired Federal Building, utilizing 40,000 square feet to house state-of-the-art technology-enhanced classrooms and seminar rooms, a visual arts complex, the Lowell campus library, an assembly hall and faculty offices.

Two additional properties, gifted by the Middlesex Community College Foundation, round out the College's physical plant. The historic John Nesmith House, located at 229 Andover Street in Lowell and designated for use as MCC's Center for Economic Development and International Studies in 1994, houses visitors and provides a gracious venue for college and community meetings and private functions. The Middlesex Meetinghouse, at 300 Concord Road in Billerica, opened its doors in 2003 to further serve the College, local corporations, and the Bedford area community in a fashion similar to that associated with the Nesmith House.



Laboratories and Classrooms

A total of 28 computer labs, 38 smart rooms, and 62 presentation rooms (with overhead projectors and VCR/DVD players) provide space for on-campus mediated instruction. An itemized list, labeled *Instructional Labs*, details the specifics regarding each lab's location, equipment and capacity; it may be found in the Standard 8 Workroom file.

All Middlesex teaching and learning facilities are equipped with an active network port that can reach the Internet. Of the 128 instructional spaces on campus, 34 are networked computer classrooms, and an additional 34 are technology-enabled classrooms equipped with networked computers and permanently-mounted projectors. Recognizing the increasing importance of technology to the teaching and learning mission, Middlesex has been aggressive in seeking and utilizing available resources to build its technological capacity.

Science lab facilities are generally duplicated in Bedford and Lowell, though the Biotechnology lab is located at the Lowell campus only. Nursing, medical and dental programs are supported through dedicated facilities equipped to reflect professional practice. A self-study Multimedia Center complements these resources by providing supplementary instructional materials.

Technology Infrastructure

A high priority for Middlesex has been the enhancement of its technology services to students, staff and community partners, separated by miles in many instances. To that end, the College has engaged in analysis and strategic planning to move forward in an effective, well-planned way.

MCC maintains a college-wide TCP/IP network, serving 19 buildings in two campus locations approximately 13 miles apart (Lowell with seven buildings and Bedford with 12 buildings). The network topology includes a switched 100 Mbs. to the desktop with a redundant Gigabit Ethernet backbone, segmented into a general purpose LAN and a restricted administrative LAN.

Within the Lowell campus, a wireless DS3 provides network service to three buildings on Middle Street, one block away from the Lowell City Campus. Between the Bedford and Lowell campuses the College maintains a recently implemented Gigabit Ethernet fiber connection for data service and a T1 leased line for telephone service.

Wireless 802.11b technology is used to bring network services to buildings where convenient cable plant technology is not available (i.e. the Cyber Café and Nesmith House in Lowell, and the Farm House and Meeting House in Bedford). A secure 802.11a/b/g network across public and selected College service areas will soon replace this limited deployment with one that will support authentication and secure access to all College systems.

Middlesex connects to the Internet via a dedicated fiber connection to the University of Massachusetts' Information Technology Services. The current connection speed is 6 Mbs. Recently, the College completed implementation of a fully integrated voice and data network from Avaya. Voice over IP (VOIP) technology will be used in all new telephone service areas, including Middle Street and the Federal Building.

While Microsoft Windows is used college-wide for file and print services, a current project will upgrade and implement Windows 2003 and will implement a Microsoft Active Directory as the underlying



architecture for Directory Services. Integrated directory services will support all voice applications, administrative applications, and authentication services.

Additional network and system support services are provided by: Symantec Antivirus Definition and Quarantine System, LANDESK (Help Desk Desktop Imaging and PC Management), Symantec Antivirus Internet Mail Gateway, Remedy (Help Desk Calls Management), Windows 2003 Services, DNS, DHCP, Printing, File Sharing, Authentication, Directory Services, OpenView Network Monitoring and Management Software, Tech Center KnowledgeBase, Lucent Security Management Server (Firewall Monitoring and Management Server), Legato Networker (Network Files Backup and Recovery System) and RSA Authentication Services.

Administrative and College-wide Systems

Student and financial services utilize the SCT Banner and FRS Plus systems, respectively; the Banner HR/Payroll module was added in January of 2004. College-wide services include First Class Mail; MiddleNet, providing self-services applications through Banner Web; and Administrative Computing Systems, including SARS-GRID for appointment scheduling, BlackBaud Raiser's Edge Alumni/Fund Raising Database, Citrix/MetaFrame VPN Services for secure remote access, the PhoneMaster calling system for Call Center services, and the TouchNet credit card authorization system.

The web-based front end to the Banner degree audit system, known as CAPP, was recently added to the suite of self-service applications for student, faculty, and advisors through MiddleNet, giving all users important degree completion information for academic planning, registration and advising. In addition, The Technology Center provides an interface to populate Blackboard with student and faculty data from the Banner administrative system. Additional systems providing services to the academic and student community include the SurfControl Web Filtering Services (LMAC), Pinpoint Career Counseling Application Services, Plato Adult Assessment/Instructional Services, Media Services (streaming video services) and the Linux (Unix/Linux Training System).

Middlesex relies heavily on the Web to deliver services, do daily business, advertise the College, and communicate with college constituents. Recognizing the increasing importance of the web environment, a Web Presence Team has been formed to create and implement the Blackboard Web Portal product. The portal will aggregate services, facilitate access to college resources, provide strong content management, and create a viable and flexible platform on which to build for the future.

Desktop Computers

In 2002, MCC moved from an unmanaged inventory of desktop equipment to a fully-managed inventory and four-year replacement cycle of all desktop computers. The 2002 acquisition focused on the academic computer labs; new purchases replaced the entire inventory of 680 desktop computers. MCC currently supports an inventory of 1,421 desktop machines as well as 151 networked printers. The 2003 acquisition focused on equipping full-time faculty, including implementing a pilot program to equip some full-time faculty with laptops as their primary computer workstation. The success of the initiative will be evaluated to inform the 2004 acquisition. In addition, MCC's adjunct faculty offices have been upgraded with fully-functional networked computers.

After establishing a common hardware and software standard for all desktop computers in 2002, desktop computers were upgraded as necessary. In 2003, all computers were upgraded to Microsoft Windows



XP/Office XP. Working with academic departments, the Technology Center identifies requirements and deploys appropriate software applications in computer labs.

Health, Safety, Security, and Access

Security coverage is provided twenty-four hours a day at both campuses via foot and mobile patrols equipped with cell phones. Collaboration with state and local police departments on incident investigation and reporting is commonplace.

Health safeguards are integral to college administration. A comprehensive medical emergency system is in place to respond to emergencies. Drug and alcohol use is prohibited; there is a smoke-free building policy with designated exterior smoking areas to avoid secondary smoke exposure.

Details and statistics pertaining to crime, crime awareness and reporting, security, emergency procedures, and health safeguards are publicized campus-wide through flyers, brochures and the Newscaster.

Compliance with the American with Disabilities Act, combined with the College's genuine commitment to accommodating the disabled, is rigorously pursued at both campuses. Concerns regarding access are heard by Disability Support Services and are usually resolved through evaluation, planning and action by the Facilities and Enrollment Management departments. A survey of facilities was completed in conjunction with the Department of Education; while in compliance with current standards, the survey draws attention to some future needs, addressed in Appraisal.

Physical Resource Planning

Physical Resource Planning at MCC is conducted at a number of formal and informal levels. A Massachusetts State and Community College System Strategic Capital Program outlines capital projects for each institution. Middlesex has been fortunate in being able to follow its own Master Plan closely, building and renovating space as originally envisioned. The development of the capital priorities—ranging from major renovation, modernization and new construction to limited-scope renovations and improvements over the next decade—resulted from a participative, deliberative process involving faculty, staff, students and senior administrators. Project priorities were guided by the College's BHE Mission Implementation Plan, by identified local space and program needs, and through comparative assessments of facilities between the two campuses. Detailed information is available in the July 2003 study, *Matching Facilities to Missions: Strategic Capital Program for Massachusetts State and Community Colleges*, prepared by Eva Klein & Associates, LTD.

Other less formal vehicles include regular meetings of the President's direct reports, including both campus managers; the Cabinet; professional day forums and quarterly Facilities Project Reviews. In addition, academic program reviews often identify facilities enhancements to better meet program-specific teaching/learning needs. These forums and instruments, together with the input of an appointed Space Committee, provide recommendations to the President.

Technology Planning

As the College entered into a CampusWorks contract for technology management services, the Chief Technology Officer assigned to MCC by CampusWorks led the College in creating a Tactical Technology Plan, completed in 2003. The Plan provides a review of the state of technology at the College and includes recommendations for improvement. The Chief Technology Officer is an active participant in the Academic



Council; he also gathers formative information that informs technology planning by meeting regularly with individual vice presidents and academic deans—often with division members—regarding their challenges, achievements and needs.

In addition, The College has an active strategic planning process that includes technology planning and assessment. The Technology Tactical Plan, academic requirements, and the strategic planning process all flow into the institutional technology planning, budgeting, and implementation schedule.

Appraisal

Buildings, Grounds and Facilities

MCC enjoys a physical plant that is up-to-date, reliable and safe. Conditions of the campuses can, in large measure, be attributed to Facilities Management's strong commitment to deferred maintenance planning, leadership, and professionalism.

The College has made great progress in the development and expansion of campus facilities. While singularly proud of fulfilling a major capital need through the new Federal Building, other noteworthy capacity-building accomplishments include: upgrades to instructional labs throughout the College; the acquisition of the Cyber Café, including computer labs and the MCC Theatre; the newly-leased Annex in Lowell, accommodating both dance instruction and facilities functions; relocation of the Bookstore, the Law Center, a computer lab, and the Lowell Small Business Assistance Center to the Derby Building; and renovations to the Concert Hall, Library and newly-opened Meeting House in Bedford. Notwithstanding these accomplishments, enrollment trends and student preferences emphasize the need for additional instructional capacity, including that needed for the cultural and performing arts.

Disabled Access and Accommodations

In cooperation with the Commonwealth's Department of Education, the College completed a successful evaluation of its existing facilities in 2003 which confirmed compliance with the Americans with Disabilities Act (ADA). Notwithstanding such compliance, the college continues to evaluate the needs of students with respect to access and building functionality.

Academic and Special Purpose Space Capacity

To address current and future enrollment trends, space analysis and planning is critical. The College will need to pursue evaluation processes through a variety of means to ensure a coherent, balanced, and maximized use of existing space.

Parking

Parking conditions at both Bedford and Lowell campuses were evaluated by the Student Union Government Association in 2002. While one of the Bedford lots is a mile away, student responses suggest that the availability of free shuttle service facilitates access and use. Similarly, survey results indicate that the availability of subsidized parking in Lowell's municipal garages is satisfactory. Enrollment trends, coupled with the resurgence of Lowell's downtown area, will result in higher costs for the college to provide parking spaces.



Technology Infrastructure

Vision, Planning, and Implementation

Recent planning and implementation of an MCC technology vision has had a significant impact on the College. Computing platforms are consistent throughout the campus; a comprehensive technology support network is in place; the standard of classroom presentation technology has improved; and technology deployment is more fully aligned with academic and business processes. A regular equipment replacement cycle has been established to ensure a consistency and currency. Moving forward, significant work remains on several fronts to more fully achieve Middlesex's technology vision. They are discussed below.

Wide Area Network

The College has a reliable and high-performance network infrastructure on the Lowell and Bedford campuses. The wide area network linking the campuses and connecting the College to the Internet is a bottleneck, has historically had poor reliability, and is costly. Because telephone service to the Bedford campus is through the wide area network, a failure in the network link between campuses exposes the Bedford campus to a telephone service outage. The College must upgrade the wide area network to provide improved reliability, performance, redundancy, and lower cost.

Network Security and Identity Management

The security of the campus network and access to its rich and growing set of applications (i.e. telephone system, email, network shares) currently require individual user identification. The College lacks a central and authoritative directory for these services; each uses a standalone authentication. The result is an excessive burden on users to manage passwords to the various applications, a lax security environment in managing passwords, gaps in service, and excessive administrative overhead. An authoritative directory service, with all applications integrated to a single point of authentication, is needed.

Document Management

Middlesex Community College encompasses two sizable campuses, with many administrative and academic business functions on both. While much business is transacted electronically, a great deal of staff time and effort goes into managing the geographical separation of MCC's campuses and the timely movement of documentation between them. On matters that require paper documentation, faculty and staff must plan carefully, ensuring that they have carried appropriate documents with them. The College would benefit from a document imaging system and a large-scale conversion from paper-based business functions to electronic media.

Projections

1. The College will continue to work with the Commonwealth of Massachusetts to pass a Higher Education appropriation bill to provide classroom and special purpose space coincident with enrollment demand and new programming.
2. The College is committed to completing its Comprehensive Master Plan, including the pursuit of identifiable and justifiable capital funding needed for a new cultural and performing arts center and modernization of other facilities as needed.



3. The College will continue to assess and improve building access and functionality as required and necessary.
4. Through the College Space Planning Committee and other existing avenues, analysis of the existing use of academic and special purpose space will be used to accommodate the needs of a growing full-time student body and changing programmatic requirements. To assist in this effort, Series 25 (classroom, space, resource optimization) software will be considered for purchase and implementation.
5. The College will continue to work closely with campus constituents to address parking issues in a manner that makes parking as accessible and affordable as possible.
6. The College will continue to maintain the standards achieved to date in technology planning, implementation and support while addressing acknowledged gaps in WAN reliability, network security, and document management.
7. To improve network and telephone service reliability, reduce management costs, and provide adequate redundancy, the College will upgrade the network connection between the Lowell and Bedford campuses.
8. To enhance the security of the campus network, the College will develop and implement an identity management solution for single-point authentication of all applications.
9. To more efficiently mediate the geographical separation of campus locations, the College will develop a plan to implement a digital document management solution and conversion process for paper-based documents.
10. The College will implement a Web portal, which will allow the MCC to aggregate services, encourage the use of the web through managed content and efficient search tools, and promote online communication through centralized access to institutional information.



Financial Resources





Standard 9 - Financial Resources

Description

Fiscal Responsibility and Stability

Despite a continuing decline in state-funded support and reduced staffing levels, Middlesex Community College continues to meet its challenges, including those associated with steady enrollment growth. It strives to maximize efficiency and efficacy consistent with its mission and purposes, reallocates institutional resources as necessary, and maintains its ability to respond to unforeseen circumstances. Favorable annual reviews of MCC's financial records by external parties are positive indicators of the College's fiscal viability.

The resources of the College are allocated to meet its primary educational purposes and to support its programs. In FY03, educational and general expenditures (excluding public service and depreciation) totaling \$42,210,026 were distributed in the following manner.

Instruction	\$16,909,570	40%
Academic Support	\$ 5,683,883	13%
Student Services	\$ 7,789,275	19%
Scholarships	\$ 1,608,944	4%
Plant Operations and Maintenance	\$ 4,216,799	10%
Institutional Support	\$ 6,001,555	14%
Total	\$42,210,026	100%

To address ongoing reductions in state appropriations and to maintain the quality and integrity of academic programs, the College is as strategic in reducing costs and increasing local revenue as possible. The authority for the establishment and implementation of fiscal policy rests with a state-appointed local board of trustees. Under Section 22 of Chapter 15A of the General Laws of the Commonwealth of Massachusetts, the authority for both capital and maintenance budgets is a Board responsibility. There is a finance/audit subcommittee of the Board of Trustees, comprised of the Chair and two other members who review budget submissions and financial statements prior to their dissemination to the full Board; in addition, the Board has established an investment subcommittee to oversee the College's investments. The Board of Trustees is also responsible for establishing fees and transfers of funds. Beyond managing expenditures and optimizing efficiencies, the Trustees have had to increase the cost of education for students in order to address the decreased level of state support. To help offset the burden of increased fees, the Trustees concurrently increased the scholarship fund for eligible students from \$150,000 to \$400,000. The College's financial statements, available in the workroom, verify its capacity to graduate its entering class of students.

Middlesex Community College is financially stable and strong, despite the uncertain economic times and revenue shortfalls of the Commonwealth. The net assets of the College have increased over the past two years to \$30.8 million and \$31.7 million respectively. In order to remain prepared for unforeseen emergencies, however, the President and Chief Fiscal Officer continue their practice of basing budget decisions on conservative revenue projections.



The College consistently applies a substantial portion of its revenue to support its educational purposes and programs. In FY03 Middlesex expended 40 percent of its total revenue on direct instruction. Its \$3.8 million in unrestricted net assets have been designated to address deferred maintenance, technology needs, and the Federal Building, recently-refurbished through a legislative appropriation to the Division of Capital Asset Management

Fundraising

Middlesex Community College's Resource Development Office is meeting the challenge of diminishing state allocations by pursuing additional resources that support the MCC's mission and purposes. The Office responds to college-appropriate requests for proposals from federal, state and local agencies as well as corporate and private foundations; successful proposals add approximately \$6 million annually to College resources.

A tax-exempt Middlesex Community College Foundation with an organizational charter and by-laws is in a position to accept donated equipment, in-kind services, and dollars that support the College's mission and purposes. Clear and complete policies stipulate conditions and terms under which gifts are solicited and accepted. Fund-raising initiatives have included several golf tournaments; an annual Celebrity Forum; and special events, conferences and international programs at the John Nesmith House in Lowell and the recently-refurbished Meetinghouse in Bedford. All fundraising efforts undertaken by the College and the Foundation are conducted in an ethical manner and in support of the institution's stated mission and purposes. Prospective donors are made aware of the College's needs and the potential impact of their contributions; targeted gifts are directed toward donors' intentions.

Responding to MCC's Mission through the Budget Process

The budget process at MCC is two-fold, comprised of a state-mandated process for funds appropriated by the Legislature, and a local budget process for funds generated by the College. The state budget process is fixed, adhering to guidelines from the Executive Office for Administration and Finance and processed through the Fiscal Affairs Division and the Board of Higher Education. The allocation of college resources is, to a large degree, determined by the budget allocation from the state. Most expenditures are contractually-driven by collective bargaining agreements, service contracts, and maintenance obligations.

The local budget process functions through a decentralized system. Using the Strategic Plan as a guide, priorities are established and supported in a financially effective and integrated manner. Department and divisions members (academic, student services, enrollment management, fiscal, resource development, physical resources, and information technologies) provide input to department or division leaders regarding needs or commitments in their areas that have budget implications. Cost center managers use that information along with their own mission priorities to develop divisional requests. The final budget is established after the vice presidents meet with the President to prioritize requests; they are considered in the context of MCC's mission and purposes, anticipated resources, and current Strategic Plan. A final budget is submitted to the Board of Trustees for approval. Cost center managers, who have received relevant training (including information on their authority and limitations), oversee budgets for their areas. There is a separate, but similar, process that supports implementation of the Technology Tactical Plan and deferred maintenance.

Fiscal Policies

The institution works to ensure the integrity of its finances through fiscal policies that adhere strictly to



Commonwealth of Massachusetts statutes and guidelines and, when appropriate (as in the case of federal grants), federal guidelines. All fiscal policies—including those related to investments, insurance, contracts and grants, transfers, fund raising, and other institutional advancement and development activities—are clearly stated in writing and consistently implemented in compliance with ethical and sound financial practices.

As a state entity, Middlesex Community College is covered by the Commonwealth's single audit protocol; the College has opted, in addition, to adopt its own audit process through which all funds are audited each year. MCC's financial resources and transactions have been independently audited annually since 1995.

Systems and Controls

Internal control mechanisms provide for an ongoing review of the College's financial transactions. Appropriate guidelines for purchasing, cash receipts, and disbursements are in place and are strictly followed by college personnel. A comprehensive, but independent, fiscal team provides the checks and balances required as financial transactions move through the system. Cost center managers are responsible for monitoring their own budgets through the College's financial record-keeping system (FRS); and vice presidents provide an additional audit layer for cost center budget administration within their specific areas of responsibility.

External control mechanisms provide an ongoing, independent review of the College's financial transactions. (Audit documentation is available in the Standard 7 Workroom materials.) The institution's chief fiscal officer and other college officers with budget responsibility complete a State Ethics Commission form annually. The Board of Higher Education, through its requirement for regular financial reports, provides additional oversight.

Appraisal

Fiscal Policies

Annually, Middlesex Community College does a complete audit of all funds. The College's practice of conducting such an audit ensures confidence in its fiscal management. Since the college began such audits in 1995, each audit of the College's financial statements has resulted in unqualified audit opinions, with no management letters issued to the Chairman of the Board of Trustees.

Resource Development

Middlesex Community College's Resource Development Office has been extremely successful in helping the College meet the challenge of diminishing state allocations by pursuing federal, state, and private funds to support realization of the College's mission and purposes. Successful proposals, totaling approximately \$6 million annually, enable a host of departments to deliver programs and services that could not be fully supported by institutional funds.

Budget Planning

Middlesex Community College is committed to a decentralized budget, implemented in a well-organized and collaborative manner. Using the College's Strategic Plan as a guide, all departments and divisions have an opportunity to provide budget-related input to department or division; and the budget process has built-in monitoring procedures that regularly provide cost center managers budget updates. If unknown needs develop during the year, cost center managers may reallocate money between and among object codes.



The Vice President's open door policy provides and invites opportunities for further discussion about the budget throughout the year.

Expressed concerns about the budget process include the following:

- While budgets are accessible through managers and supervisors, they are not always distributed and/or discussed with all employees within particular divisions or departments. Some college employees have indicated that they would like to be better informed about the budget request and allocation process.
- Some cost center managers find it cumbersome and time-consuming to use the Financial Records System (FRS).

Projections

1. Middlesex Community College would benefit from a fully-funded formula-based (rather than historically-based) budget. The College will continue to provide a leadership role in its work with the Board of Higher Education to develop a new disbursement formula that ties funding for a college to its enrollment, building needs, and instructional support services.
2. The College will implement Banner Finance by July 2005. This new tool will provide additional fiscal management support to cost center managers.
3. The College will continue to strengthen communication and training related to the budget and the budget process.
4. The College will continue to review, consistent with institutional priorities, those college programs and services that have been impacted by budget cuts, new program development, and recent enrollment growth; it will allocate additional staff and resources as appropriate and feasible.



Public Disclosure





Standard 10 – Public Disclosure

Description

The College presents accurate and consistent information to current and prospective students through a variety of publications, electronic media and verbal communications. Most publications are available through print as well as electronic media. From the MCC website (www.middlesex.mass.edu), one can easily link to MiddleNet (www.middlesex.mass.edu) for course schedules, online registration and enrollment services. The mission statement is on the college website and in the Academic Catalog; it is referenced, as well, in the Viewbook and most marketing pieces. (The Academic Catalog, CD-ROM & Viewbook may be found in the Workroom.)

Academic Information

The Academic Catalog remains the most comprehensive document for information about college programs, policies and services. Its descriptions are consistent with MCC's mission statement, and its information about obligations and responsibilities of students and the institution is current and reliable. It is available in printed format, on CD-ROM, and on the college website.

The Academic Catalog notes MCC's New England Association of Schools and Colleges (NEASC) accreditation status as well as the accreditation status of seven individual programs. Catalog information that contributes to each student's ability to make informed decisions about his or her education includes student profiles; campus settings; admission information; degree and certificate requirements; cost of attendance, including tuition, fees, and refunds; financial aid information; career and transfer information, including transfer of credit; core curriculum and general education requirements; academic resources and student services.

The Academic Catalog also describes MCC's expectations of students and the policies and procedures the institution follows to evaluate students, record and maintain student records, implement the withdrawal policy, and determine academic standing. It confirms the College's compliance with non-discrimination, affirmative action, and sexual harassment policies.

Prospective and current students have access to detailed information about the College's degree and certificate programs, individual courses, and major learning outcomes in various forms. The Academic Catalog, which lists all degree and certificate programs, includes program and course descriptions, prerequisites, program requirements, and career and transfer outlooks. Detailed stand-alone information about each career program is also presented through individual Program Sheets, available to enrolled and prospective students, employers and the public. Each Semester Schedule, available in print and on the MCC website, includes updated information about available courses, including course descriptions, schedules, and fees. In addition, noncredit course information is printed regularly and is also available online.

The College makes good use of the Web to provide additional information to both external and internal constituents. Each academic division maintains its own web page devoted to departmental programs and activities; and the College typically publishes performance-related data and results of research surveys through the general college website. In addition Middlesex uses its Intranet site and Advising Guide updates to assist faculty and staff in providing complete, accurate and consistent information to students.



Students and their academic advisors may also access program degree audits using MiddleNet or the Academic Planning Centers. Individual departmental/divisional information sessions, as well as meetings for staff, enhance accurate dissemination of information to students.

Listings of current faculty, staff, administrative officers, and trustee and advisory board members appear in the Academic Catalog. Each employee's entry identifies the faculty or staff member's name; his or her academic credentials, including the name of the institution from which his/her degrees were granted; and full or part-time status.

The Semester Schedule lists only the courses offered that semester and identifies faculty members assigned to teach each section. When a course that is listed in the semester schedule must be cancelled due to low enrollment, each enrolled student is notified by telephone and offered a refund or directed to another section or course. They are also advised to visit the Academic Planning Center for additional advising. (Please see the Workroom Standard 10 materials to view examples of the Semester Schedule as well as other publications.)

Student Services Policies and Resources

In addition to the description of student services, co-curricular activities and community activities included in the Academic Catalog, the College Viewbook includes the size and characteristics of the student body as well as campus descriptions. It also highlights supportive resources and learning opportunities such as tutoring labs, computer labs, counseling, academic planning centers, specialized programs (i.e. honors and service learning), libraries, online and self-paced courses, and available scholarships. Like other major college publications, the Viewbook is available in print, CD-ROM format, and on the college website.

The Student Services Department publishes a Student Handbook annually in print and online. It contains information about college services and the full mandatory statements regarding student conduct, disciplinary procedures and student grievance procedures.

Requests for publications receive prompt attention. The institution maintains a database of requests for information so that personnel can respond promptly by sending printed material and CD-ROMS. Students who visit the campus can obtain these materials in the Student Information Centers, Admissions, and at various displays around the campus. A statement in the Academic Catalog notifies the public that current audited financial information is available upon request.

Information Review Process

The Office of Records and Registration is responsible for the accuracy of course descriptions and program requirements. Departments and divisions review program descriptions and requirements, as well as course descriptions, every two years and notify Records and Registration of any edits of previously published material. (Actual changes in content or requirements are not considered edits; they must be approved through the academic governance system before changes are made in relevant publications.) Courses that have not been offered for two or more years are dropped from the Catalog and course listings. Course descriptions and programs of study may be updated in the student information system, on the CD Rom, and on the College website at any time to reflect current (usually newly-approved) information. The updated information is readily available to faculty, staff and students through the MCC website.

The Marketing and Publications department monitors all official college communications and materials. It



is college policy that all external publications be reviewed and approved by the Public Information department. Print production calendars for each major publication are distributed to contributing writers within the College to facilitate timely submissions and productive collaboration.

Appraisal

Information Accuracy, Currency and Availability

Under the direction of the MCC Office of Marketing and Publications, departments within the College work together effectively to update the Academic Catalog, the major source of college information. A similar cooperative system is used to update the credit and noncredit Semester Schedules, which contain current information about course offerings, schedules, and fees. Consistent content and format characterize general college information (Academic Catalog, Student Handbook, Semester Schedules, Program Sheets, the CD-Rom and the college website), although the CD-ROM and website are updated more frequently than the printed Catalog. There is a concern that individual departmental websites do not always display updated information and/or use a format that is consistent with other college publications. A Web Portal Content Management System Committee is working to improve consistency.

A student survey completed by 340 full and part-time students in fall 2003 indicated that information about programs, support services, student activities, admissions and financial obligations at MCC is readily available, accurate and clear. Based on the survey results, it appears that students are satisfied with information that is available in printed format, on CD-ROM, or on the college website. More than 70 percent of the respondents agreed or strongly agreed in response to most questions on the survey. Over 80 percent agreed or agreed strongly that when they have a question, they are given an answer or referred to someone who can answer the question.

Clarity

Although most students report that information is available, accurate and clear; discussions with faculty and staff have identified concerns about students' actual understanding of some types of information. Responses to selected questions on the survey support faculty/staff concerns, particularly in two areas:

1. the financial obligations of a student who withdraws or fails to complete a course;
2. confusion about the difference between a behavioral science elective and a social science elective, both of which are required for an associate degree in most programs at the College.

Projections

1. The College will implement a Web Portal which will provide for a more uniform look and feel of all web information. The Web Portal will have efficient search tools and centralized access to institutional information.
2. The College will promote awareness of the need to update web materials on a regular basis and especially when written publications are updated. Within the new web portal, pages will expire, so that outdated material will simply disappear. Deans and department chairs will be encouraged to appoint a single individual from each area to review and update relevant web pages on a regular basis.
3. There will be a general review of course numbers that will include discussion of possible prefix changes for behavioral science electives as well as other issues relating to the course numbering system in general.



Integrity





STANDARD 11 – INTEGRITY

Description

In its commitment to operate with integrity and clarity on a daily basis, Middlesex Community College must mediate the concerns of the students, faculty, administrators and other staff member and strive to balance its dedication to academics with a realistic consideration of economic constraints. The College must collaborate with external agencies and organizations, as well as the general public in a manner above reproach. Middlesex strives to accomplish these goals in a variety of ways.

First and foremost, it adheres to all applicable legal requirements. The College is authorized to grant all of the degrees and certificates it awards and operates within its authorization in all of the activities it promulgates.

The College has in place handbooks for students and faculty, which outline policies and procedures and help to ensure awareness and the maintenance of high standards. They are widely distributed to members of the college community through both print and electronic means. In addition, expanded orientation programs for new students and for staff in their first year of employment provide personalized information and training centering around the College's standards.

Fairness is afforded students, faculty and staff through stated grievance policies and procedures. Faculty are guaranteed fairness through the Academic Freedom and Responsibility provision of the Collective Bargaining Agreement as well as through the Intellectual Property Rights statement in its Distance Learning Addendum. In addition, the privacy of students is protected through the College's adherence to F.E.R.P.A., both in its record keeping and disclosure of information to others.

MCC's commitment to the personal growth and lifelong learning of students is demonstrated through its Core Curriculum. In addition to a set of general education courses, the College requires all students to enroll in courses that include Intensive Values reflecting the College's ideals and view of the Educated Person.

Academic integrity is inherent in MCC's open enrollment, placement testing and student advising policies. While the segmental mission statement calls for community colleges to accept all who can benefit from a college education, an individualized blueprint for students to follow is prepared at the outset of a student's Middlesex experience and conveyed through Testing Center and Academic Planning Center staff. Students who must take developmental courses as prerequisites to college-level coursework are given accurate and complete information about their test scores as well as the academic experiences and achievement levels that will be required of them.

The overriding mission of the College is to give students the opportunity to achieve their maximum potential and personal goals. This is accomplished through adherence to the concept that the student's best interest is the common denominator linking faculty, staff and administrators. The College's commitment to academic excellence is underscored by:

- a strong plagiarism policy, which reflects high academic standards;
- honors opportunities, which recognize and awards student achievement;
- a systematic process for considering course prerequisites intended to prepare students appropriately for each course in which they enroll;



- online educational opportunities, which assure access and availability of courses for all students; and
- internal assessment of program and service areas, conducted every five to six years.

In addition to granting certificates and degrees, the College works through partnerships with the community to provide high quality educational experiences and opportunities for all members. It promulgates its values through its Charter School, its programs to meet special needs within the community, and community-wide events such as the One World Series and the Celebrity Forum.

Middlesex continues to demonstrate a commitment to diversity both internally and externally. The College is built on the premise of inclusion; its nondiscrimination policies appear in handbooks, contracts and advertisements and cut across recruitment, admissions, employment and promotion processes. Policy statements such as “In Support of Pluralism,” “Persons with Disabilities” and “Sexual Harassment Policy” have been distributed college-wide. In addition, there is an Affirmative Action Policy for both students and employees that is monitored by an affirmative action officer.

Cultural diversity programs have become a way of life at MCC. In addition to the two multicultural/global Intensive Values students must fulfill, there are also programs, clubs and grants fostering the College’s dedication to offering students a varied cultural experience. They include:

- an orientation for minority students;
- faculty grants to work with international educators;
- the International Club;
- the One World Series, a college and community program that shares the MCC’s culturally diverse message with its neighbors.

Due to the diversity of its programs and departments, Middlesex has chosen not to adopt a formal college-wide code of ethics. There is a general feeling that since varied codes are embedded in individual programs, the institution as a whole benefits more by providing the kind of atmosphere that fosters open communication and fluidity among its members. One example of a broad-based focus on a college-wide issue is the recently initiated institutional effort to improve civility on both campuses. Led by the President, this initiative is directed toward achieving respectful communication between and among all college populations. Another is the strategic planning process, which percolates through all levels of the institution and demonstrates that all sectors of personnel are invited into the day-to-day business and long-range planning of the College.

Middlesex demonstrates honesty and integrity in its relationship with the Commission on Institutions of Higher Education and adheres to the considerations addressed in this Standard in regard to all other Commission Standards. It assesses the college environment, including issues relating to this Standard, on a regular basis and responds in ways that are appropriate to the specific issues raised. Copies of recent college environment assessments may be found in the Workroom.



Appraisal

Areas of Emphasis

A general sense of truthfulness and clarity permeate day-to-day life at Middlesex. The college community works hard to emphasize inclusiveness and respect for diverse values, ideas, cultures and abilities. All students are required to complete Intensive Values courses that focus on multiculturalism as well as on ethics, values and social policy; and the College responds to persons of diverse backgrounds through support networks, mentoring, collaborative initiatives, and outreach through an Office of Multicultural Affairs. The President's emphasis on respect has recently been underscored through the civility initiative described earlier.

The College has made an honest effort to attract more minority faculty, staff and students; develop curriculum related to diversity; and support student clubs that foster diversity. In fall 2003, 13 percent of MCC's 400 full-time faculty and staff and nine percent of the College's 700 part-time faculty and staff were minorities. With the minority percentage for full-time teaching faculty at ten percent, the College prioritized outreach to qualified minority candidates. That fall, both of the two full-time faculty hires were minorities. The College has attracted more minority students each year since 1998, with its minority percentage rising from 13.4 percent in fall 1994 to the current level of 23.8 percent in 2003. And, through a concerted effort, MCC has successfully increased minority enrollments and retention in Health programs, where graduation of minority students has risen from four percent in 1995 to 16 percent in 2003.

Academic integrity continues to be a priority at MCC. The College has been true to its mission, initiating programs from developmental through honors level and employing state-of-the-art technology in its offerings and services. However, cutting across the College's efforts in all areas is the realization that current state funding levels serve as a constraint to full implementation of some programs and initiatives.

MCC promotes the free pursuit and dissemination of knowledge, and faculty are encouraged to explore and incorporate new pedagogical and content-related ideas into their courses. Professional development and technology infusion have been successful major initiatives in the past few years. Yet there is great respect for the freedom of each faculty member to teach in ways that are individually appropriate.

The College employs appropriate policies and procedures to resolve grievances brought by faculty, staff, and students. The majority of eighteen faculty grievances filed over the last three years were workload-related. According to the MCCC Grievance Coordinator, two were withdrawn, five were resolved prior to mediation, eight were resolved through mediation, one continues in arbitration at the Chapter level, and two are waiting to be heard. There have been no unfair labor practice charges against the College that have not been resolved or dismissed within the last three years.

Student rights and responsibilities are explicitly outlined in both the Academic Catalog and Student Handbook. While the student grievance procedure is detailed in the Student Handbook, in hard copy, and online; the Associate Dean of Students has noted that most student complaints are handled informally (at Level One) before a formal grievance (Level Two) becomes necessary. On academic issues, resolution usually occurs as a result of a Level One meeting with the appropriate division dean. No more than five formal grievances have been filed during the past ten years.

The organization's governance structure implies openness and inclusiveness. The venues through which issues are raised and opinions are considered (i.e. meetings of the FSA, divisions, departments, the MCCPA, and SUGA) are effective communications vehicles. In addition, a decentralized local budget has



opened up opportunities for budgetary input through departments and divisions.

An important change since MCC's last Accreditation is the Human Resources Department's implementation of an expanded orientation program for first-year staff that includes training on the College's Sexual Harassment Policy, conflict of interest law, and public records law.

Student and Faculty Surveys

To determine the college community's perception of how well the organization adheres to standards of integrity, the Self-Study Integrity Committee conducted two broad surveys: one for students, the other for faculty and staff. Twenty-one percent of MCC's 578 full- and part-time faculty and staff completed the surveys.

When asked to judge how well information in college publications matched their experiences and if the College was "honest and above-board" in carrying out its day-to-day activities, faculty and staff responses were positive, with approximately 75 percent providing ratings of "4" or "5" on a five-point scale (yielding an average rating of 4.30). Even higher ratings were achieved in response to questions about how Middlesex values diversity and promotes affirmative action; the average rating was 4.41. A lower positive response rating (an average of 3.79) to a question about the extent to which job descriptions match job responsibilities was underscored through several written comments from support staff members.

About 55 percent of respondents did not know if their department had a formal code of ethics. Since some departments do, these responses may indicate that dissemination of information needs to be improved.

Written comments ranged from very positive to negative. While survey results indicated that employee morale is generally high and that people enjoy a sense of community, two related concerns that emerged related to the perception among some support staff (noted above) of a mismatch between job descriptions and actual responsibilities as well as a perceived difference in treatment among support personnel in the promotions process.

The overall average for responses on the faculty and staff survey was 4.23 on a five-point scale.

Many of the faculty/staff responses were mirrored in the student survey results, gained from 522 students in a variety of math courses at different levels and on different campuses. Students gave highest marks to the way in which Middlesex promotes affirmative action, values diversity and respects privacy rights; the average rating was 4.52.

Students were asked to rate and comment upon information they receive relating to: financial aid, registration, admissions, academic advising, counseling, health services, tutoring services, and disability support services. Their responses yielded an average rating of 3.25 on a 5 -point scale. Overall, 20 percent of the students surveyed reported "no opinion" about the quality of information available regarding these services. This proportion ranged from 9 percent for Registration to 51 percent for Disabilities Support Services. This finding, supported by some written comments which expressed frustration with deficits in information accuracy and availability, is somewhat perplexing to College staff, given the ready availability of print and electronic materials devoted to these services. The low response rate on some of these items may be related to the fact that not all students require all of the services listed and may, therefore, not have been interested in responding to some or all of the service-related items. Student comments also reflected frustration with on-campus parking.



Overall, the student responses were positive, with an average rating of 3.96. The surveys and their compiled ratings and comments are available in the Workroom.

Projections

1. The College will continue its commitment to academic integrity and to increasing the funding needed to support activities related to it.
2. The College will continue its multiple efforts to support diversity and will undertake new approaches to recruiting and retaining minority students and employees.
3. The College will assess the hiring and orientation process thorough an anonymous survey to be completed by all new employees after their first year.
4. Improvements in college-wide communication will continue. Dissemination of information related to job responsibilities and promotion of support staff will be strengthened.
5. The College will pursue its campaign of ensuring civility across all segments and activities of the institution.
6. The College will continue its efforts to ensure that all students have easy access to accurate information about college support services.



Appendix A



CIHE DATA FORM I
CURRENT FUND REVENUES AND EXPENDITURES (000 OMITTED)

Please use attached definitions

FISCAL YEAR ENDS MONTH 6 DAY 30	3 YEARS PRIOR (FY00)	2 YEARS PRIOR (FY01)	1 YEAR PRIOR (FY02)	MOST RECENTLY COMPLETED FY (FY03)	CURRENT BUDGET (FY 04)
CURRENT FUND REVENUES					
RESTRICTED & UNRESTRICTED					
1) TUITION & FEES	\$9,475,593	\$10,347,672	\$9,725,678	\$12,341,506	\$13,945,901
2) GOVERNMENT APPROPRIATIONS	\$21,173,531	\$24,057,263	\$24,084,109	\$22,206,045	\$20,355,141
3) GOVERNMENT GRANTS & CONTRACTS	\$9,004,965	\$9,252,605	\$9,912,470	\$11,057,806	\$11,278,962
4) PRIVATE GIFTS, GRANTS & CONTRACTS	\$245,687	\$40,675	\$0	\$0	\$0
5) ENDOWMENT INCOME - INVESTMENT	\$468,370	\$310,328	\$91,159	\$147,501	\$238,190
6) AUXILIARY ENTERPRISES	\$466,449	\$291,376	\$335,017	\$340,910	\$400,620
7) OTHER	\$1,051,749	\$1,152,740	\$1,057,152	\$1,323,415	\$1,349,883
8) TOTAL REVENUES	\$41,886,344	\$45,452,659	\$45,205,585	\$47,417,183	\$47,568,697
CURRENT FUND EXPENDITURES					
RESTRICTED & UNRESTRICTED					
9) INSTRUCTION	\$14,888,314	\$16,620,241	\$16,489,083	\$16,909,570	\$17,000,000
10) RESEARCH					
11) PUBLIC SERVICE	\$2,882,181	\$2,986,869	\$2,618,652	\$2,420,096	\$2,470,000
12) ACADEMIC SUPPORT	\$5,691,211	\$5,630,403	\$5,724,937	\$5,683,883	\$5,800,000
13) STUDENT SERVICES	\$6,195,690	\$6,929,025	\$7,191,498	\$7,789,275	\$7,960,000
14) INSTITUTIONAL SUPPORT	\$5,047,140	\$6,014,494	\$5,849,108	\$6,001,555	\$6,000,000
15) OPERATION, MAINTENANCE OF PLANT	\$3,724,725	\$3,842,637	\$5,009,374	\$4,216,799	\$4,220,000
16) SCHOLARSHIPS & FELLOWSHIPS	\$3,796,490	\$4,167,499	\$1,724,037	\$1,608,944	\$1,645,000
17) MANDATORY TRANSFERS					
18) NONMANDATORY TRANSFERS	(\$195,260)	\$372,897			
19) AUXILIARY ENTERPRISES	\$0	\$0	\$0	\$0	\$0
20) OTHER - DEPRECIATION			\$3,846,067	\$3,707,966	\$3,700,000
21) TOTAL EXPENDITURES	\$42,030,491	\$46,564,065	\$48,452,756	\$48,338,088	\$48,795,000
22) REVENUE LESS EXPENDITURES	(\$144,147)	(\$1,111,406)	(\$3,247,171)	(\$920,905)	(\$1,226,303)
23) REVENUE LESS EXPENDITURES NOT INCL AUXILIARY ENTERPRISES	(\$144,147)	(\$1,111,406)	(\$3,247,171)	(\$920,905)	(\$1,226,303)
24) TUITION AND FEES CHARGE FOR FULL TIME UNDERGRADUATE STUDENT	\$2,220	\$1,848	\$1,968	\$2,376	\$2,664

CIHE DATA FORM II
CHANGES IN FUND BALANCES AND INDEBTEDNESS (000 OMITTED)

FISCAL YEAR ENDS 6 DAY 30	MONTH	3 YEARS PRIOR (FY 00)	2 YEARS PRIOR (FY 01)	1 YEAR PRIOR (FY 02)	MOST RECENTLY COMPLETED FY (FY 03)	CURRENT BUDGET (FY 04)
CURRENT-UNRESTRICTED						
FUND BALANCE BEGINNING OF YEAR		(\$1,384,598)	(\$1,556,208)	(\$2,588,112)	(\$1,722,618)	\$1,478,318
NET INCREASE/(DECREASE)		(\$171,610)	(\$1,031,904)	\$865,494	\$3,200,936	\$500,000
FUND BALANCE END OF YEAR		(\$1,556,208)	(\$2,588,112)	(\$1,722,618)	\$1,478,318	\$1,978,318
CURRENT-RESTRICTED						
FUND BALANCE BEGINNING OF YEAR		\$660,706	\$688,169	\$608,667	(\$29,119)	\$566,866
NET INCREASE/(DECREASE)		\$27,463	(\$79,502)	(\$637,786)	\$595,985	\$100,000
FUND BALANCE END OF YEAR		\$688,169	\$608,667	(\$29,119)	\$566,866	\$666,866
LOAN FUNDS						
FUND BALANCE BEGINNING OF YEAR		\$592,037	\$596,525	\$590,543	\$525,437	\$509,667
NET INCREASE/(DECREASE)		\$4,488	(\$5,982)	(\$65,106)	(\$15,770)	\$18,000
FUND BALANCE END OF YEAR		\$596,525	\$590,543	\$525,437	\$509,667	\$527,667
ENDOWMENT & SIMILAR FUNDS						
FUND BALANCE BEGINNING OF YEAR		\$3,024,880	\$2,701,478	\$2,972,283	\$2,658,468	\$2,209,173
NET INCREASE/(DECREASE)		(\$323,402)	\$270,805	(\$313,815)	(\$449,295)	\$100,000
FUND BALANCE END OF YEAR		\$2,701,478	\$2,972,283	\$2,658,468	\$2,209,173	\$2,209,173
ANNUITY & LIFE INCOME FUNDS						
FUND BALANCE BEGINNING OF YEAR						
NET INCREASE/(DECREASE)						
FUND BALANCE END OF YEAR		\$0	\$0	\$0	\$0	\$0
PLANT FUNDS						
FUND BALANCE BEGINNING OF YEAR		\$39,133,099	\$36,573,532	\$33,569,070	\$30,254,663	\$26,001,872
NET INCREASE/(DECREASE)		(\$2,559,567)	(\$3,004,462)	(\$3,314,407)	(\$4,252,791)	\$5,614,209
FUND BALANCE END OF YEAR		\$36,573,532	\$33,569,070	\$30,254,663	\$26,001,872	\$31,616,081
INDEBTEDNESS ON PHYSICAL PLANT						
BALANCE OWED ON PRINCIPAL AT BEGINNING OF YEAR		\$8,985,000	\$8,985,000	\$8,985,000	\$8,795,000	\$8,540,000
ADDITIONAL PRINCIPAL BORROWED DURING YEAR		\$0	\$0	\$0	\$0	\$0
PAYMENTS MADE ON PRINCIPAL DURING YEAR		\$0	\$0	\$190,000	\$255,000	\$265,000
BALANCE OWED ON PRINCIPAL AT END OF YEAR		\$8,985,000	\$8,985,000	\$8,795,000	\$8,540,000	\$8,275,000
INTEREST PAYMENTS ON PHYSICAL PLANT INDEBTEDNESS		\$429,930	\$429,930	\$426,130	\$417,230	\$406,697

CIHE DATA FORM III
STUDENT ADMISSIONS DATA (Fall Term)
Credit Seeking Students Only, Including Continuing Education

FALL TERM (YEAR)	4 YEARS AGO (FY00)	3 YEARS AGO (FY01)	2 YEARS AGO (FY02)	1 YEAR AGO (FY03)	CURRENT YEAR (FY04)
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Freshman	F99	F00	F01	F02	F03
Completed Applications	4890	5392	5762	6459	7604
Applications Accepted	4395	4640	5115	5509	5844
Applicants Enrolled	2996	3140	3272	3477	4107
Statistical Indicator of Aptitude of Enrollees used by Institution (describe below)	Open Enrollment*	Open Enrollment*	Open Enrollment*	Open Enrollment*	Open Enrollment*

Transfers - Undergraduate

Completed Applications	906	966	1085	1452	1643
Applications Accepted	694	738	867	1082	1078
Applicants Enrolled	524	491	544	681	675

Master's Degree

Completed Applications	NA	NA	NA	NA	NA
Applications Accepted	NA	NA	NA	NA	NA
Applicants Enrolled	NA	NA	NA	NA	NA

First Professional Degree - All Programs

Completed Applications	NA	NA	NA	NA	NA
Applications Accepted	NA	NA	NA	NA	NA
Applicants Enrolled	NA	NA	NA	NA	NA

Doctoral Degree

Completed Applications	NA	NA	NA	NA	NA
Applications Accepted	NA	NA	NA	NA	NA
Applicants Enrolled	NA	NA	NA	NA	NA

* Admitted students must have earned a high school diploma, GED or pass a federally approved ability to benefit test.

Description of statistical indicator of aptitude of freshmen enrollees (average combined SAT, average rank in high school graduating class, etc.)

CIHE DATA FORM IV
STUDENT ENROLLMENT DATA (Fall Term)
Credit Seeking Students Only, Including Continuing Education

UNDERGRADUATE		4 YEARS AGO (FY00)	3 YEARS AGO (FY01)	2 YEARS AGO (FY02)	1 YEAR AGO (FY03)	CURRENT YEAR (FY04)
First Year:	Full-Time Headcount	2285	2366	2487	2688	2630
	Part-Time Headcount	2805	3170	3052	3000	3145
	Total Headcount	5090	5536	5539	5688	5775
	Total FTE	2940	3114	3236	3428	3409
Second Year:	Full-Time Headcount	673	644	699	870	934
	Part-Time Headcount	1170	1271	1330	1421	1657
	Total Headcount	1843	1915	2029	2291	2591
	Total FTE	1066	1077	1159	1359	1512
Third Year:	Full-Time Headcount	NA	NA	NA	NA	NA
	Part-Time Headcount	NA	NA	NA	NA	NA
	Total Headcount	NA	NA	NA	NA	NA
	Total FTE	NA	NA	NA	NA	NA
Fourth Year:	Full-Time Headcount	NA	NA	NA	NA	NA
	Part-Time Headcount	NA	NA	NA	NA	NA
	Total Headcount	NA	NA	NA	NA	NA
	Total FTE	NA	NA	NA	NA	NA
Unclassified:	Full-Time Headcount	NA	NA	NA	NA	NA
	Part-Time Headcount	NA	NA	NA	NA	NA
	Total Headcount	NA	NA	NA	NA	NA
	Total FTE	NA	NA	NA	NA	NA
Total Headcount Undergraduate		6933	7451	7568	7979	8366
Total FTE Undergraduate		4006	4191	4395	4787	4921

GRADUATE

	Full-Time Headcount	NA	NA	NA	NA	NA
	Part-Time Headcount	NA	NA	NA	NA	NA
Total Headcount Graduate		NA	NA	NA	NA	NA
Total FTE Graduate		NA	NA	NA	NA	NA

Grand Total Headcount		6933	7451	7568	7979	8366
Grand Total FTE		4006	4191	4395	4787	4921

CIHE DATA FORM V
PROJECTED FINANCIAL, TUITION and ENROLLMENT DATA FOR NEXT THREE YEARS

Fiscal Years	FY04	FY05	FY06
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Projected Financial Data (000s omitted)

Total Current Fund Revenues	\$47,569	\$48,520	\$48,520
Total Current Fund Expenditures (including Mandatory Transfers for Principal and Interest)	\$48,795	\$49,771	\$49,771
Revenues less Expenditures	(\$1,226)	(\$1,251)	(\$1,251)
Other Transfers	\$0	\$0	\$0
Change in Current Fund Balance	(\$1,226)	(\$1,251)	(\$1,251)

Year	FY04	FY05	FY06
Projected Tuition and Fees Charge for Full-Time Student	\$2,664	\$2,880	\$2,880

Projected Enrollment - Fall Term

(Credit Seeking Students Only, including Continuing Education)

Year	Fall 2004	Fall 2005	Fall 2006
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Undergraduate

Full-Time Headcount	4373	4460	4549
Part-Time Headcount	4161	4244	4329
Total Headcount	8534	8704	8878
Total FTE	5019	5120	5222

Graduate

Full-Time Headcount	Not Applicable	Not Applicable	Not Applicable
Part-Time Headcount	Not Applicable	Not Applicable	Not Applicable
Total Headcount	Not Applicable	Not Applicable	Not Applicable
Total FTE	Not Applicable	Not Applicable	Not Applicable

**CIHE DATA FORM VI
FACULTY PROFILE**

	(FY00)		(FY01)		(FY02)		(FY03)		(FY04)	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
NUMBER OF FACULTY										
PROFESSOR	100		94		89		78		73	
ASSOCIATE	6		6		6		10		20	
ASSISTANT	15		24		28		22		19	
INSTRUCTOR	3		1							
OTHER		366		378		384		399		411
TOTAL	124	366	125	378	123	384	110	399	112	411

AGE (RANGE/MEAN)

PROFESSOR	38-64/53		39-65/53		40-66/53		41-67/53		42-66/54	
ASSOCIATE	36-49/41		37-47/42		46-56/51		36-59/50		34-60/47	
ASSISTANT	33-59/48		31-57/45		32-58/45		33-57/45		39-58/46	
INSTRUCTOR	44-49/47		50-50/50							
OTHER										

MALE/FEMALE

PROFESSOR	39/61		39/55		37/52		31/47		28/45	
ASSOCIATE	4/2		3/3		1/5		3/7		7/13	
ASSISTANT	5/10		8/16		8/20		6/16		2/17	
INSTRUCTOR	0/3		0/1							
OTHER		142/224		147/231		154/230		164/235		172/239
TOTAL	48/76	142/224	50/75	147/231	46/77	154/230	40/70	164/235	37/75	172/239

YEARS AT THIS

**INSTITUTION
(RANGE/MEDIAN)**

PROFESSOR	6-29/16		7-30/16		6-31/17		6-32/17		6-33/17	
ASSOCIATE	3-7/5		3-8/5		3-5/4		3-5/4		3-6/4	
ASSISTANT	0-3/1		0-4/1		0-5/1		0-6/2		0-6/2	
INSTRUCTOR	1-3/2		2-2/2							
OTHER										

HIGHEST DEGREE

EARNED

DOCTORATE

PROFESSOR	16		16		14		12		11	
ASSOCIATE	1								1	
ASSISTANT			1		5		3		4	
INSTRUCTOR										
OTHER										
TOTAL	17	0	17	0	19	0	15	0	16	0

MASTER'S

PROFESSOR	77		71		69		62		58	
ASSOCIATE	5		6		5		10		18	
ASSISTANT	13		21		20		16		13	
INSTRUCTOR	3		1							
OTHER										
TOTAL	98	0	99	0	94	0	88	0	89	0

BACHELOR'S

PROFESSOR	5		5		4		3		3	
ASSOCIATE					1				1	
ASSISTANT	2		2		3		3		2	
INSTRUCTOR										
OTHER										
TOTAL	7	0	7	0	8	0	6	0	6	0

**PROFESSIONAL
LICENSE**

PROFESSOR	2		2		2		1		1	
ASSOCIATE										
ASSISTANT										
INSTRUCTOR										

**CIHE DATA FORM VI
FACULTY PROFILE**

	(FY00)		(FY01)		(FY02)		(FY03)		(FY04)	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
OTHER										
TOTAL	2	0	2	0	2	0	1	0	1	0

TEACHING LOAD

FALL TERM ONLY FOR

EACH YEAR

(RANGE/MEDIAN IN CREDIT HOURS)

PROFESSOR	3-12/8		3-12/7		3-15/11		3-15/11		3-15/10	
ASSOCIATE	3-12/9		3-12/10		9-15/12		6-15/11		6-15/12	
ASSISTANT	3-12/9		3-12/10		9-15/12		9-15/12		9-15/12	
INSTRUCTOR	9-12/10		12-12/12							
OTHER		1-12/6		1-12/6		1-12/7		1-12/7		1-12/8

BASE SALARY FOR

ACADEMIC YEAR

(RANGE/MEAN)

PROFESSOR	35-62/44		41-66/52		43-75/59		47-76/59		47-73/59	
ASSOCIATE	34-38/36		40-45/41		42-52/47		41-53/46		41-52/45	
ASSISTANT	35-43/37		37-47/40		38-52/43		38-52/44		38-53/44	
INSTRUCTOR	35-38/37		38-38/38							
OTHER										

FRINGE BENEFITS

(RANGE/MEDIAN)

PROFESSOR	24%		29%		22%		22%		23%	
ASSOCIATE	24%		29%		22%		22%		23%	
ASSISTANT	24%		29%		22%		22%		23%	
INSTRUCTOR	24%		29%		22%		22%		23%	
OTHER		0%		0%		0%		0%		0%

NUMBER OF FACULTY

APPOINTED

PROFESSOR										
ASSOCIATE										
ASSISTANT	6		10		8		1		8	
INSTRUCTOR										
OTHER										
TOTAL	6	0	10	0	8	0	1	0	8	0

NUMBER OF FACULTY

IN TENURED POSITIONS

PROFESSOR	100		94		87		77		73	
ASSOCIATE	1		1						1	
ASSISTANT										
INSTRUCTOR										
OTHER		0		0		0		0		0
TOTAL	101	0	95	0	87	0	77	0	74	0

NUMBER OF FACULTY

DEPARTING

PROFESSOR			2		1		1			
ASSOCIATE			1		1					
ASSISTANT	2		1		1				2	
INSTRUCTOR										
OTHER										
TOTAL	2	0	4	0	3	0	1	0	2	0

NUMBER OF FACULTY

RETIRING

PROFESSOR	7		6		11		5		5	
ASSOCIATE										
ASSISTANT										
INSTRUCTOR										
OTHER										

**CIHE DATA FORM VI
FACULTY PROFILE**

	(FY00)		(FY01)		(FY02)		(FY03)		(FY04)	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
TOTAL	7	0	6	0	11	0	5	0	5	0

**NUMBER OF FACULTY BY DEPARTMENT
OR COMPARABLE ACADEMIC UNIT
NAME OF
DEPARTMENT OR
ACADEMIC UNIT**

Business Administration	11	60	9	26	9	27	8	25	8	27
Health Careers	27	49	27	31	27	34	25	38	24	40
Humanities	26	94	28	117	29	117	26	121	27	123
Math/Science/Technology	38	91	39	119						
Social Science & Human Services	22	72	22	85	21	85	21	89	20	91
Computer Engineering & Technology*					14	27	10	28	12	30
Math & Science*					23	94	20	98	21	100
*These academic units were formerly Math/Science/Technology until Fall 2001										

CIHE DATA FORM VII
STUDENT HEADCOUNT BY UNDERGRADUATE MAJOR AND GRADUATE PROGRAM

FALL TERM (YEAR)	4 YEARS AGO (FY00)	3 YEARS AGO (FY01)	2 YEARS AGO (FY02)	1 YEAR AGO (FY03)	CURRENT YEAR (FY04)
UNDERGRADUATE	F99	F00	F01	F02	F03
CERTIFICATE					
Administrative Office Assistant	0	0	1	0	0
Adult Echocardiography Certificate	2	7	0	0	0
Alcohol/Substance Abuse Certificate	23	16	13	18	10
Biotechnology Certificate	25	15	15	27	34
Breast Ultrasound Certificate	0	12	2	0	0
Business Administration Hospitality Management	0	0	0	6	0
Business Administration Small Business Management	1	0	1	3	2
Certified Nurses Aide	1	1	1	1	0
Childcare Specialist/Nanny	8	1	2	1	3
Clerical and Business Support Skills	28	31	28	21	39
Computer & Networking Technology	14	23	30	17	13
Computer Applications Certificate	16	31	22	20	15
Computerized Bookkeeping	11	9	8	16	18
Dental Assisting Certificate	10	9	4	6	7
Desktop Publishing	1	0	0	1	1
Diagnostic Medical Sonography Certificate	18	16	15	25	26
Direct Support Certificate in Human Services	0	0	0	0	18
Drafting Technology Certificate	22	17	20	18	10
Early Childhood Education Certificate	44	45	52	47	46
Echocardiography Certificate	1	0	0	0	0
Electronic Technology Certificate	1	0	0	2	1
Electronic Telecommunications System	2	7	1	2	4
Environmental Technology Certificate	4	2	0	0	0
Fitness Management Certificate	0	0	8	14	12
Government Contracting Certificate	2	1	0	0	0
Graphic Design Certificate	25	24	29	34	22
Health Careers Preparatory Certificate	60	84	64	78	61
Hospitality Management	0	0	7	0	6
Hotel & Restaurant Management Certificate	4	2	0	0	0
Human Services Certificate	1	1	1	23	1
Information Technology Support Specialist Certificate	0	0	8	6	4
International Business Certificate	7	1	0	1	0
Information Processing Certificate	1	0	0	0	0
Liberal Studies Certificate	46	103	118	196	200
Medical Assisting Certificate	3	7	3	6	8
Medical Laboratory Technology Certificate	8	9	1	0	0
Microcomputer Applications Certificate	2	0	0	0	0
Office Management and Technology Systems	11	11	15	7	1
Office Skills Certificate	11	8	5	8	4
Office Specialist Certificate	14	1	0	0	0
Office Systems and Administration Certificate	0	0	0	2	6
Paralegal Studies	44	45	36	52	47
Sales and Marketing Certificate	3	4	5	7	3
Small Business Management Certificate	14	17	10	24	37
Studio Arts Certificate	2	2	7	6	2
Telecommunications Technology	16	15	2	0	0
Total Quality Management Certificate	1	1	0	0	0
Travel Services Management	14	6	7	4	6
Urban Schools Paraprofessionals Certificate	23	56	59	65	100
Vascular Technology Certificate	4	1	0	0	5
Web Developer Certificate	8	7	1	0	1
Web Publisher Certificate	0	0	1	0	0

CIHE DATA FORM VII
STUDENT HEADCOUNT BY UNDERGRADUATE MAJOR AND GRADUATE PROGRAM

FALL TERM (YEAR)	4 YEARS AGO (FY00)	3 YEARS AGO (FY01)	2 YEARS AGO (FY02)	1 YEAR AGO (FY03)	CURRENT YEAR (FY04)
Web Publishing Certificate	0	18	20	17	15
Word Processing Certificate	0	1	0	0	0
TOTAL	556	667	622	781	788
ASSOCIATE					
Biotechnology	27	28	27	57	56
Business Administration Accounting	134	143	144	149	149
Business Administration Career	344	308	311	288	350
Business Administration Computer Applications	4	0	1	0	0
Business Administration Honors	1	0	0	5	4
Business Administration Hospitality Management	0	0	0	25	26
Business Administration Management	9	2	0	1	3
Business Administration Marketing	2	1	1	0	0
Business Administration Retail Management	1	0	0	0	0
Business Administration Transfer	442	482	509	545	551
Business Education Transfer	1	0	0	0	0
Business Technology Computer Applications	43	55	57	47	26
Business Technology Desktop Publishing	2	0	0	0	1
Business Technology General	15	14	19	15	9
Business Technologies Office Management Technology	37	35	28	27	11
Computer & Telecommunications Technology	74	101	118	117	77
Computer Aided Design	91	97	92	80	81
Computer Electronic Semi Conductor Manufacturing	9	10	6	3	2
Computer Science Transfer	173	222	242	199	141
Criminal Justice	348	393	354	187	83
Criminal Justice Administration of Justice	0	0	6	88	122
Criminal Justice Law Enforcement	0	0	20	173	273
Dental Assisting	10	9	11	13	13
Dental Hygiene	63	62	63	61	63
Dental Laboratory Technology	15	20	20	20	16
Diagnostic Medical Sonography	28	25	26	31	34
Early Childhood Education	278	278	256	306	277
Electronic Technology	6	2	1	1	1
Elementary Education Transfer Concentration	0	0	0	0	24
Environmental Technology Degree	8	2	2	1	0
Environmental Technology Transfer	1	1	1	0	0
Fashion and Retail Merchandising	26	27	31	16	8
Fashion Merchandising	0	2	1	11	35
Fire Protection and Safety Technology	85	96	107	99	102
Hospitality Management	0	0	34	0	0
Hotel & Restaurant Management	28	26			
Human Services	64	92	94	82	62
Human Services Transfer	1	17	27	38	34
Liberal Arts and Science	1488	1483	1308	1189	1156
Liberal Arts and Science Communication Concentration	98	100	99	116	99
Liberal Arts and Science Engineering Science Transfer	82	80	99	114	123
Liberal Arts and Science Fine and Performing Art	23	24	25	36	34
Liberal Arts and Science Global Studies	0	0	2	8	14
Liberal Arts and Science Life Science Concentration	25	25	9	14	15
Liberal Arts and Science Physical Science	9	4	7	7	10
Liberal Arts and Science Psychology	0	0	0	21	98

CIHE DATA FORM VII
STUDENT HEADCOUNT BY UNDERGRADUATE MAJOR AND GRADUATE PROGRAM

FALL TERM (YEAR)	4 YEARS AGO (FY00)	3 YEARS AGO (FY01)	2 YEARS AGO (FY02)	1 YEAR AGO (FY03)	CURRENT YEAR (FY04)
Liberal Studies	524	660	998	1365	1680
Liberal Studies Automotive	17	20	20	16	18
Liberal Studies Aviation Maintenance Technology	1	4	5	4	3
Liberal Studies Fine and Performing Art	14	8	8	5	9
Liberal Studies Graphic Design	141	144	172	166	161
Liberal Studies Medical Laboratory Science	8	7	3	0	1
Liberal Studies Paralegal	48	51	78	81	83
Liberal Studies Studio Arts	0	0	18	41	34
Liberal Studies Theater Concentration	14	14	15	16	18
Medical Assisting	20	25	13	12	17
Mental Health	53	17	5	1	0
Nursing	102	102	111	125	158
Office Systems and Administration	3	1	0	6	15
Radiologic Technology	20	24	33	29	33
Studio Art	21	38	30	3	7
Telecommunications Technology	0	0	0	36	23
Web Development	0	0	0	20	41
Undeclared	1296	1403	1279	1082	1094
TOTAL	6933	7451	7568	7979	8366
UNDERGRADUATE					
BACCALAUREATE					

**CIHE DATA FORM VIII
CREDIT HOURS GENERATED BY DEPARTMENT OR COMPARABLE ACADEMIC UNIT**

4 YEARS AGO (FY00)	3 YEARS AGO (FY01)	2 YEARS AGO (FY02)	1 YEAR AGO (FY03)	CURRENT YEAR (FY04)
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NAME OF DEPARTMENT OR COMPARABLE UNIT

UNDERGRADUATE	F99	F00	F01	F02	F03
Biotechnology	103	51	42	252	240
Business	4597	4306	4642	4843	5081
Criminal Justice	1570	1480	1534	1860	2214
Computer Aided Drafting	0	0	0	0	39
Computer Science	0	0	0	30	27
Computer and Telecommunications	30	0	9	0	0
Dental Assisting	155	147	132	153	183
Dental Hygiene	925	849	916	862	862
Dental Laboratory Technology	98	187	138	160	106
Diagnostic Medical Sonography	419	490	381	493	520
Early Childhood Education	1161	1047	987	1152	1176
Emergency Medical Technician	132	162	114	198	0
English	8337	9112	9225	10547	11154
English as a Second Language	1449	1533	2295	2025	1746
Environmental Technology	30	18	0	0	0
Fire Protection and Safety Technology	360	354	411	267	378
Health Careers	0	0	0	66	191
Humanities	7204	7207	8103	9246	9069
Interdisciplinary Studies	114	165	126	187	101
Mathematics	10610	11385	11084	12217	12439
Medical Assisting	231	153	186	208	300
Mental Health	519	393	408	519	246
Medical Laboratory Science	62	79	38	21	29
Nursing	1041	849	887	955	1307
Paralegal Studies	590	555	725	767	740
Reading	1175	1365	1425	1545	1509
Radiologic Technology	214	225	292	266	311
Science	5334	5754	5731	6871	8026
Student Development	249	237	190	78	48
Social Science	8844	9416	10134	10947	11371
Technology	4537	5346	5770	5070	4402
Total Undergraduate	60090	62865	65925	71805	73815



Appendix B



**Middlesex Community College
Enrollment Trends by Race**

	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003
Men					
Nonresident alien	1	0	7	0	39
Black, non-Hispanic	153	134	163	168	197
American Indian/Alaska Native	0	7	8	13	11
Asian/Pacific Islander	207	275	298	334	321
Hispanic	147	163	209	228	223
White, non-Hispanic	2165	2264	2328	2384	2402
Race/ethnicity unknown	76	135	133	109	117
Total Men	2749	2978	3146	3236	3310
Women					
Nonresident Alien	2	1	7	6	63
Black, non-Hispanic	207	150	165	197	243
American Indian/Alaska Native	0	19	21	20	16
Asian/Pacific Islander	274	311	317	418	413
Hispanic	290	335	398	451	478
White, non-Hispanic	3306	3484	3345	3497	3675
Race/ethnicity unknown	105	173	169	154	168
Total Women	4184	4473	4422	4743	5056
Total Enrollment					
Nonresident Alien	3	1	14	6	102
Black, non-Hispanic	360	284	328	365	440
American Indian/Alaska Native	0	26	29	33	27
Asian/Pacific Islander	481	586	615	752	734
Hispanic	437	498	607	679	701
White, non-Hispanic	5471	5748	5673	5881	6077
Race/ethnicity unknown	181	308	302	263	285
Grand Total	6933	7451	7568	7979	8366

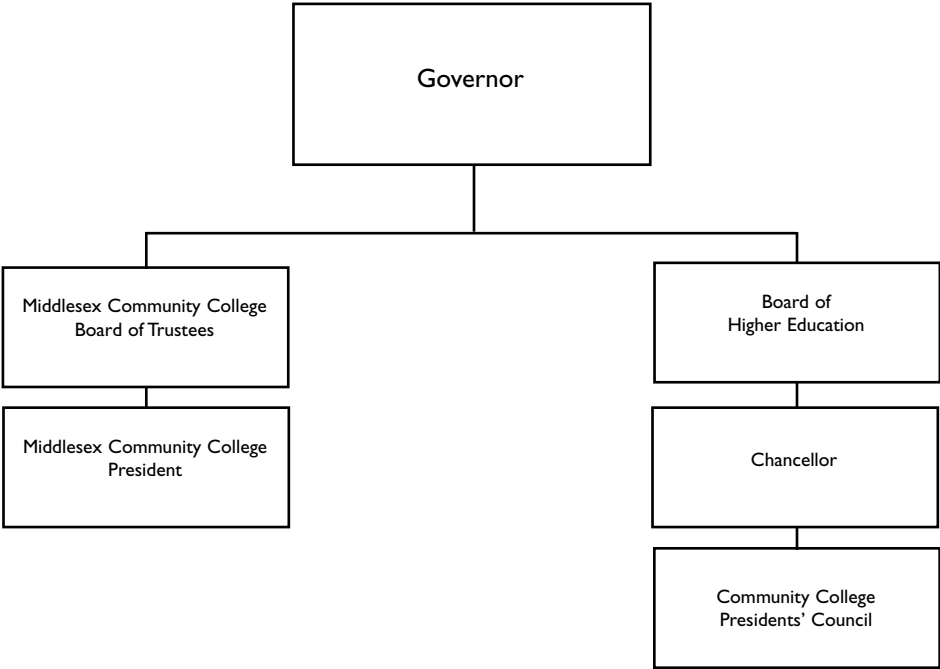


Appendix C





MASSACHUSETTS COMMUNITY COLLEGE GOVERNANCE SYSTEM



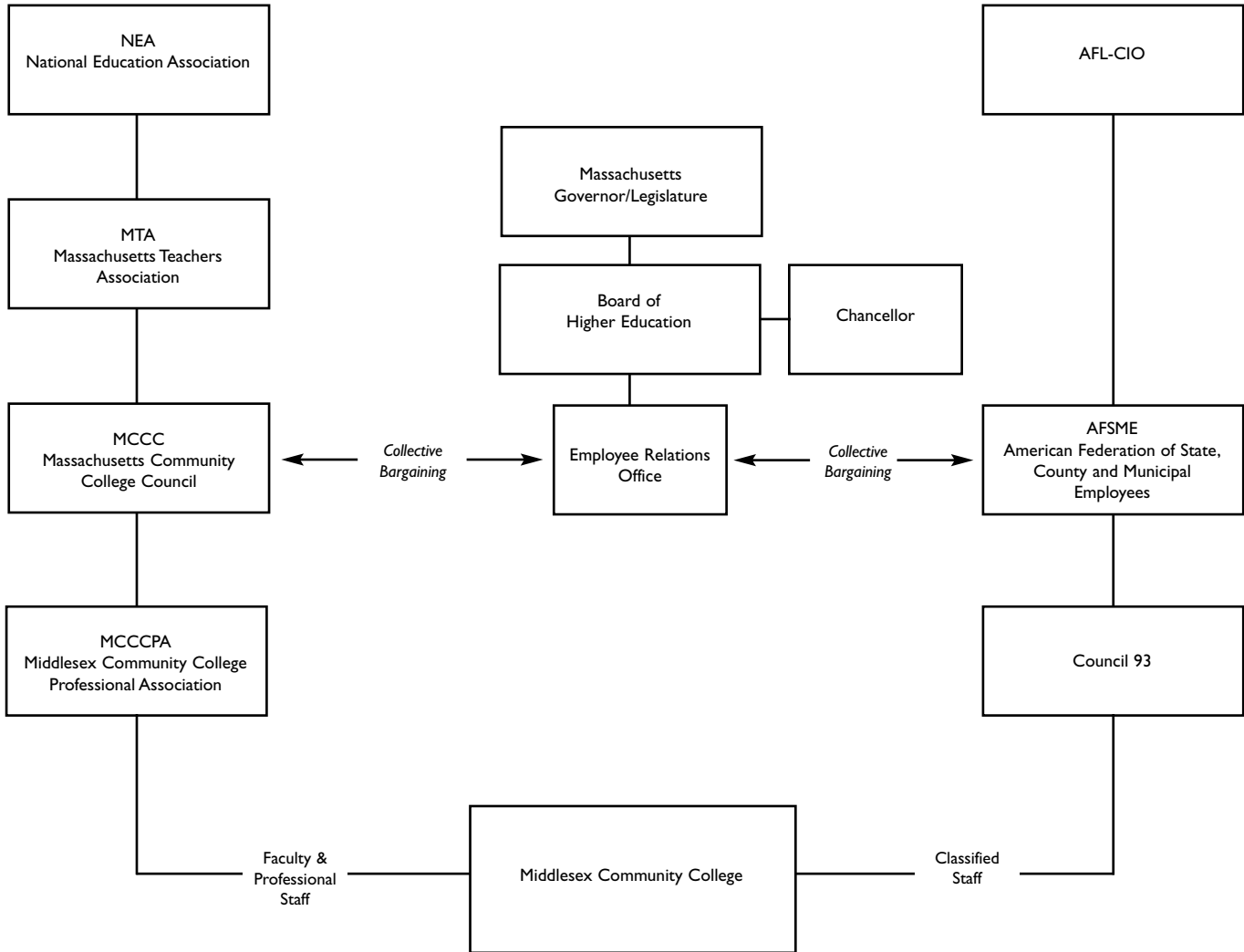


Appendix D





COLLECTIVE BARGAINING STRUCTURE FOR MASSACHUSETTS COMMUNITY COLLEGES





Appendix E





GENERAL LAWS OF MASSACHUSETTS

PART I.

ADMINISTRATION OF THE GOVERNMENT

TITLE II.

EXECUTIVE AND ADMINISTRATIVE OFFICERS OF THE GOVERNMENT

CHAPTER 15A. PUBLIC EDUCATION

Chapter 15A: Section 5 Public institutions of higher education system

Section 5. There shall be, for the purposes of this chapter, a system of public institutions of higher education, hereinafter called the system, which shall include the following institutions:— the University of Massachusetts at Amherst, Boston, Dartmouth, Lowell and Worcester; Bridgewater State College, Fitchburg State College, Framingham State College, the Massachusetts College of Art, the Massachusetts Maritime Academy, Massachusetts College of Liberal Arts, Salem State College, Westfield State College, Worcester State College, Berkshire Community College, Bristol Community College, Bunker Hill Community College, Cape Cod Community College, Greenfield Community College, Holyoke Community College, Massachusetts Bay Community College, Massasoit Community College, Middlesex Community College, Mount Wachusett Community College, Northern Essex Community College, North Shore Community College, Quinsigamond Community College, Roxbury Community College and Springfield Technical Community College.

The council shall coordinate activities among the institutions.



GENERAL LAWS OF MASSACHUSETTS

PART I. ADMINISTRATION OF THE GOVERNMENT

TITLE II. EXECUTIVE AND ADMINISTRATIVE OFFICERS OF THE COMMONWEALTH

CHAPTER 15A. PUBLIC EDUCATION

Chapter 15A: Section 9 Powers and duties of council

[First paragraph effective until July 1, 2003. For text effective July 1, 2003, see below.]

Section 9. The council shall have the following duties and powers:— (a) confer upon the boards of trustees the power to offer degree programs after taking into account, among other things, the need, resources and mission of the institution. The council shall confer the authority to award degrees to persons who have satisfactorily completed degree requirements; (b) in addition to the degrees authorized to be awarded under clause (a), the council may approve the awarding of certain other degrees and may define and authorize new functions or new programs, or consolidate, discontinue or transfer existing functions, educational activities and programs. The council shall act in writing on requests for program approval from boards of trustees within six months of said request, or said program shall be considered approved. The council may, after a public hearing and submission of a written report to the clerks of the house of representatives and the senate, by a two-thirds vote of the full membership of the council, consolidate, discontinue, or transfer divisions, schools, stations, colleges, branches or institutions as it deems advisable; (c) analyze the present and future goals, needs and requirements of public higher education in the commonwealth and establish overall goals in order to achieve a well-coordinated quality system of public higher education in the commonwealth; (d) develop and adopt mission statements as defined in section seven; (e) approve institutional mission statements, pursuant to section seven; (f) prepare a five year master plan for public higher education in the commonwealth, which plan shall take into account the five year plans submitted by individual boards of trustees. The master plan shall include, but need not be limited to, enrollment projections, utilization of existing facilities, promotion of research, programmatic excellence, and public service activities, recommendations for closing of facilities or the construction or acquisition of new facilities, program distribution and the need for program revision, including the termination of obsolete or unnecessarily duplicative programs. The master plan shall be filed with the clerk of the house of representatives, the clerk of the senate and the secretary of administration and finance; (g) annually file a detailed progress report on the five year master plan with said clerks and secretaries by the first Wednesday in September; (h) require boards of trustees to submit admission standards and program standards, which shall be subject to the disapproval of the council; provided, however, that said admission standards shall comply with the provisions of section thirty and that the council shall publish all admission and program standards; (i) develop a rational and equitable statewide tuition plan for the state colleges and the community colleges in the commonwealth, which plan shall take into account by type of institution, the per student maintenance costs and total mandated costs per student. The total mandated costs per student shall include the state appropriation, retained revenue, fringe benefits and ongoing maintenance. Said tuition plans shall include direct and indirect elements of the per student maintenance costs, including but not limited to, faculty and administrators that support an institution's primary mission of instruction; student admission services, and ongoing maintenance for classrooms, administrative buildings, libraries and laboratories. Said tuition plan shall include revised retention expenditure regulations which take into account the needs of said institutions with regard to personnel and utility costs. Said tuition plan shall further take into account the need to maximize student access to higher education regardless of a student's financial circumstances. The council shall issue regulations governing the implementation of such tuition plans by the state colleges and the community colleges. In the case of the university, the council shall review the recommendations of the board of trustees relative to tuition rates at said university and its campuses. Said tuition rates shall be subject to the approval of the council. The council shall establish final tuition rates for the subsequent academic years no later than fifteen days prior to the deadline for submission of state or federal financial aid applications by students attending the institutions of higher education set forth in section five. The council shall establish guidelines to be followed by each public institution of higher education relative to student charges and whether said charges should be classified as tuition or as fees. Said guidelines shall be based upon a study of tuition and fees which shall be conducted by the council, and which shall be authorized by statute; provided, that fees as defined by said guidelines, shall not exceed twenty-five percent of total student charges for the state colleges and the community colleges. (j) receive allotments to the commonwealth under federal programs of aid to public higher education and disburse such funds in accordance with a plan



promulgated by the council, not to include grants to individuals or grants received directly by institutions; (k) review enrollment levels for each institution of the system subject to disapproval of the council; (l) require each institution in the system to submit to the council a five year plan, which plan shall be updated annually; (m) have overall responsibility for the property, real and personal, occupied or owned by the council, state colleges and community colleges; (n) subject to its direction and approval, authorize the chancellor to seek, accept and administer grants, gifts and trusts for system-wide purposes from private foundations, corporations, individuals and federal agencies, which shall be administered under the provisions of section two C of chapter twenty-nine of the General Laws and disbursed at the direction of the council pursuant to its authority; (o) from time to time, employ consultants and experts to study and report on matters necessary to the operation of the system; (p) maintain a uniform accounting system as required by the state comptroller; (q) approve and fix the compensation of the chief executive officer of each institution within the state college system and community college system; (r) review annually, in accordance with post-audit procedures established by the council, the fiscal operations of constituent institutions. The council shall insure public inspections, through publication, of institutional spending plans; (s) require, collect, analyze, maintain such data from institutions and agencies for public higher education as may be relevant to the careful and responsible discharge of its purposes, functions and duties and such data shall include information available from private institutions of higher education. In the case of public institutions, such data shall include, but not be limited to, analyses of the rates of graduation and the scores received by students on standardized examinations. The council shall publish said analyses, both for the system and for individual institutions. (t) issue regulations defining resident of the commonwealth and proof of the same for the purpose of admission and tuition expenses of public institutions of higher education and prepare uniform proofs of residence to be used by all public institutions; provided, however, that insofar as the Massachusetts Maritime Academy is designated a regional maritime academy by the United States maritime administration, residents of the states comprising the designated region and attending the Massachusetts Maritime Academy shall be considered Massachusetts residents for the purposes of admission and tuition; (u) establish, where appropriate, coordination between and among post-secondary institutions public or private and resolve conflicts of policies or operations arising in public higher education; (v) develop and implement a transfer compact for the purpose of facilitating and fostering the transfer of students without the loss of academic credit or standing from one public institution to another; (w) establish an affirmative action policy and implement a program necessary to assure conformance with such policy throughout the system; (x) in the case of state colleges, fix the classification, title, salary range within the general salary schedule and descriptive job specifications for each position shall be determined by the council for each member of the professional staff and copies thereof shall be placed on file with the governor, budget director, personnel administrator and the joint committee on ways and means, except that any such salary may be fixed at any amount not less than the minimum salary nor more than the maximum salary shown in said schedule; provided, however, the council may establish the salary for the chief executive officer and such other officers and members of the professional staff and for the academic deans and members of the professional teaching staff without reference to the general salary schedule and salary range; and, provided further, that no such salary shall be established for any academic dean or any member of the professional teaching staff unless his classification rating is equal to or higher than that of professor, nor shall the number of academic deans and members of the professional teaching staff whose salaries may be so established exceed one percent of the combined total number of academic deans and members of the professional teaching staff. A notification of each personnel action taken shall be filed by the council with the personnel administrator and with the comptroller; (y) in the case of community colleges, fix the classification, title, salary range of each member of the professional staff within the general salary schedule, except that any such salary may be fixed at any amount not less than the minimum salary nor more than the maximum salary shown in said schedule; provided, however, that the council may fix the salary and salary range for the chief executive officer of each individual community college and other officers and members of the professional staff of the community college system not exceeding in number one percent of the total number of such other officers and members of the professional staff taken together in the community college system, without reference to the general salary schedule; and provided further, that no such salary shall be fixed for any such member classed within the one percent unless he holds a position equivalent to or higher than the rank of professor; (z) recognize the duly elected student government association at each public university, state college or community college as the official representative of the student body; (aa) submit a written application of HEFA requesting that said authority undertake a project, as defined in section three of chapter six hundred and fourteen of the acts of nineteen hundred and sixty-eight, on behalf of one or more public institutions for higher education, as so defined; provided, however, that the council shall only make such application for a project on behalf of the public university if such project is approved by the board of trustees of the public university; (bb) transfer or pledge that they will periodically transfer to HEFA any funds available for expenditure by the council, in order to provide for the expenses of HEFA and for the payment of indebtedness incurred by HEFA in connection with any project financed by HEFA on behalf of the council, one or more public institutions of higher education, their affiliated building authorities, or any other organization affiliated therewith, as defined in paragraph (e) of said section three of said chapter six hundred and fourteen; provided, however, that in the case of any funds expected to be available for expenditure by the council or such other entities pursuant to subsequent appropriation or other spending authorization by the legislature, the council may only pledge that they will so transfer such funds subject to such subsequent appropriation or other spending authorization. Any such pledge shall be valid and binding from the time when the



pledge is made; the funds so pledged shall immediately be subject to the lien of such pledge without any physical delivery thereof or further act, and the lien of any such pledge shall be valid and binding as against all parties having claims of any kind in tort, contract or otherwise against the council or any such public institution of higher education, affiliated building authority, or other organization affiliated therewith, irrespective of whether such parties have notice thereof. Neither the resolution nor any trust agreement by which such a pledge is created need be filed or recorded except in the records of HEFA; (cc) administer a program, without further appropriation, to provide no-interest loans to undergraduate students domiciled in the commonwealth, enrolled in and pursuing a program of higher education in the commonwealth in any approved public or independent college, scientific or technical institution, or any other approved institution furnishing a program of higher education. Such assistance shall consist of full or partial loans to students in need of assistance. Repayment shall commence within six months of graduation or termination of studies; provided, that no repayment schedule shall exceed a term of ten years. Monies received in repayment shall be retained by the board of higher education to provide the no interest loans and to provide for the administration of the programs without further appropriation; provided, however, that not more than \$775,000 of the monies shall be expended annually for the administration of the program. The Massachusetts state scholarship office shall establish guidelines to govern said program which shall include, but not be limited to, eligibility requirements for students, eligibility requirements for participating institutions, terms of payment, deferment options, provisions for default, and a maximum and minimum loan award as determined by an indexing system.

[First paragraph as amended by 2003, 26, Secs. 50 — 52, 684 and 685 effective July 1, 2003. See 2003, 26, Sec. 715. For text effective until July 1, 2003, see above.]

The council shall have the following duties and powers:— (a) confer upon the boards of trustees the power to offer degree programs after taking into account, among other things, the need, resources and mission of the institution. The council shall confer the authority to award degrees to persons who have satisfactorily completed degree requirements; (b) in addition to the degrees authorized to be awarded under clause (a), the council may approve the awarding of certain other degrees and may define and authorize new functions or new programs, or consolidate, discontinue or transfer existing functions, educational activities and programs. The council shall act in writing on requests for program approval from boards of trustees within six months of said request, or said program shall be considered approved. The council may, after a public hearing and submission of a written report to the clerks of the house of representatives and the senate, by a two-thirds vote of the full membership of the council, consolidate, discontinue, or transfer divisions, schools, stations, branches or institutions as it deems advisable. If, in the opinion of the board, a college campus should be closed or consolidated, the board shall submit such proposal to the secretary of administration and finance, the house and senate chairs of the joint committee on education, arts, and humanities, and the chairs of the house and senate ways and means committees. The joint committee on education, arts, and humanities may, within thirty days of the receipt of a proposal, hold a public hearing on its merits. The council shall not close a college without the authorization of the general court; (c) analyze the present and future goals, needs and requirements of public higher education in the commonwealth and establish overall goals in order to achieve a well-coordinated quality system of public higher education in the commonwealth. Such analysis shall include, but not be limited to, an analysis of state and local labor market trends and the economic development plans of the commonwealth conducted in cooperation with the secretary of economic development and his staff; (d) develop and adopt mission statements as defined in section seven; (e) approve institutional mission statements, pursuant to section seven; (f) prepare a five year master plan for public higher education in the commonwealth, which plan shall take into account the analysis mandated in clause (c) the five year plans submitted by individual boards of trustees. The master plan shall include, but need not be limited to, enrollment projections, utilization of existing facilities, promotion of research, programmatic excellence, and public service activities, recommendations for closing of facilities or the construction or acquisition of new facilities, program distribution and the need for program revision, including the termination of obsolete or unnecessarily duplicative programs. The master plan shall be filed with the clerk of the house of representatives, the clerk of the senate and the secretary of administration and finance; (g) annually file a detailed progress report on the five year master plan with said clerks and secretaries by the first Wednesday in September; (h) require boards of trustees to submit admission standards and program standards, which shall be subject to the disapproval of the council; provided, however, that said admission standards shall comply with the provisions of section thirty and that the council shall publish all admission and program standards; (i) develop a rational and equitable statewide tuition plan for the state colleges and the community colleges in the commonwealth, which plan shall take into account by type of institution, the per student maintenance costs and total mandated costs per student. The total mandated costs per student shall include the state appropriation, retained revenue, fringe benefits and ongoing maintenance. Said tuition plans shall include direct and indirect elements of the per student maintenance costs, including but not limited to, faculty and administrators that support an institution's primary mission of instruction; student admission services, and ongoing maintenance for classrooms, administrative buildings, libraries and laboratories. Said tuition plan shall include revised retention expenditure regulations which take into account the needs of said institutions with regard to personnel and utility costs. Said tuition plan shall further take into account the need to maximize student access to higher education regardless of a student's



financial circumstances. The council shall issue regulations governing the implementation of such tuition plans by the state colleges and the community colleges. In the case of the university, the council shall review the recommendations of the board of trustees relative to tuition rates at said university and its campuses. Said tuition rates shall be subject to the approval of the council. The council shall establish final tuition rates for the subsequent academic years no later than fifteen days prior to the deadline for submission of state or federal financial aid applications by students attending the institutions of higher education set forth in section five. The council shall establish guidelines to be followed by each public institution of higher education relative to student charges and whether said charges should be classified as tuition or as fees. Said guidelines shall be based upon a study of tuition and fees which shall be conducted by the council, and which shall be authorized by statute; provided, that fees as defined by said guidelines, shall not exceed twenty-five percent of total student charges for the state colleges and the community colleges. (j) receive allotments to the commonwealth under federal programs of aid to public higher education and disburse such funds in accordance with a plan promulgated by the council, not to include grants to individuals or grants received directly by institutions; (k) review enrollment levels for each institution of the system subject to disapproval of the council; (%93) require each institution in the system to submit to the council a five year plan, which plan shall be updated annually; (m) have overall responsibility for the property, real and personal, occupied or owned by the council, state colleges and community colleges; (n) subject to its direction and approval, authorize the chancellor to seek, accept and administer grants, gifts and trusts for system-wide purposes from private foundations, corporations, individuals and federal agencies, which shall be administered under the provisions of section two C of chapter twenty-nine of the General Laws and disbursed at the direction of the council pursuant to its authority; (%96) from time to time, employ consultants and experts to study and report on matters necessary to the operation of the system; (p) maintain a uniform accounting system as required by the state comptroller; (q) approve and fix the compensation of the chief executive officer of each institution within the state college system and community college system; (r) review annually, in accordance with post-audit procedures established by the council, the fiscal operations of constituent institutions. The council shall insure public inspections, through publication, of institutional spending plans; (s) require, collect, analyze, maintain such data from institutions and agencies for public higher education as may be relevant to the careful and responsible discharge of its purposes, functions and duties and such data shall include information available from private institutions of higher education. In the case of public institutions, such data shall include, but not be limited to, analyses of the rates of graduation and the scores received by students on standardized examinations. In order to facilitate the timely use of such data, the board shall, in consultation with the public institutions of higher education, establish a schedule for submission of the data. The council shall publish said analyses, both for the system and for individual institutions. (t) issue regulations defining resident of the commonwealth and proof of the same for the purpose of admission and tuition expenses of public institutions of higher education and prepare uniform proofs of residence to be used by all public institutions; provided, however, that insofar as the Massachusetts Maritime Academy is designated a regional maritime academy by the United States maritime administration, residents of the states comprising the designated region and attending the Massachusetts Maritime Academy shall be considered Massachusetts residents for the purposes of admission and tuition; (u) establish, where appropriate, coordination between and among post-secondary institutions public or private and resolve conflicts of policies or operations arising in public higher education; (v) develop and implement a transfer compact for the purpose of facilitating and fostering the transfer of students without the loss of academic credit or standing from one public institution to another; (w) establish an affirmative action policy and implement a program necessary to assure conformance with such policy throughout the system; (x) in the case of state colleges, fix the classification, title, salary range within the general salary schedule and descriptive job specifications for each position shall be determined by the council for each member of the professional staff and copies thereof shall be placed on file with the governor, budget director, personnel administrator and the joint committee on ways and means, except that any such salary may be fixed at any amount not less than the minimum salary nor more than the maximum salary shown in said schedule; provided, however, the council may establish the salary for the chief executive officer and such other officers and members of the professional staff and for the academic deans and members of the professional teaching staff without reference to the general salary schedule and salary range; and, provided further, that no such salary shall be established for any academic dean or any member of the professional teaching staff unless his classification rating is equal to or higher than that of professor, nor shall the number of academic deans and members of the professional teaching staff whose salaries may be so established exceed one percent of the combined total number of academic deans and members of the professional teaching staff. A notification of each personnel action taken shall be filed by the council with the personnel administrator and with the comptroller; (y) in the case of community colleges, fix the classification, title, salary range of each member of the professional staff within the general salary schedule, except that any such salary may be fixed at any amount not less than the minimum salary nor more than the maximum salary shown in said schedule; provided, however, that the council may fix the salary and salary range for the chief executive officer of each individual community college and other officers and members of the professional staff of the community college system not exceeding in number one percent of the total number of such other officers and members of the professional staff taken together in the community college system, without reference to the general salary schedule; and provided further, that no such salary shall be fixed for any such member classed within the one percent unless he holds a position equivalent to or higher than the rank of professor; (z) recognize the duly elected student government association at each public university, state college



or community college as the official representative of the student body; (aa) submit a written application of HEFA requesting that said authority undertake a project, as defined in section three of chapter six hundred and fourteen of the acts of nineteen hundred and sixty-eight, on behalf of one or more public institutions for higher education, as so defined; provided, however, that the council shall only make such application for a project on behalf of the public university if such project is approved by the board of trustees of the public university; (bb) transfer or pledge that they will periodically transfer to HEFA any funds available for expenditure by the council, in order to provide for the expenses of HEFA and for the payment of indebtedness incurred by HEFA in connection with any project financed by HEFA on behalf of the council, one or more public institutions of higher education, their affiliated building authorities, or any other organization affiliated therewith, as defined in paragraph (e) of said section three of said chapter six hundred and fourteen; provided, however, that in the case of any funds expected to be available for expenditure by the council or such other entities pursuant to subsequent appropriation or other spending authorization by the legislature, the council may only pledge that they will so transfer such funds subject to such subsequent appropriation or other spending authorization. Any such pledge shall be valid and binding from the time when the pledge is made; the funds so pledged shall immediately be subject to the lien of such pledge without any physical delivery thereof or further act, and the lien of any such pledge shall be valid and binding as against all parties having claims of any kind in tort, contract or otherwise against the council or any such public institution of higher education, affiliated building authority, or other organization affiliated therewith, irrespective of whether such parties have notice thereof. Neither the resolution nor any trust agreement by which such a pledge is created need be filed or recorded except in the records of HEFA; (cc) administer a program, without further appropriation, to provide no-interest loans to undergraduate students domiciled in the commonwealth, enrolled in and pursuing a program of higher education in the commonwealth in any approved public or independent college, scientific or technical institution, or any other approved institution furnishing a program of higher education; (dd) to develop funding formulas for state and community colleges pursuant to section 15B of this chapter; (ee) to develop a standardized form for reporting institutional expenditures, and for the submission of institutional spending plans pursuant to subparagraph (m) of the first paragraph of section 2 of this act; (ff) to approve the expansion of campus missions to embrace specialized missions, expanded regional or national outreach, or a more entrepreneurial model of service delivery pursuant to section and subparagraph (p) of the first paragraph of section 22 of this chapter; (gg) develop a system to track students who transfer out of public institutions of higher education in order to improve data on what degrees, if any, those students earn from other institutions of higher education. Such assistance shall consist of full or partial loans to students in need of assistance. Repayment shall commence within six months of graduation or termination of studies; provided, that no repayment schedule shall exceed a term of ten years. Monies received in repayment shall be retained by the board of higher education to provide the no interest loans and to provide for the administration of the programs without further appropriation; provided, however, that not more than \$775,000 of the monies shall be expended annually for the administration of the program. The Massachusetts state scholarship office shall establish guidelines to govern said program which shall include, but not be limited to, eligibility requirements for students, eligibility requirements for participating institutions, terms of payment, deferment options, provisions for default, and a maximum and minimum loan award as determined by an indexing system.

Notwithstanding the provisions of any general or special law to the contrary, the board of higher education shall have authority to approve degree programs offered by institutions of higher education; provided, however, that any other licensing body approving specific course offerings required as components of such degree programs under said licensing body's licensing authority shall not have any other authority over course offerings which are not required for licensure.

Whenever a public institution of higher education in the commonwealth requests a tuition rate and charges reduction for residents of bordering states, the board may approve such tuition reduction to not less than one-and-one-half times the resident tuition rate. Prior to the approval of any such tuition adjustment, the board shall promulgate regulations based upon an evaluation that yields the following conclusions: such institution is below enrollment capacity and the projected cost to the commonwealth of such tuition reduction would be minimal when taking into account projected enrollment growth associated with such adjustment. Not less than 30 days prior to the promulgation of such regulations, the board shall report the findings of such evaluation, including a fiscal impact analysis, to the house and senate committees on ways and means and the joint committee on education, arts and humanities. The board shall seek reciprocal arrangements from bordering states where no such tuition reduction is available for Massachusetts residents.



GENERAL LAWS OF MASSACHUSETTS

PART I. ADMINISTRATION OF THE GOVERNMENT

TITLE II. EXECUTIVE AND ADMINISTRATIVE OFFICERS OF THE COMMONWEALTH

CHAPTER 15A. PUBLIC EDUCATION

Chapter 15A: Section 22 Board of trustees of community or state colleges; powers and duties

[First paragraph effective until July 1, 2003. For text effective July 1, 2003, see below.]

Section 22. Each board of trustees of a community college or state college shall be responsible for establishing those policies necessary for the administrative management of personnel, staff services and the general business of the institution under its authority. Without limitation upon the generality of the foregoing, each such board shall: (a) cause to be prepared and submit to the council estimates of maintenance and capital outlay budgets for the institution under its authority; (b) establish all fees at said institution subject to guidelines established by the council. Said fees shall include fines and penalties collected pursuant to the enforcement of traffic and parking rules and regulations. Said rules and regulations shall be enforced by persons in the employ of the institution who throughout the property of the institution shall have the powers of police officers, except as to the service of civil process. Said fees established under the provisions of this section shall be retained by the board of trustees in a revolving fund or funds, and shall be expended as the board of the institution may direct; provided that the foregoing shall not authorize any action in contravention of the requirements of Section 1 of Article LXIII of the Amendments to the Constitution. Said fund or funds shall be subject to annual audit by the state auditor; (c) appoint, transfer, dismiss, promote and award tenure to all personnel of said institution; (d) manage and keep in repair all property, real and personal, owned or occupied by said institution; (e) seek, accept and administer for faculty research, programmatic and institutional purposes grants, gifts and trusts from private foundations, corporations, federal agencies, alumnae and other sources, which shall be administered under the provisions of section two C of chapter twenty-nine and may be disbursed at the direction of the board of trustees pursuant to its authority; (f) implement and evaluate affirmative action policies and programs; (g) establish, implement and evaluate student services and policies; (h) recommend to the council admission standards and instructional programs for said institution, including all major and degree programs provided, however, that said admission standards shall comply with the provisions of section thirty; (i) have authority to transfer funds within and among subsidiary accounts allocated to said institution by the council; (j) establish and operate programs, including summer and evening programs, in accordance with the degree authority conferred under the provisions of this chapter; (k) award degrees in fields approved by the council; either independently or in conjunction with other institutions, in accordance with actions of the boards of trustees of said other institutions and the council; (l) submit a five year master plan to the council, which plan shall be updated annually on or before the first Wednesday of December in each year; (m) submit financial data and an annual institutional spending plan to the council for review. Said plan shall include an account of spending from all revenue sources including but not limited to, trust funds; (n) develop a mission statement for the institution consistent with identified missions of the system of public higher education as a whole, as well as the identified mission of the category of institution within which the institution operates. Said mission statement shall be forwarded to the council for its approval. The board of trustees shall, after its approval, make said mission statement available to the public; (o) submit an institutional self-assessment report to the council, which the board of trustees shall make public and available at the institution. Said assessment report shall be used to foster improvement at the institution by the board of trustees and shall include information relative to the institution's progress in fulfilling its mission, as approved by the council. Said report shall be submitted, initially, by January first, nineteen hundred and ninety-three and every two years thereafter.

[First paragraph as amended by 2003, 26, Secs. 55 and 692 effective July 1, 2003. See 2003, 26, Sec. 715. For text effective until July 1, 2003, see above.]

Each board of trustees of a community college or state college shall be responsible for establishing those policies necessary for the administrative management of personnel, staff services and the general business of the institution under its authority. Without limitation upon the generality of the foregoing, each such board shall: (a) cause to be prepared and submit to the council estimates of maintenance and capital outlay budgets for the institution under its authority; (b) establish all fees at said institution subject to guidelines established by the council. Said fees shall include fines and penalties collected pursuant to the enforcement



of traffic and parking rules and regulations. Said rules and regulations shall be enforced by persons in the employ of the institution who throughout the property of the institution shall have the powers of police officers, except as to the service of civil process. Said fees established under the provisions of this section shall be retained by the board of trustees in a revolving fund or funds, and shall be expended as the board of the institution may direct; provided that the foregoing shall not authorize any action in contravention of the requirements of Section 1 of Article LXIII of the Amendments to the Constitution. Said fund or funds shall be subject to annual audit by the state auditor; (c) appoint, transfer, dismiss, promote and award tenure to all personnel of said institution; (d) manage and keep in repair all property, real and personal, owned or occupied by said institution; (e) seek, accept and administer for faculty research, programmatic and institutional purposes grants, gifts and trusts from private foundations, corporations, federal agencies, alumnae and other sources, which shall be administered under the provisions of section two C of chapter twenty-nine and may be disbursed at the direction of the board of trustees pursuant to its authority; (f) implement and evaluate affirmative action policies and programs; (g) establish, implement and evaluate student services and policies; (h) recommend to the council admission standards and instructional programs for said institution, including all major and degree programs provided, however, that said admission standards shall comply with the provisions of section thirty; (i) have authority to transfer funds within and among subsidiary accounts allocated to said institution by the council; (j) establish and operate programs, including summer and evening programs, in accordance with the degree authority conferred under the provisions of this chapter; (k) award degrees in fields approved by the council; either independently or in conjunction with other institutions, in accordance with actions of the boards of trustees of said other institutions and the council; (l) submit a five year master plan to the council, which plan shall be updated annually to the board of higher education according to a schedule determined by the board in consultation with the board of trustees; (m) submit financial data and other data as required by the board of higher education for the careful and responsible discharge of its purposes, functions, and duties. The data shall be reported annually to the board of higher education according to a schedule determined by the board of higher education in consultation with the board of trustees. The board of trustees shall also submit an annual institutional spending plan to the council for review, comment, and transmittal to the secretary for administration and finance, the house and senate committees on ways and means and the joint committee on education, arts and humanities. Spending plans shall be reported using a standardized format developed by the board of higher education in conjunction with the institutional boards of trustees' in a manner to allow comparison of similar costs between the various institutions of the commonwealth. Said plan shall include an account of spending from all revenue sources including but not limited to, trust funds; (n) develop a mission statement for the institution consistent with identified missions of the system of public higher education as a whole, as well as the identified mission of the category of institution within which the institution operates. Said mission statement shall be forwarded to the council for its approval. The board of trustees shall, after its approval, make said mission statement available to the public; (o) submit an institutional self-assessment report to the council, which the board of trustees shall make public and available at the institution. Said assessment report shall be used to foster improvement at the institution by the board of trustees and shall include information relative to the institution's progress in fulfilling its mission, as approved by the council. Said report shall be submitted annually to the board of higher education according to a schedule determined by said board in consultation with the board of trustees. (p) The board of trustees of an institution with the potential to expand its mission, profile, and orientation to a more regional or national focus may submit to the board of higher education, for its approval, a 5-year plan embracing an entrepreneurial model which leverages that potential in order to achieve higher levels of excellence pursuant to section 7.

The board of trustees of each institution may delegate to the president of such institution any of the powers and responsibilities herein enumerated.

The commonwealth shall indemnify a trustee of a community college or state college against loss by reason of the liability to pay damages to a party for any claim arising out of any official judgment, decision, or conduct of said trustee; provided, however, that said trustee has acted in good faith and without malice; and provided, further, that the defense or settlement of such claim shall have been made by the attorney general or his designee. If a final judgment or decree is entered in favor of a party other than said trustee, the clerk of the court where such judgment or decree is entered shall, within twenty-one days after the final disposition of the claim, provide said trustee with a certified copy of such judgment or entry of decree, showing the amount due from said trustee, who shall transmit the same to the comptroller who shall forthwith notify the governor; and the governor shall draw his warrant for such amount on the state treasurer, who shall pay the same from appropriations made for the purpose by the general court.



Appendix F





MIDDLESEX COMMUNITY COLLEGE
(A Component Unit of the Commonwealth of Massachusetts)

Financial Statements

June 30, 2003 and 2002

(With Independent Auditors' Report Thereon)

MIDDLESEX COMMUNITY COLLEGE
(A Component Unit of the Commonwealth of Massachusetts)

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MIDDLESEX COMMUNITY COLLEGE
(A Component Unit of the Commonwealth of Massachusetts)

Required Supplementary Information
Management's Discussion and Analysis

The following discussion and analysis provides management's view of the financial position of the College as of June 30, 2003 and 2002, and the results of operations for the years then ended. This analysis should be read in conjunction with College's financial statements and notes thereon which are also presented in this document.

Middlesex Community College is an entrepreneurial learning community, committed to providing educational programs and services that support personal growth and economic opportunity for our diverse student populations. A public institution of higher education in the Commonwealth of Massachusetts, MCC maintains campuses in Bedford and Lowell. The College offers 73 programs leading to degrees or certificates as well as 15 noncredit programs and hundreds of noncredit courses serving 11,566 credit and 12,309 noncredit students. In addition, the College has more than 40 partnerships with schools and colleges throughout the Merrimack Valley.

Financial Highlights

- The Commonwealth's uncertain economic times and revenue shortfalls have continued into FY03 affecting every level of state and local government. Funding support levels throughout the state were decreased. For the community college system, the state appropriation was reduced 5% across the board. Nevertheless, the college's financial position remained strong as of the close of the fiscal year, June 30, 2003.

To address the decreased level of state support while maintaining the quality and integrity of our academic programs the college strategically reduced costs and increased local revenues. Throughout the year all expenditures were managed very carefully; only essential expenses were incurred. The filling of vacated positions was done on a case-by-case basis. At the end of the year, the college was down twenty-two full time positions from FY02.

On the local revenue side, the cost of education was increased by \$17 per credit. That decision is always a very difficult one and is only done as a last resort. Before the decision to increase student costs is made, a thorough analysis of the budget and every alternative is explored to reduce expenditures and maximize resource utilization.

- The college's state maintenance appropriation for the fiscal year was \$18.2 million (down from \$18.7 million in FY02). In October, and again in January, the appropriation was reduced further by \$125,551 and \$255,397 respectively, for a total of \$380,948. This action was taken by Governor under the fiscal exigencies powers as provided for in Chapter 29, Section 9C of the General Laws.
- The approved budget for the fiscal year 2003 for unrestricted funds from both state and local sources was \$31,736,478. Of that amount, \$31,416,426 was expended or 99%. There was no material deviations from the approved budget and final expenditures and all records were in order and maintained in accordance with generally accepted accounting principles.
- Full Time Equivalent credit enrollment for FY03 increased from 4,681 to 5,023, or 7.3%.
- The college continued to invest in technology and physical plant. Technology investments totaled more than \$1.7 million including network improvements and the replacement of 680 computers. Every computer lab in the college was upgraded as were a large number of faculty and staff. Physical plant improvements totaled more than \$1.2 million and included the renovation of the

MIDDLESEX COMMUNITY COLLEGE
(A Component Unit of the Commonwealth of Massachusetts)

Required Supplementary Information
Management's Discussion and Analysis

federal building, elevator improvements, Bedford library improvements, energy conservations improvements, HVAC/VAV improvements and various deferred maintenance projects.

With regard to the Federal Building, in May 2002, the College commenced construction of this building in Lowell. The renovation of this 38,000 square foot historic building will provide the Lowell campus with a much-needed new technology-enhanced library, computer and classroom space, art studio and assembly space. The total project cost is estimated at \$9.9 million. Of this amount the College will fund \$2.7 million. In FY03, the College spent \$778,946 with the remaining balance to be expended in FY04. The facility will be ready for occupancy for the 2004 spring semester. This is a change from the original occupancy projection of Fall 2003 due to contractor delays.

Overview of the Financial Statements

The College's financial statements comprise two primary components: 1) the financial statements and 2) the notes to the financial statements. Additionally, the financial statements focus on the College as a whole, rather than upon individual funds or activities.

The Financial Statements. The financial statements are designed to provide readers with a broad overview of the College's finances and are comprised of three basic statements.

The *statement of net assets* presents information on all of the College's assets and liabilities, with the difference between the two reported as *net assets*. Over time, increases or decreases in net assets may serve as a useful indicator of whether the financial position of the College is improving or deteriorating.

The *statement of revenues, expenses, and changes in net assets* presents information showing how the College's net assets changed during the most recent fiscal year. All changes in net assets are reported as soon as the underlying event giving rise to the change occurs, regardless of the timing of related cash flows. Thus, revenues and expenses are reported in this statement for some items that will only result in cash flows in future fiscal periods (e.g., the payment for accrued for compensated absences, or the receipt of amounts due from students and other for services rendered).

The *statement of cash flows* is reported on the direct method. The direct method of cash flow reporting presents net cash flows from operations as major classes of operating receipts (e.g., tuition and fees) and disbursements (e.g., cash paid to employees for services). The Government Accounting Standards Board (GASB) Statements 34 and 35 require this method to be used.

The financial statements can be found on pages 9-11 of this report.

The College reports its activity as a business-type activity using the full accrual measurement focus and basis of accounting. The College is a component unit of the Commonwealth of Massachusetts. Therefore, the results of the College's operations, its net assets and cash flows are also summarized in the Commonwealth's Comprehensive Annual Financial Report in its governmentwide financial statements.

Notes to the Financial Statements. The notes provide additional information that is essential to a full understanding of the data provided in the financial statements. The notes provide information regarding both the accounting policies and procedures the College has adopted as well as additional detail of certain amounts

MIDDLESEX COMMUNITY COLLEGE
(A Component Unit of the Commonwealth of Massachusetts)

Required Supplementary Information
Management's Discussion and Analysis

contained in the financial statements. The notes to the financial statements can be found on pages 12-25 of this report.

Financial Analysis

Net assets may serve over time as a useful indicator of the College's financial position. For FY03 and FY02, MCC's assets exceeded liabilities by \$30.8 million and \$31.7 million, respectively.

By far the largest portion of the College's net assets reflects its investment in capital assets (e.g., land, building, machinery, and equipment), less any related debt, including capital leases or HEFA financing used to acquire those assets that are still outstanding. The College uses these capital assets to provide services to students, faculty and administration; consequently, these assets are not available for future spending.

Although the College's investment in its capital assets is reported net of related debt, it should be noted that the resources needed to repay this debt must be provided from other sources, since the capital assets themselves cannot be used to liquidate these liabilities. Also, in addition to the debt noted above, which is reflected in the College's financial statement, the Commonwealth of Massachusetts regularly provides financing for certain capital projects through the issuance of general obligation bonds. These borrowings by the Commonwealth are not reflected in these financial statements.

	2003	2002
Current assets	\$ 12,279,785	11,219,861
Noncurrent assets	37,802,797	40,053,097
Total assets	50,082,582	51,272,958
Current liabilities	8,245,759	7,991,844
Noncurrent liabilities	11,079,742	11,594,283
Total liabilities	19,325,501	19,586,127
Net assets:		
Invested in capital assets, net of related debt	26,001,902	30,149,080
Restricted, expendable	896,718	902,210
Unrestricted	3,858,461	635,541
Total net assets	\$ 30,757,081	31,686,831

- Assets of \$50.1 million exceeded liabilities of \$19.3 million by \$30.8 million.
- Expenses from all sources incurred during the fiscal year totaled \$48.3 million. Revenues from tuition and fees, state capital support and state appropriations, and other sources totaled \$47.4 million, resulting in a decrease of net assets of \$929,749. This decrease is primarily attributed to the accrual of noncash items during FY03 and FY02. These items include depreciation, faculty salary accruals, compensated absences and workers compensation. Collectively, these noncash transactions amount to \$3.4 million in FY03.

MIDDLESEX COMMUNITY COLLEGE
(A Component Unit of the Commonwealth of Massachusetts)

Required Supplementary Information
Management's Discussion and Analysis

- The College's trustees may use the unrestricted net assets \$3.9 million to meet the College's ongoing obligations to its stakeholders. Additionally, the restricted, expendable net assets may also be expended, but only for the purposes for which the donor or grantor intended.
- The College's trustees have designated certain unrestricted net assets for a number of purposes including deferred maintenance and information technology purchases and upgrades.

Capital Assets and Liabilities of the College

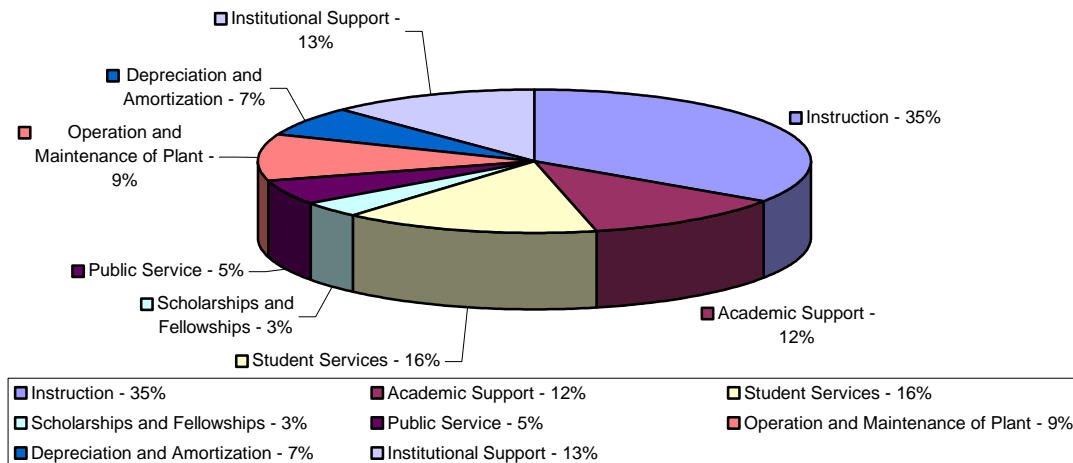
Capital Assets. The College's investment in capital assets as of June 30, 2003 and 2002 amounts to \$35.1 million and \$37.5 million, respectively, net of accumulated depreciation. This investment in capital assets includes land, building (including improvements), furnishings and equipment (including the cost of capital leases), and books. Capital assets decreased during the year by 6.4% or \$2.4 million. This decrease was primarily due to depreciation expense plus \$778,946 capitalized for construction in progress for the Federal Building.

In fiscal year 2003 and 2002, the total capital lease purchases amounted to \$700,400 and \$400,554, respectively. Additional information about the College's capital assets can be found in notes 7 and 8 on pages 18-22 of this report.

Liabilities and Debt. In addition to accruals for compensated absences, workers compensation, and capital lease obligations, the College carries long-term debt for revenue bonds issued by HEFA. The accrual for compensated absences consists of the long-term portion of sick and vacation pay relating to employees on the College's payroll. The long-term portion of capital lease obligations amounts to \$934,853, net of related interest as of June 30, 2003, a decrease of \$145,868. As of June 30, 2003 and 2002, the College had 25-year revenue bonds outstanding with a principal obligation of \$8,419,192 and \$8,668,075, respectively.

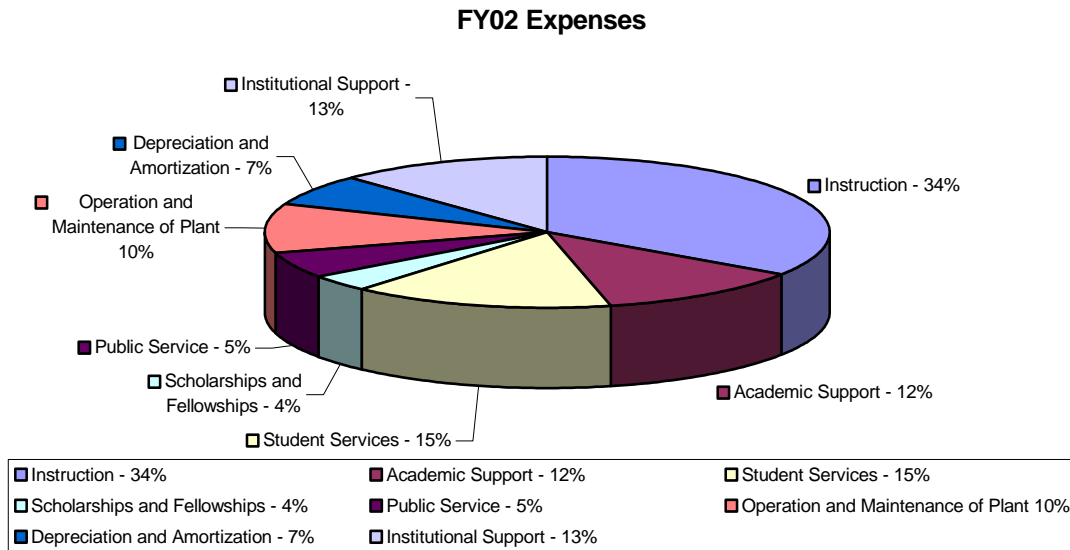
Middlesex Community College's Revenues, Expenses, and Changes in Net Assets

FY03 Expenses



MIDDLESEX COMMUNITY COLLEGE
(A Component Unit of the Commonwealth of Massachusetts)

Required Supplementary Information
Management's Discussion and Analysis



Highlights of operating revenue activity for the year include:

- Total Operating Revenue increased 19.1% or \$4 million. The two key factors for this are listed below.
- Increase of 26.8% or \$2.6 million in tuition and fees, net of tuition waivers and remissions. This increase is attributable to increased enrollments of 7.3% coupled with a \$17 increase in the cost of education.
- Increase of 11.5% or \$1.1 million in federal, state, local, and private grants and contracts. This increase is mainly attributable to Pell awards.

Grants and contracts, exclusive of state and federal financial aid awards (e.g., Pell, SEOG, Mass, Cash Grant) received by the college for FY2003 total approximately \$6 million.

Major grants and contracts for the year include the following:

- The Career Place grants from the Regional Employment Board and Employment Resources Inc., in the amount of \$2,027,125 for career and job services.
- The Bridge Program grant from the City of Lowell in the amount of \$610,500 provides for the operation of an alternative middle school.
- Vocational Education grant from Mass Department of Education in the amount of \$297,722, provides for tutoring, disabled student services, and professional development for faculty.
- Adult Basic Education grant from Mass Department of Education in the amount of \$291,894.
- Talent Search from the U.S Department of Education in the amount of \$314,322 for career awareness and college planning for Lowell middle and high school students.

MIDDLESEX COMMUNITY COLLEGE
(A Component Unit of the Commonwealth of Massachusetts)

Required Supplementary Information
Management's Discussion and Analysis

Highlights of operating expense activity include:

- An increase of 2.6% or \$420,487 in instructional expenditures. While full time personnel expenditures decreased due to early retirements, expenditures increased for adjunct faculty as a result of increased enrollment. Also, there were significant technology expenditures for the classrooms and computer labs.
- An increase of 8.3% or \$597,777 in student services, as a result of new grant awards and increased personnel costs to address enrollment.
- A increase of 2.6% of \$152,446 in institutional support due to increased personnel costs.
- A decrease of 15.8% or \$792,595 in operations and maintenance costs due a decrease of capital budget funds from the Commonwealth of \$716,060.

Nonoperating Revenues and Expenses

As required by the Governmental Accounting Standards Board, appropriations from the state are considered non-operating. However, the expenditures from that non-operating revenue are classified as operating expenses. As a result, public higher education institutions will incur a loss from operations.

Nonoperating revenues from the Commonwealth exclusive of fringe benefits, totaled \$18 million in unrestricted appropriations: \$17.8 million in maintenance funding \$84,129 in workforce development performance-based funding, and \$124,893 for MEOP, Mcnair, and ERM. In addition, the College received \$283,702 in capital appropriations for deferred maintenance projects, and remitted \$606,911 in tuition to the state. This represented an overall decrease in state funding support of more than \$900,000, or 5.1%.

The Commonwealth's fringe benefit amount for full-time employees on the state payroll was \$3.9 million. These funds are appropriated to the State Treasurer's office for the benefit of the College. The expense of these funds is allocated among the functional expense classifications.

Investment income from government-backed securities was \$120,492. The market value of the equities was \$794,125.

Economic Factors and Next Year's Tuition and Student Fee Rates

Current indicators do not predict a turnaround in the economy until next fiscal year. State support for the College may therefore be impacted.

Early in fiscal year 2003, unemployment rose in the College's service area, as it did through out the state, which led to increases in enrollment. Historically, an increase in unemployment has led to an increase in enrollment.

MIDDLESEX COMMUNITY COLLEGE
(A Component Unit of the Commonwealth of Massachusetts)

Management's Discussion and Analysis

(Unaudited)

Additional Information

For FY04, the state support for the College has decreased \$2.5 million or 16% due to the current economic situation. In addition, there could be further reductions (i.e., reversions) in state support if revenues continue to decline at the state level. As a result, after much deliberation, the College board of trustees increased the FY04 cost of education by \$12 per credit hour. This increase was absolutely necessary to maintain the quality of education at the College.

Fortunately, enrollment continue to increase at the college: Fall enrollments are up 3%.

Certain unions representing employees of the College reached a collective bargaining agreement with the Massachusetts Board of Higher Education in January 2002. Subsequently, the Governor vetoed the funding for salary adjustments stipulated in this agreement. The effect of this action by the Governor upon the labor relations at the College is unknown at this time. The College and the Massachusetts Board of Higher Education are currently working with the unions to resolve this matter.

Requests for Information

This financial report is designed to provide a general overview of the College's finances for all those with an interest in the College's finances. Questions concerning any of the information provided in this report or requests for additional financial information should be addressed to the Office of the Chief Fiscal Officer, Middlesex Community College, 33 Kearney Square, Lowell, Massachusetts 01852.



99 High Street
Boston, MA 02110-2371

Telephone 617 988 1000
Fax 617 988 0800

Independent Auditors' Report

The Board of Trustees
Middlesex Community College:

We have audited the accompanying statement of net assets of Middlesex Community College (a component unit of the Commonwealth of Massachusetts) as of June 30, 2003, and the related statements of revenues, expenses and changes in net assets, and cash flows for the year then ended. These financial statements are the responsibility of the College's management. Our responsibility is to express an opinion on these financial statements based on our audit. The prior year comparative information has been derived from the College's 2002 financial statements and in our report dated October 4, 2002, we expressed an unqualified opinion on those financial statements.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Middlesex Community College as of June 30, 2003, and respective changes in financial position and cash flows thereof for the year then ended in conformity with accounting principles generally accepted in the United States of America.

In accordance with *Government Auditing Standards*, we have also issued our report, dated October 3, 2003, on our consideration of Middlesex Community College's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grants. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be read in conjunction with this report in considering the results of our audits.

The Management's Discussion and Analysis on pages 1 to 7 is not a required part of the financial statements but is supplementary information required by accounting principles generally accepted in the United States of America. We have applied certain limited procedures, which consisted principally of inquiries of management regarding the methods of measurement and presentation of the required supplementary information. However, we did not audit the information and express no opinion on it.

KPMG LLP

October 3, 2003



KPMG LLP, KPMG LLP, a U.S. limited liability partnership, is a member of KPMG International, a Swiss cooperative.

MIDDLESEX COMMUNITY COLLEGE
(A Component Unit of the Commonwealth of Massachusetts)

Statements of Net Assets

June 30, 2003

(With comparative amounts as of June 30, 2002)

Assets	2003	2002
Current assets:		
Cash and cash equivalents (note 2)	\$ 1,938,410	2,445,690
Cash held by State Treasurer (note 3)	490,566	316,334
Short-term investments (note 4)	6,118,826	4,701,360
Accounts receivable, net (note 5)	3,731,983	3,756,477
Total current assets	12,279,785	11,219,861
Noncurrent assets:		
Cash and cash equivalents – restricted (note 2)	1,028,239	1,117,241
Long-term investments (note 4)	1,094,125	791,041
Loans receivable, net (note 6)	417,965	466,446
Capital assets, net of accumulated depreciation (notes 7 and 8)	35,095,041	37,502,464
Other noncurrent assets	167,428	175,905
Total noncurrent assets	37,802,798	40,053,097
Total assets	\$ 50,082,583	51,272,958
Liabilities		
Current liabilities:		
Accounts payable and accrued liabilities (note 3)	\$ 2,673,566	2,859,928
Accrued payroll (note 3)	1,523,577	1,717,832
Compensated absences (note 8)	1,964,701	1,859,316
Accrued interest payable	103,033	105,583
Students' deposits and unearned revenues	855,442	429,765
Funds held for others	143,500	155,762
Current portion of capital lease obligation (note 8)	723,057	614,775
Current portion of notes payable (note 8)	258,883	248,883
Total current liabilities	8,245,759	7,991,844
Noncurrent liabilities:		
Compensated absences (note 8)	1,768,250	1,878,040
Capital lease obligations (note 8)	934,853	1,080,721
Notes payable (note 8)	8,160,309	8,419,192
Grant refundable (note 9)	207,486	216,330
Total noncurrent liabilities	11,070,898	11,594,283
Total liabilities	\$ 19,316,657	19,586,127
Net Assets		
Invested in capital assets, net of related debt	\$ 26,001,902	30,149,080
Restricted (note 10):		
Expendable	905,562	902,210
Unrestricted (note 11)	3,858,462	635,541
Contingencies (note 12)		
Total net assets	\$ 30,765,926	31,686,831

See accompanying notes to financial statements.

MIDDLESEX COMMUNITY COLLEGE
(A Component Unit of the Commonwealth of Massachusetts)
Statements of Revenues, Expenses, and Changes in Net Assets
Year ended June 30, 2003
(With comparative amounts for the year ended June 30, 2002)

	2003	2002
Operating revenues:		
Tuition and fees	\$ 16,677,807	13,087,557
Less scholarship allowances	(4,336,301)	(3,361,879)
Net student fees	12,341,506	9,725,678
Federal, state, local, and private grants and contracts	11,057,806	9,912,470
Other auxiliary enterprises	340,910	335,017
Other sources	1,323,415	1,057,152
Total operating revenues	25,063,637	21,030,317
Operating expenses (note 13):		
Instruction	16,909,570	16,489,083
Academic support	5,683,883	5,724,937
Student services	7,789,275	7,191,498
Scholarships and fellowships	1,608,944	1,724,037
Public service	2,420,096	2,618,652
Operation and maintenance of plant	4,216,799	5,009,374
Depreciation	3,186,369	3,204,335
Institutional support	6,001,555	5,849,108
Total operating expenses	47,816,491	47,811,024
Operating loss	(22,752,854)	(26,780,707)
Nonoperating revenues (expenses):		
State appropriations (note 14)	21,922,343	23,084,347
Net investment income	147,501	91,159
Interest expense	(519,218)	(631,705)
Other nonoperating expense	(2,379)	(10,027)
Net nonoperating revenues	21,548,247	22,533,774
Income before other revenues, expenses, gains, or losses	(1,204,607)	(4,246,933)
Capital appropriation (note 14)	283,702	999,762
Decrease in net assets	(920,905)	(3,247,171)
Net assets, beginning of year	31,686,831	34,934,002
Net assets, end of year	\$ 30,765,926	31,686,831

See accompanying notes to financial statements.

MIDDLESEX COMMUNITY COLLEGE
(A Component Unit of the Commonwealth of Massachusetts)

Statements of Cash Flows

Year ended June 30, 2003

(With comparative amounts for the year ended June 30, 2002)

	<u>2003</u>	<u>2002</u>
Cash flows from operating activities:		
Tuition and fees	\$ 12,579,615	9,810,809
Grants and contracts	10,659,904	10,171,072
Payments to suppliers	(10,417,392)	(9,353,429)
Payments to employees	(28,806,560)	(28,659,860)
Payments to students	(1,608,944)	(1,724,037)
Loans issued to students	(47,517)	(41,695)
Collection of loans to students	87,234	83,501
Income from contract services	340,910	335,017
Other cash receipts	1,331,892	1,121,553
Net cash used in operating activities	<u>(15,880,858)</u>	<u>(18,257,069)</u>
Cash flows from noncapital financing activities:		
State appropriations	18,662,001	18,815,862
Grants and contracts	218,926	4,566
Funds held for others	45,848	(281,256)
Net cash flows provided by noncapital financing activities	<u>18,926,775</u>	<u>18,539,172</u>
Cash flows from capital and related financing activities:		
Capital appropriations	283,702	999,762
Purchases of capital assets	(672,533)	—
Principal paid on capital debt and leases	(986,869)	(309,657)
Interest paid on capital debt and leases	(519,218)	(526,122)
Net cash (used in) provided by capital financing activities	<u>(1,894,918)</u>	<u>163,983</u>
Cash flows from investing activities:		
Proceeds from sales and maturities of investments	16,137,205	21,081,803
Purchases of investments	(17,857,755)	(22,287,630)
Interest on investments	147,501	91,159
Net cash used in investing activities	<u>(1,573,049)</u>	<u>(1,114,668)</u>
Net decrease in cash	(422,050)	(668,582)
Cash, beginning of year	3,879,265	4,547,847
Cash, end of year	<u>\$ 3,457,215</u>	<u>3,879,265</u>
Reconciliation of operating loss to net cash used in operating activities:		
Operating loss	\$ (22,752,854)	(26,780,707)
Adjustments to reconcile net loss to net cash used by operating activities:		
Depreciation and amortization	3,186,369	3,204,335
Fringe benefits provided by the state	3,894,274	4,050,397
Changes in assets and liabilities:		
Accounts receivable	106,284	(13,500)
Loans receivable	48,481	53,140
Accounts payable and accrued liabilities	(775,840)	350,723
Accrued employee compensation and benefits	(4,405)	412,927
Student deposits and unearned revenues	425,677	182,398
Other	(8,844)	283,218
Net cash used in operating activities	<u>\$ (15,880,858)</u>	<u>(18,257,069)</u>
Noncash transactions:		
New capital leases	\$ 700,400	400,554
Assignment of Perkins loans	1,625	59,186
Fringe benefits provided by the state	3,894,277	4,050,397
Cash paid during the year for interest on long-term debt	519,218	526,122

See accompanying notes to financial statements.

MIDDLESEX COMMUNITY COLLEGE
(A Component Unit of the Commonwealth of Massachusetts)

Notes to Financial Statements

June 30, 2003

(1) Summary of Significant Accounting Policies

(a) Organization

Middlesex Community College (the College) is one of the largest community colleges in Massachusetts and serves the largest county in the state with campuses in urban Lowell and suburban Bedford. The College's mission is to provide educational, occupational, and cultural opportunities for an academically, economically, and culturally diverse population. Middlesex offers 73 associate degree and certificate programs to almost 11,000 full- and part-time students. The College is involved in numerous community partnership programs and more than 30 different partnerships with the public schools in Lowell, Bedford, and Billerica. The College also provides comprehensive, customized training, consulting, and technical assistance programs to area businesses.

(b) Basis of Presentation

The accompanying financial statements have been prepared using the economic resources measurement focus and the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America, as prescribed by the Governmental Accounting Standards Board (GASB). Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows. Grants and similar items are recognized as revenue as soon as all eligibility requirements have been met.

The College has determined that it functions as a Business Type Activity, as defined by GASB. The effect of interfund activity has been eliminated from these financial statements. The significant GASB standards followed by the College are described as follows:

In June 1999, GASB Statement No. 34, *Basic Financial Statements – and Management's Discussion and Analysis – for State and Local Governments*, was issued. This Statement establishes new financial reporting requirements. It establishes that the basic financial statements and required supplementary information for general purpose governments should consist of: management's discussion and analysis, basic financial statements, and required supplementary information.

In November 1999, GASB Statement No. 35, *Basic Financial Statements – and Management's Discussion and Analysis – for Public Colleges and Universities*, was issued. As with Statement No. 34, it becomes effective with periods beginning after June 15, 2001. This Statement establishes accounting and financial reporting standards for public colleges and universities within the financial reporting guidelines of Statement No. 34. In accordance with this Statement, the College presents statements of net assets, revenues, expenses and changes in net assets, and cash flows on a combined, College-wide, basis. The objective of this Statement is to enhance the understandability and usefulness of the external financial reports issued by public colleges and universities.

In June 2001, GASB Statement No. 37, *Basic Financial Statements – and Management's Discussion and Analysis – for State and Local Governments: Omnibus*, was issued. This Statement was implemented simultaneously with Statement No. 34.

In June 2001, GASB Statement No. 38, *Certain Financial Statement Note Disclosures*, was issued. This Statement was implemented simultaneously with Statement No. 34.

MIDDLESEX COMMUNITY COLLEGE
(A Component Unit of the Commonwealth of Massachusetts)

Notes to Financial Statements

June 30, 2003

The College's policy for defining operating activities in the statement of revenues, expenses and changes in net assets are those that generally result from exchange transactions such as the payment received for services and payment made for the purchase of goods and services. Certain other transactions are reported as nonoperating activities in accordance with GASB Statement No. 35. These nonoperating activities include the College's operating and capital appropriations from the Commonwealth of Massachusetts, net investment income, gifts, and interest expense.

The College has elected not to adopt the pronouncements issued by the Financial Accounting Standards Board (FASB) after November 30, 1989.

The accompanying statement of revenues, expenses and changes in net assets demonstrates the degree to which the direct expenses of a given function are offset by program revenues. Direct expenses are those that are clearly identifiable within a specific function. Program revenues primarily include charges to students or others who enroll or directly benefit from services that are provided by a particular function. Items not meeting the definition of program revenues are instead reported as general revenue.

(c) *Net Assets*

GASB Statement No. 34 requires that resources be classified for accounting purposes into the following four net asset categories:

Invested in capital assets, net of related debt: Capital assets, net of accumulated depreciation and outstanding principal balances of debt attributable to the acquisition, construction, repair or improvement of those assets.

Restricted – nonexpendable: Net assets subject to externally imposed conditions that the College must maintain them in perpetuity.

Restricted – expendable: Net assets whose use is subject to externally imposed conditions that can be fulfilled by the actions of the College or by the passage of time.

Unrestricted: All other categories of net assets. Unrestricted net assets may be designated by actions of the College's board of trustees.

The College has adopted a policy of generally utilizing restricted – expendable funds, when available, prior to unrestricted funds.

(d) *Trust Funds*

In accordance with the requirements of the Commonwealth of Massachusetts, the College's operations are accounted for in several trust funds. All of these trust funds have been consolidated and are included in these financial statements.

(e) *Cash Equivalents*

The College considers all highly liquid debt instruments purchased with an original maturity date of three months or less to be cash equivalents.

MIDDLESEX COMMUNITY COLLEGE
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Notes to Financial Statements

June 30, 2003

(f) Investments

Investments in marketable securities are stated at fair value.

The College is currently authorized by its board of trustees and the statutes of the Commonwealth of Massachusetts to invest based on the following: given the four objectives of safety, return on investment, liquidity, and diversification of risk, the board of trustees will support the investments of trust funds in a variety of vehicles, including bank instruments, equities, bonds, government and commercial paper of high quality and mutual funds holding any or all of the above. The board of trustees has established investment fund ceilings and broad asset allocation guidelines, but hereby delegates to the Chief Financial Officer or his designee, the authority to determine exact dollar amounts to be invested within those established time limits and guidelines.

The College has no donor restricted endowments.

(g) Capital Assets

Real estate assets, including improvements, are generally stated at cost. Furnishings, equipment and collection items are stated at cost at date of acquisition or, in the case of gifts, at fair value at date of donation. In accordance with the state's capitalization policy, only those items with a unit cost of more than \$50,000 are capitalized. Prior to July 1, 2001, the state's capitalization policy was for items with a unit cost of more than \$15,000. Interest costs on debt related to capital assets is capitalized during the construction period. College capital assets, with the exception of land and construction in progress, are depreciated on a straight-line basis over their estimated useful lives, which range from 3 to 40 years.

The College does not hold collections of historical treasures, works of art or other items not requiring capitalization or depreciation.

The costs of normal maintenance and repairs that do not add to the value of the asset or materially extend assets' lives are not capitalized.

(h) Fringe Benefits

The College participates in the Commonwealth's Fringe Benefit programs, including health insurance, unemployment, pension and workers' compensation benefits. Health insurance, unemployment and pension costs are billed through a fringe benefit rate charged to the College. Worker's compensation costs are assessed separately based on the College's actual experience.

(i) Compensated Absences

Employees earn the right to be compensated during absences for vacation leave and sick leave. Accrued vacation is the amount earned by all eligible employees through June 30, 2003 and 2002. The accrued sick leave balance represents 20% of amounts earned by those employees with ten or more years of state service at June 30, 2003 and 2002. Upon retirement, these employees are entitled to receive payment for this accrued balance.

MIDDLESEX COMMUNITY COLLEGE
(A Component Unit of the Commonwealth of Massachusetts)

Notes to Financial Statements

June 30, 2003

(j) Workers' Compensation

The Commonwealth provides workers' compensation coverage to its employers on a self-insured basis. The Commonwealth requires the College to record its portion of the workers' compensation in its records.

(k) Students' Deposits and Unearned Revenue

Deposits and advance payments received for tuition and fees related to certain summer programs and tuition received for the following academic year are deferred and are recorded as revenues as earned.

(l) Student Fees

Student tuition and fees are presented net of scholarships and fellowships applied to students' accounts. Certain other scholarship amounts are paid directly to, or refunded to, the student and are generally reflected as expenses.

(m) Tax Status

The College is a component unit of the Commonwealth of Massachusetts and is therefore generally exempt from income taxes under Section 115 of the Internal Revenue Code.

(n) Use of Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

(2) Cash and Cash Equivalents

The following summary presents the amount of College deposits representing cash and cash equivalents that are fully insured or collateralized with securities held by the College or its agent in the College's name (Category 1), those deposits that are collateralized with securities held by the pledging financial institution's trust department or agent in the College's name (Category 2) and those deposits that are not collateralized (Category 3) at June 30:

2003					
	Category			Total bank	Carrying
	1	2	3	balance	amount
\$	100,000	1,999,392	1,072,941	3,172,333	2,966,649

MIDDLESEX COMMUNITY COLLEGE
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Notes to Financial Statements

June 30, 2003

2002				
Category			Total bank	Carrying
1	2	3	balance	amount
\$ 100,000	2,979,956	630,596	3,710,552	3,562,931

(3) Cash Held by State Treasurer

Accounts payable and accrued salaries to be funded from state-appropriated funds totaled \$490,566 and \$316,334 at June 30, 2003 and 2002, respectively. The College has recorded a comparable dollar amount of cash held by the State Treasurer for the benefit of the College, which was subsequently utilized to pay for such liabilities.

(4) Investments

The College categorizes investments according to the level of risk assumed by the College. Category 1 includes investments that are insured, registered or held by the College's agent in the College's name. Category 2 includes uninsured and unregistered investments held by the investment manager's trust department or agent in the College's name. Category 3 includes uninsured and unregistered investments held by the investment manager, its trust department or its agent, but not in the College's name.

2003				
Category			Total	
1	2	3	fair value	
\$ —	7,212,951	—	7,212,951	

2002				
Category			Total	
1	2	3	fair value	
\$ —	5,492,401	—	5,492,401	

Fair values and unrealized gains (losses) on investments are summarized as follows:

2003			
	Cost	Fair value	Unrealized gains (losses)
Equities	\$ 1,000,000	794,125	(205,875)
Other	6,418,826	6,418,826	—
	\$ 7,418,826	7,212,951	(205,875)

MIDDLESEX COMMUNITY COLLEGE
(A Component Unit of the Commonwealth of Massachusetts)

Notes to Financial Statements

June 30, 2003

	2002		
	Cost	Fair value	Unrealized gains (losses)
Equities	\$ 1,000,000	791,041	(208,959)
Other	4,685,794	4,701,360	15,566
	\$ 5,685,794	5,492,401	(193,393)

(5) Accounts Receivable

Accounts receivable include the following at June 30:

	2003	2002
Student accounts receivable	\$ 1,587,442	1,351,393
Grants receivable	1,669,883	1,271,981
Appropriations receivable	1,030,769	1,664,704
Other receivables	313,811	227,344
	4,601,905	4,515,422
Less allowance for doubtful accounts	(869,922)	(758,945)
	\$ 3,731,983	3,756,477

The College anticipates that all of its accounts receivable will be collected within a one-year time frame.

(6) Loans Receivable

Loans receivable include the following at June 30:

	2003	2002
Perkins loans receivable	\$ 483,501	520,413
Nursing loans receivable	34,464	46,033
	517,965	566,446
Less allowance for doubtful accounts	(100,000)	(100,000)
	\$ 417,965	466,446

MIDDLESEX COMMUNITY COLLEGE
(A Component Unit of the Commonwealth of Massachusetts)

Notes to Financial Statements

June 30, 2003

(7) Capital Assets

Capital assets consist of the following at June 30:

2003						
	Estimated lives (in years)	Beginning balance	Additions	Retirements	Reclassifications	Ending balance
Capital assets not being depreciated:						
Construction in progress		\$ —	778,946	—	—	778,946
Land	—	1,805,803	—	—	—	1,805,803
Total not being depreciated		1,805,803	778,946	—	—	2,584,749
Capital assets being depreciated:						
Building, including improvements	20-40	59,571,751	—	—	—	59,571,751
Furnishings and equipment (including cost of capital leases)	5-10	3,988,660	—	—	—	3,988,660
Books	5	40,000	—	—	—	40,000
Total being depreciated		63,600,411	—	—	—	63,600,411
Less accumulated depreciation:						
Building, including improvements		(25,627,417)	(2,929,782)	—	—	(28,557,199)
Furnishings and equipment		(2,240,333)	(252,587)	—	—	(2,492,920)
Books		(36,000)	(4,000)	—	—	(40,000)
Total accumulated depreciation		(27,903,750)	(3,186,369)	—	—	(31,090,119)
Capital assets, net		\$ 37,502,464	(2,407,423)	—	—	35,095,041

MIDDLESEX COMMUNITY COLLEGE
(A Component Unit of the Commonwealth of Massachusetts)

Notes to Financial Statements

June 30, 2003

2002						
	Estimated lives (in years)	Beginning balance	Additions	Retirements	Reclassifications	Ending balance
Capital assets not being depreciated:						
Land	—	\$ 1,805,803	—	—	—	1,805,803
Total not being depreciated		1,805,803	—	—	—	1,805,803
Capital assets being depreciated:						
Building, including improvements	20-40	59,571,751	—	—	—	59,571,751
Furnishings and equipment (including cost of capital leases)	5-10	3,988,660	—	—	—	3,988,660
Books	5	40,000	—	—	—	40,000
Total being depreciated		63,600,411	—	—	—	63,600,411
Less accumulated depreciation:						
Building, including improvements		(22,697,633)	(2,929,784)	—	—	(25,627,417)
Furnishings and equipment		(1,973,782)	(266,551)	—	—	(2,240,333)
Books		(28,000)	(8,000)	—	—	(36,000)
Total accumulated depreciation		(24,699,415)	(3,204,335)	—	—	(27,903,750)
Capital assets, net		\$ 40,706,799	(3,204,335)	—	—	37,502,464

(8) Long-Term Liabilities

Long-term liabilities at June 30 consist of:

2003					
	Beginning balance	Additions	Reductions	Ending balance	Current portion
Leases and notes payable:					
Lease obligations	\$ 1,695,496	700,400	(737,986)	1,657,910	723,057
Revenue notes payable	8,668,075	—	(248,883)	8,419,192	258,883
Total leases and notes payable	10,363,571	700,400	(986,869)	10,077,102	981,940
Other long-term liabilities:					
Compensated absences	3,458,185	34,963	—	3,493,148	1,920,098
Workers' compensation	279,171	—	(39,368)	239,803	44,603
Total long-term liabilities	\$ 14,100,927	735,363	(1,026,237)	13,810,053	2,946,641

MIDDLESEX COMMUNITY COLLEGE
(A Component Unit of the Commonwealth of Massachusetts)

Notes to Financial Statements

June 30, 2003

	2002				
	Beginning balance	Additions	Reductions	Ending balance	Current portion
Leases and notes payable:					
Lease obligations	\$ 1,815,153	400,554	(520,211)	1,695,496	614,775
Revenue notes payable	8,851,958	—	(183,883)	8,668,075	248,883
Total leases and notes payable	10,667,111	400,554	(704,094)	10,363,571	863,658
Other long-term liabilities:					
Compensated absences	3,258,563	199,622	—	3,458,185	1,814,099
Workers' compensation	237,991	41,180	—	279,171	45,217
Total long-term liabilities	\$ 14,163,665	641,356	(704,094)	14,100,927	2,722,974

The revenue notes payable are payable semi-annually commencing on October 2, 2002 and April 2, 2003 through 2022 in principal repayment amounts between \$190,000 and \$660,000. Interest is payable semi-annually (April 2 and October 2) at a predetermined rate that varies between 3.50% and 5.00%. Issuance costs of \$364,856 related to these bonds are included in other assets and being amortized over the 25-year repayment of the notes.

Principal and interest on notes payable for the next five years and in subsequent five-year periods are as follows:

	Principal	Interest
Year ending June 30:		
2004	\$ 265,000	406,697
2005	275,000	395,490
2006	290,000	383,480
2007	305,000	370,535
2008	315,000	356,738
2009-2013	1,805,000	1,547,150
2014-2018	2,315,000	1,043,125
2019-2023	2,970,000	386,500
	8,540,000	4,889,715
Less:		
Unamortized discount	(120,808)	—
	\$ 8,419,192	4,889,715

Total principal and interest payments for 2003 and 2002 were \$255,000 and \$417,230 and \$190,000 and \$426,130, respectively.

MIDDLESEX COMMUNITY COLLEGE
(A Component Unit of the Commonwealth of Massachusetts)

Notes to Financial Statements

June 30, 2003

Capital Leases:

As of June 30, 2003, the College currently has five (5) capital lease agreements in the amount of \$1,657,910 under the Commonwealth of Massachusetts statewide tax-exempt lease purchase program. Purchases under this program include the acquisition of computer hardware and software, office equipment, and network enhancements.

Operating Leases:

The College leases space to provide student, faculty, and staff parking at its Lowell campus. Additionally at the Lowell campus, retail space is leased for the bookstore and educational space is leased for various programs. Office space is also leased in Woburn to support career and job placement services.

The following schedule summarizes future minimum payments under noncancelable leases for the year ended June 30, 2003:

	<u>Capital leases</u>		<u>Operating leases</u>	<u>Total</u>
	<u>Principal</u>	<u>Interest</u>		
Year ending June 30:				
2004	\$ 723,057	75,122	320,945	1,119,124
2005	598,031	38,335	320,945	957,311
2006	288,632	9,994	286,839	585,465
2007-2011	48,190	448	161,347	209,985
	<u>\$ 1,657,910</u>	<u>123,899</u>	<u>1,090,076</u>	<u>2,871,885</u>

Rental expense for operating leases was \$563,762 and \$496,568 for the years ended June 30, 2003 and 2002, respectively.

(9) Grant Refundable

The College participates in the Federal Perkins Loan and Nursing Loan Programs. These programs are funded through a combination of federal and institutional resources. The portion of these programs that has been funded with federal funds is ultimately refundable back to the U.S. government upon the termination of the College's participation in the program.

(10) Restricted Net Assets

The College is the recipient of funds that are subject to various external constraints upon their use, either as to purpose or time. These funds are comprised of the following:

	<u>2003</u>	<u>2002</u>
Restricted – expendable:		
Academic programs	\$ 896,718	902,210
	<u>\$ 896,718</u>	<u>902,210</u>

MIDDLESEX COMMUNITY COLLEGE
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Notes to Financial Statements

June 30, 2003

(11) Unrestricted Net Assets

The College's unrestricted net assets at June 30 are comprised of the following:

	2003	2002
Net assets designated by the College's Board of Trustees for the following purposes:		
Renovation and deferred maintenance	\$ 500,000	310,541
Life safety and security improvements		
Energy efficiencies and improvements		
Technology improvements	600,000	325,000
Computer upgrade and replacement		
Network upgrade and replacement		
MIS upgrade and improvements		
Federal building		
Site work	400,000	—
Furnishing and equipment	400,000	—
Renovations and repairs	1,958,462	—
	\$ 3,858,462	635,541
Total unrestricted net assets	\$ 3,858,462	635,541

(12) Contingencies

Various lawsuits are pending or threatened against the College that arose from the ordinary course of operations. In the opinion of management, no litigation is now pending, or threatened, that would materially affect the College's financial position.

The College receives significant financial assistance from federal and state agencies in the form of grants. Expenditures of funds under these programs require compliance with the grant agreements and are subject to audit. Any disallowed expenditures resulting from such audits become a liability of the College. In the opinion of management such adjustments, if any, are not expected to materially affect the financial condition of the College.

The College participates in the Massachusetts College Savings Prepaid Tuition Program (the Program). This Program allows individuals to pay in advance for future tuition at the cost of tuition at the time of election to participate, increased by changes in the Consumer Price Index plus 2%. The College is obligated to accept as payment of tuition the amount determined by this Program without regard to the standard tuition rate in effect at the time of the individual's enrollment at the College. The effect of this program cannot be determined as it is contingent on future tuition increases and the Program participants who attend the College.

The College has a Memorandum of Understanding (MOU) with the Commonwealth of Massachusetts Division of Capital Asset Management (DCAM) for the design, construction and renovation of the property known as the Federal Building. The total cost of the renovation is estimated at \$9,869,000. In accordance with the terms of the MOU, \$7,188,257 was paid by DCAM and \$672,533 was paid by the College.

MIDDLESEX COMMUNITY COLLEGE
(A Component Unit of the Commonwealth of Massachusetts)

Notes to Financial Statements

June 30, 2003

(13) Operating Expenses

The College's operating expenses, on a natural classification basis, are comprised of the following:

	<u>2003</u>	<u>2002</u>
Compensation and benefits	\$ 32,790,148	32,710,258
Supplies and services	10,231,030	10,172,394
Depreciation	3,186,370	3,204,335
Scholarships and fellowships	1,608,943	1,724,037
	<u>\$ 47,816,491</u>	<u>47,811,024</u>

(14) State Appropriation

The College's state appropriation is composed of the following at June 30, 2003 and 2002:

	<u>2003</u>	<u>2002</u>
Direct unrestricted appropriations	\$ 18,634,980	19,654,700
Add:		
Fringe benefits for benefited employees on the state payroll	3,894,274	4,050,397
Less:		
Day school tuition remitted to the state and included in tuition and fee revenue	<u>(606,911)</u>	<u>(620,750)</u>
Total unrestricted appropriations	21,922,343	23,084,347
Capital appropriation	<u>283,702</u>	<u>999,762</u>
Total appropriations	<u>\$ 22,206,045</u>	<u>24,084,109</u>

(15) Retirement Plan

The Commonwealth of Massachusetts is statutorily responsible for the pension benefit of College employees who participate in the Massachusetts State Employees' Retirement System (the Retirement System). The Retirement System, a single employer defined benefit public employee retirement system, is administered by the Commonwealth and covers substantially all nonstudent employees. The College makes contributions on behalf of the employees through a fringe benefit charge assessed by the Commonwealth. Such pension expense amounted to \$649,432 and \$664,421 for the years ended June 30, 2003 and 2002, respectively. Employees, who contribute a percentage of their regular compensation, fund the annuity portion of the Retirement System. Annual covered payroll was approximately 70% and 72% of annual total payroll for the College in 2003 and 2002, respectively.

MIDDLESEX COMMUNITY COLLEGE
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Notes to Financial Statements

June 30, 2003

(16) Massachusetts Management Accounting and Reporting System

Section 15C of Chapter 15A of the Massachusetts General Laws requires Commonwealth Colleges and Universities to report activity of campus based funds to the Comptroller of the Commonwealth on the Commonwealth's Statewide Accounting System, Massachusetts Management Accounting and Reporting System (MMARS) on the statutory basis of accounting. The statutory basis of accounting is a modified accrual basis of accounting and differs from the information included in these financial statements. Management believes the amounts reported on MMARS meet the guidelines of the Comptroller's *Guide for Higher Education Audited Financial Statements*.

The liability for compensated absences for accrued vacation and sick leave reported within the noncurrent liabilities section of the College's statement of net assets differs from the amount reported on the Commonwealth of Massachusetts Human Resources Compensation Management System (HR/CMS) as follows:

	Balance June 30, 2003
HR/CMS	\$ 3,995,170
College	3,493,148
Difference	\$ 502,022

In addition, this difference represents the gross value of accrued vacation and sick leave reported on HR/CMS and the contractually mandated limits for accrued vacation and sick as reported on the books of the College. The contracts stipulate that no employee shall be compensated for more than sixty-four days of accrued vacation, and any amount in excess of that shall be converted to sick time at twenty percent of vacation.

(17) Related Party – Middlesex Community College Foundation, Inc.

Middlesex Community College Foundation, Inc. is an independent tax exempt organization and, in accordance with generally accepted accounting principles, its financial statements are not consolidated with those of the College. The College's board of trustees does not appoint a voting majority of the Foundation's Board, nor is the College able to impose its will on the Foundation. Accordingly, the College is not financially accountable for the Foundation.

The Foundation awards scholarships to Middlesex Community College students. Additionally, the Foundation leases property in Lowell for a nominal sum which is used primarily for conferences and meetings. The College is responsible for the maintenance and upkeep of the property under the terms of the agreement.

In May 2002, GASB issued Statement No. 39, *Determining Whether Certain Organizations are Component Units*. GASB 39 establishes new criteria for evaluating the need to include the Foundation as a component unit of the College. The Foundation appears to meet this revised criteria and, accordingly, is expected to be included as a component in the future. The College will adopt GASB 39 as of July 1, 2003.

MIDDLESEX COMMUNITY COLLEGE
(A Component Unit of the Commonwealth of Massachusetts)

Notes to Financial Statements

June 30, 2003

(18) Pass-Through Grants

The College distributed \$1,334,704 and \$921,462 for student loans through the U.S. Department of Education federal direct lending program. These distributions and related funding sources are not included as expenses and revenues or as cash disbursements and cash receipts in the accompanying financial statements.



99 High Street
Boston, MA 02110-2371

Telephone 617 988 1000
Fax 617 988 0800

Auditors' Report on Compliance and on Internal Control over Financial Reporting in Accordance with Government Auditing Standards

The Board of Trustees
Middlesex Community College:

We have audited the financial statements of Middlesex Community College (a component unit of the Commonwealth of Massachusetts) (the College) as of and for the year ended June 30, 2003, and have issued our report thereon dated October 3, 2003. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

Compliance

As part of obtaining reasonable assurance about whether the College's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grants, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance that are required to be reported under *Government Auditing Standards*.

Internal Control over Financial Reporting

In planning and performing our audit, we considered the College's internal control over financial reporting in order to determine our auditing procedures for the purpose of expressing our opinion on the financial statements and not to provide assurance on internal control over financial reporting.

A material weakness is a condition in which the design or operation of one or more of the internal control components does not reduce to a relatively low level the risk that misstatements in amounts that would be material in relation to the financial statements being audited may occur and not be detected within a timely period by employees in the normal course of performing their assigned functions. Our consideration of internal control over financial reporting would not necessarily disclose all matters in the internal control over financial reporting that might be material weaknesses.

We noted no matters involving the internal control over financial reporting and its operation that we consider to be material weaknesses.



KPMG LLP, KPMG LLP, a U.S. limited liability partnership, is
a member of KPMG International, a Swiss cooperative.



This report is intended for the information of management, the board of trustees and federal awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

KPMG LLP

October 3, 2003



Appendix G



MIDDLESEX COMMUNITY COLLEGE

TO: BOARD OF TRUSTEES	DATE:9/25/03
FROM: CAROLE A. COWAN, PRESIDENT	REQUEST NO.
RE: FY 2004 STATE FUNDED SPENDING PLANS	A-F-360-2004

RESOLVE THAT THE COLLEGE'S FY 2004 STATE FUNDED SPENDING PLANS BE APPROVED AS PROPOSED BELOW:

<u>ACCOUNT NUMBER</u>		<u>AMOUNT \$</u>
7516-0100	Maintenance Acct.	\$15,403,816
7516-0031	Mass. Educational Opp. Prog.	\$17,000
7516-0032	MCNAIR	\$41,300
7516-3004	Ed. Reference Material	<u>\$0</u>
TOTAL		<u>\$15,462,116</u>

James F. Linnehan, Jr. Vice President for Administration & Finance	FINAL DISPOSITION
EXECUTIVE RESPONSIBLE FOR RECOMMENDATION	
BOARD APPROVAL DATE	
EFFECTIVE DATE	

**MIDDLESEX COMMUNITY COLLEGE
STATE APPROPRIATION
ACCOUNT SUMMARY CLASSIFICATION & ITEMS BUDGETED**

FISCAL YEAR 2004

MAINTENANCE - Account # 7516-0100

	AMOUNT \$
AA- REGULAR EMPLOYEE COMPENSATION	\$15,403,816
BB- REGULAR EMPLOYEE EXPENSES	\$0
CC- SPECIAL EMPLOYEES	\$0
DD- PENSION/INSURANCE	\$0
EE- ADMINISTRATIVE EXPENSE	\$0
FF- FACILITY OPERATIONS	\$0
GG- SPACE RENT AND UTILITIES	\$0
HH- CONSULTANT SERVICES	\$0
JJ- OPERATIONAL SERVICES	\$0
KK- EQUIPMENT PURCHASE	\$0
LL- EQUIPMENT LEASE/PURCHASE	\$0
	<hr/>
TOTAL:	<u><u>\$15,403,816</u></u>

**MIDDLESEX COMMUNITY COLLEGE
STATE APPROPRIATION
ACCOUNT SUMMARY CLASSIFICATION & ITEMS BUDGETED**

**FISCAL YEAR 2004
MA ED. OPP. PROGRAM**

Account 7516-0031

	AMOUNT \$
AA- REGULAR EMPLOYEE COMPENSATION	\$ 0
BB- REGULAR EMPLOYEE EXPENSES	\$ 0
CC- SPECIAL EMPLOYEES	\$17,000
DD- PENSION/INSURANCE	\$ 0
EE- ADMINISTRATIVE EXPENSE	\$ 0
FF- FACILITY OPERATIONS	\$ 0
GG- SPACE RENT AND UTILITIES	\$ 0
HH- CONSULTANT SERVICES	\$ 0
JJ- OPERATIONAL SERVICES	\$ 0
KK- EQUIPMENT PURCHASE	\$ 0
LL- EQUIPMENT LEASE/PURCHASE	\$ 0
MM- CLIENT HUMAN SERVICES	\$ 0
RR- BENEFIT PROGRAMS	\$ 0
	<u><u>\$17,000</u></u>

**MIDDLESEX COMMUNITY COLLEGE
STATE APPROPRIATION
ACCOUNT SUMMARY CLASSIFICATION & ITEMS BUDGETED**

FISCAL YEAR 2004

**MCNAIR
Account 7516-0032**

	AMOUNT \$
AA- REGULAR EMPLOYEE COMPENSATION	\$ 0
BB- REGULAR EMPLOYEE EXPENSES	\$ 0
CC- SPECIAL EMPLOYEES	\$41,300
DD- PENSION/INSURANCE	\$ 0
EE- ADMINISTRATIVE EXPENSE	\$ 0
FF- FACILITY OPERATIONS	\$ 0
GG- SPACE RENT AND UTILITIES	\$ 0
HH- CONSULTANT SERVICES	\$ 0
JJ- OPERATIONAL SERVICES	\$ 0
KK- EQUIPMENT PURCHASE	\$ 0
LL- EQUIPMENT LEASE/PURCHASE	\$ 0
MM- CLIENT HUMAN SERVICES	\$ 0
RR- BENEFIT PROGRAMS	\$ 0
	<u>\$41,300</u>

**MIDDLESEX COMMUNITY COLLEGE
STATE APPROPRIATION
ACCOUNT SUMMARY CLASSIFICATION & ITEMS BUDGETED**

**FISCAL YEAR 2004
EDUCATIONAL REFERENCE MATERIAL**

Account 7516-3004	AMOUNT \$
AA- REGULAR EMPLOYEE COMPENSATION	\$ 0
BB- REGULAR EMPLOYEE EXPENSES	\$ 0
CC- SPECIAL EMPLOYEES	\$ 0
DD- PENSION/INSURANCE	\$ 0
EE- ADMINISTRATIVE EXPENSE	\$ 0
FF- FACILITY OPERATIONS	\$ 0
GG- SPACE RENT AND UTILITIES	\$ 0
HH- CONSULTANT SERVICES	\$ 0
JJ- OPERATIONAL SERVICES	\$ 0
KK- EQUIPMENT PURCHASE	\$ 0
LL- EQUIPMENT LEASE/PURCHASE	\$ 0
MM- CLIENT HUMAN SERVICES	\$ 0
RR- BENEFIT PROGRAMS	\$ 0
	<u><u>\$ 0</u></u>

MIDDLESEX COMMUNITY COLLEGE

TO: BOARD OF TRUSTEES	DATE: 9/25/03
FROM: CAROLE A. COWAN, PRESIDENT	REQUEST NO.
RE: FY 2004 TRUST FUND SPENDING PLANS	AF-359-2004

RESOLVE THAT THE COLLEGE'S FY 2004 TRUST FUND SPENDING PLANS BE APPROVED AS PROPOSED BELOW:

<u>FUND ACCOUNT:</u>	<u>AMOUNT \$</u>
<u>MCC OPERATIONAL ACCOUNT</u>	
INSTITUTIONAL SUPPORT	\$16,115,000
ADMINISTRATIVE & FACILITY USE	\$204,488
SAFETY NET SCHOLARSHIP	\$400,000
GRADUATION	<u>\$26,322</u>
SUBTOTAL OPERATIONAL ACCOUNTS	<u>\$16,745,810</u>
<u>HEFA TRUST ACCOUNT</u>	
FACILITIES DEVELOPMENT	\$671,697
TOTAL MCC ACCOUNTS	<u>\$17,417,507</u>
COMMUNITY COLLEGES TRUST ACCOUNT	
PROFESSIONAL SERVICES	\$875,536

James F. Linnehan, Jr. Vice President for Administration & Finance	FINAL DISPOSITION
EXECUTIVE RESPONSIBLE FOR RECOMMENDATION	
BOARD APPROVAL DATE	
EFFECTIVE DATE	

MIDDLESEX COMMUNITY COLLEGE TRUST FUNDS

ACCOUNT SUMMARY CLASSIFICATION & ITEMS BUDGETED

FISCAL YEAR 2004

INSTITUTIONAL SUPPORT

TRUST FUND ACCOUNT:	AMOUNT \$
AA- REGULAR EMPLOYEE COMPENSATION	\$2,061,000
BB- REGULAR EMPLOYEE EXPENSES	\$193,000
CC- SPECIAL EMPLOYEES	\$7,100,000
DD- PENSION/INSURANCE	\$915,000
EE- ADMINISTRATIVE EXPENSE	\$1,050,000
FF- FACILITY OPERATIONS	\$700,000
GG- SPACE RENT AND UTILITIES	\$1,275,000
HH- CONSULTANT SERVICES	\$785,000
JJ- OPERATIONAL SERVICES	\$975,000
KK- EQUIPMENT PURCHASE	\$150,000
LL- EQUIPMENT LEASE/PURCHASE	\$445,000
RR- BENEFIT PROGRAMS	\$466,000
TOTAL:	<u><u>\$16,115,000</u></u>

MIDDLESEX COMMUNITY COLLEGE TRUST FUNDS

ACCOUNT SUMMARY CLASSIFICATION & ITEMS BUDGETED

FISCAL YEAR 2004

ADMN. & FACILITY USE

TRUST FUND ACCOUNT:	AMOUNT \$
AA- REGULAR EMPLOYEE COMPENSATION	\$ 0
BB- REGULAR EMPLOYEE EXPENSES	\$ 0
CC- SPECIAL EMPLOYEES	\$ 0
DD- PENSION/INSURANCE	\$740
EE- ADMINISTRATIVE EXPENSE	\$597
FF- FACILITY OPERATIONS	\$ 0
GG- SPACE RENT AND UTILITIES	\$ 0
HH- CONSULTANT SERVICES	\$1,019
JJ- OPERATIONAL SERVICES	\$129,891
KK- EQUIPMENT PURCHASE	\$65,444
LL- EQUIPMENT LEASE/PURCHASE	\$4,729
RR- BENEFIT PROGRAMS	\$2,068
	<hr/>
TOTAL:	<u><u>\$204,488</u></u>

MIDDLESEX COMMUNITY COLLEGE TRUST FUNDS

ACCOUNT SUMMARY CLASSIFICATION & ITEMS BUDGETED

FISCAL YEAR 2004

SAFETY NET SCHOLARSHIP

TRUST FUND ACCOUNT:	AMOUNT \$
AA- REGULAR EMPLOYEE COMPENSATION	\$ 0
BB- REGULAR EMPLOYEE EXPENSES	\$ 0
CC- SPECIAL EMPLOYEES	\$ 0
DD- PENSION/INSURANCE	\$ 0
EE- ADMINISTRATIVE EXPENSE	\$ 0
FF- FACILITY OPERATIONS	\$ 0
GG- SPACE RENT AND UTILITIES	\$ 0
HH- CONSULTANT SERVICES	\$ 0
JJ- OPERATIONAL SERVICES	\$ 0
KK- EQUIPMENT PURCHASE	\$ 0
LL- EQUIPMENT LEASE/PURCHASE	\$ 0
RR- BENEFIT PROGRAMS	<u>\$400,000</u>
TOTAL:	<u><u>\$400,000</u></u>

MIDDLESEX COMMUNITY COLLEGE TRUST FUNDS

ACCOUNT SUMMARY CLASSIFICATION & ITEMS BUDGETED

FISCAL YEAR 2004

GRADUATION

TRUST FUND ACCOUNT:	AMOUNT \$
AA- REGULAR EMPLOYEE COMPENSATION	\$0
BB- REGULAR EMPLOYEE EXPENSES	\$9,361
CC- SPECIAL EMPLOYEES	\$0
DD- PENSION/INSURANCE	\$0
EE- ADMINISTRATIVE EXPENSE	\$10,377
FF- FACILITY OPERATIONS	\$0
GG- SPACE RENT AND UTILITIES	\$4,250
HH- CONSULTANT SERVICES	\$1,685
JJ- OPERATIONAL SERVICES	\$0
KK- EQUIPMENT PURCHASE	\$0
LL- EQUIPMENT LEASE/PURCHASE	\$649
RR- BENEFIT PROGRAMS	\$0
SS- DEBT SERVICE	<u>\$0</u>
TOTAL:	<u><u>\$26,322</u></u>

MIDDLESEX COMMUNITY COLLEGE TRUST FUNDS

ACCOUNT SUMMARY CLASSIFICATION & ITEMS BUDGETED

FISCAL YEAR 2004

FACILITIES DEVELOPMENT (HEFA)

TRUST FUND ACCOUNT:	AMOUNT \$
AA- REGULAR EMPLOYEE COMPENSATION	\$ 0
BB- REGULAR EMPLOYEE EXPENSES	\$ 0
CC- SPECIAL EMPLOYEES	\$ 0
DD- PENSION/INSURANCE	\$ 0
EE- ADMINISTRATIVE EXPENSE	\$ 0
FF- FACILITY OPERATIONS	\$ 0
GG- SPACE RENT AND UTILITIES	\$ 0
HH- CONSULTANT SERVICES	\$ 0
JJ- OPERATIONAL SERVICES	\$ 0
KK- EQUIPMENT PURCHASE	\$ 0
LL- EQUIPMENT LEASE/PURCHASE	\$ 0
RR- BENEFIT PROGRAMS	\$ 0
SS- DEBT PAYMENT	<u>\$671,697</u>
TOTAL:	<u><u>\$671,697</u></u>

MIDDLESEX COMMUNITY COLLEGE

COMMUNITY COLLEGES TRUST FUND ACCOUNT

ACCOUNT SUMMARY CLASSIFICATION & ITEMS BUDGETED

FISCAL YEAR 2004

PROFESSIONAL SERVICES

Exec. Office for Community Colleges

	AMOUNT \$
AA-REGULAR EMPLOYEE COMP.	\$561,977
BB- REGULAR EMPLOYEE EXPENSES	\$24,743
CC- SPECIAL EMPLOYEES	\$3,000
DD- PENSION/INSURANCE	\$132,869
EE- ADMINISTRATIVE EXPENSE	\$43,788
FF- FACILITY OPERATIONS	\$2,866
GG- SPACE RENT AND UTILITIES	\$40,593
HH- CONSULTANT SERVICES	\$10,000
JJ- OPERATIONAL SERVICES	\$300
KK- EQUIPMENT PURCHASE	\$3,500
LL- EQUIPMENT LEASE/PURCHASE	\$16,900
RR- BENEFIT PROGRAMS	<u>\$35,000</u>
 TOTAL:	 <u><u>\$875,536</u></u>

MIDDLESEX COMMUNITY COLLEGE

TO: BOARD OF TRUSTEES		DATE: 3/25/04
FROM: CAROLE A. COWAN, PRESIDENT		REQUEST NO.
RE: FY 2004 AMENDED TRUST FUND SPENDING PLANS		AF-365-2004

RESOLVE THAT THE COLLEGE'S FY 2004 TRUST FUND SPENDING PLANS BE AMENDED & APPROVED AS PROPOSED BELOW:

FUND ACCOUNT:

	Approved AMOUNT \$	Revised AMOUNT \$	Difference
MCC OPERATIONAL ACCOUNT			
INSTITUTIONAL SUPPORT	\$16,115,000	\$16,615,000	\$500,000
ADMINISTRATIVE & FACILITY USE	\$204,488	\$204,488	\$0
SAFETY NET SCHOLARSHIP	\$400,000	\$400,000	\$0
GRADUATION	\$26,322	\$26,322	\$0
SUBTOTAL OPERATIONAL ACCOUNTS	<u>\$16,745,810</u>	<u>\$17,245,810</u>	<u>\$500,000</u>

Percentage increase over original budget 3.0%

James F. Linnehan, Jr.		FINAL DISPOSITION
Vice President for Administration & Finance		
EXECUTIVE RESPONSIBLE FOR RECOMMENDATION		
BOARD APPROVAL DATE		
EFFECTIVE DATE		



Appendix H



MIDDLESEX COMMUNITY COLLEGE

TO: BOARD OF TRUSTEES	DATE: 6/16/04
FROM: CAROLE A. COWAN, PRESIDENT	REQUEST NO. AF-372-2004
RE: FY 2005 INTERIM STATE FUNDED SPENDING	

RESOLVE THAT THE COLLEGE'S INTERIM FY 2005 STATE FUNDED SPENDING PLANS BE APPROVED AS PROPOSED BELOW:

<u>ACCOUNT NUMBER</u>		<u>AMOUNT \$</u>
7516-0100	Maintenance Acct.	\$15,403,816
7516-0031	Mass. Educational Opp. Prog.	\$17,000
7516-0032	MCNAIR	\$41,300
TOTAL		\$ <u>15,462,116</u>

James F. Linnehan, Jr. Vice President for Administration & Finance	FINAL DISPOSITION
EXECUTIVE RESPONSIBLE FOR RECOMMENDATION	
BOARD APPROVAL DATE	
EFFECTIVE DATE	

**MIDDLESEX COMMUNITY COLLEGE
STATE APPROPRIATION
ACCOUNT SUMMARY CLASSIFICATION & ITEMS BUDGETED**

FISCAL YEAR 2005

MAINTENANCE

Account 7516-0100	AMOUNT \$
AA- REGULAR EMPLOYEE COMPENSATION	\$15,403,816
BB- REGULAR EMPLOYEE EXPENSES	\$0
CC- SPECIAL EMPLOYEES	\$0
DD- PENSION/INSURANCE	\$0
EE- ADMINISTRATIVE EXPENSE	\$0
FF- FACILITY OPERATIONS	\$0
GG- SPACE RENT AND UTILITIES	\$0
HH- CONSULTANT SERVICES	\$0
JJ- OPERATIONAL SERVICES	\$0
KK- EQUIPMENT PURCHASE	\$0
LL- EQUIPMENT LEASE/PURCHASE	\$0
TOTAL:	<u><u>\$15,403,816</u></u>

**MIDDLESEX COMMUNITY COLLEGE
STATE APPROPRIATION
ACCOUNT SUMMARY CLASSIFICATION & ITEMS BUDGETED**

FISCAL YEAR 2005

MASS. EDUCATIONAL OPP. PROGRAM

Account 7516-0031	AMOUNT \$
AA- REGULAR EMPLOYEE COMPENSATION	\$ 0
BB- REGULAR EMPLOYEE EXPENSES	\$ 0
CC- SPECIAL EMPLOYEES	\$15,800
DD- PENSION/INSURANCE	\$ 0
EE- ADMINISTRATIVE EXPENSE	\$ 0
FF- FACILITY OPERATIONS	\$600
GG- SPACE RENT AND UTILITIES	\$ 0
HH- CONSULTANT SERVICES	\$ 0
JJ- OPERATIONAL SERVICES	\$ 0
KK- EQUIPMENT PURCHASE	\$ 0
LL- EQUIPMENT LEASE/PURCHASE	\$ 0
MM- CLIENT HUMAN SERVICES	\$600
RR- BENEFIT PROGRAMS	\$ 0
TOTAL:	<u><u>\$17,000</u></u>

**MIDDLESEX COMMUNITY COLLEGE
STATE APPROPRIATION
ACCOUNT SUMMARY CLASSIFICATION & ITEMS BUDGETED**

FISCAL YEAR 2005

MCNAIR

Account 7516-0032	AMOUNT \$
AA- REGULAR EMPLOYEE COMPENSATION	\$ 0
BB- REGULAR EMPLOYEE EXPENSES	\$ 0
CC- SPECIAL EMPLOYEES	\$41,300
DD- PENSION/INSURANCE	\$ 0
EE- ADMINISTRATIVE EXPENSE	\$ 0
FF- FACILITY OPERATIONS	\$ 0
GG- SPACE RENT AND UTILITIES	\$ 0
HH- CONSULTANT SERVICES	\$ 0
JJ- OPERATIONAL SERVICES	\$ 0
KK- EQUIPMENT PURCHASE	\$ 0
LL- EQUIPMENT LEASE/PURCHASE	\$ 0
MM- CLIENT HUMAN SERVICES	\$ 0
RR- BENEFIT PROGRAMS	\$ 0
TOTAL:	<u><u>\$41,300</u></u>

**MIDDLESEX COMMUNITY COLLEGE
STATE APPROPRIATION
ACCOUNT SUMMARY CLASSIFICATION & ITEMS BUDGETED**

**FISCAL YEAR 2005
EDUCATIONAL REFERENCE MATERIAL**

Account 7516-3004	AMOUNT \$
AA- REGULAR EMPLOYEE COMPENSATION	\$ 0
BB- REGULAR EMPLOYEE EXPENSES	\$ 0
CC- SPECIAL EMPLOYEES	\$ 0
DD- PENSION/INSURANCE	\$ 0
EE- ADMINISTRATIVE EXPENSE	\$ 0
FF- FACILITY OPERATIONS	\$ 0
GG- SPACE RENT AND UTILITIES	\$ 0
HH- CONSULTANT SERVICES	\$ 0
JJ- OPERATIONAL SERVICES	\$ 0
KK- EQUIPMENT PURCHASE	\$ 0
LL- EQUIPMENT LEASE/PURCHASE	\$ 0
MM- CLIENT HUMAN SERVICES	\$ 0
RR- BENEFIT PROGRAMS	\$ 0
	<u><u>\$ 0</u></u>

MIDDLESEX COMMUNITY COLLEGE

TO: BOARD OF TRUSTEES	DATE: 6/16/04
FROM: CAROLE A. COWAN, PRESIDENT	REQUEST NO.
RE: FY 2005	AF-271-2004
INTERIM TRUST FUND SPENDING PLANS	

RESOLVE THAT THE COLLEGE'S INTERIM FY 2005 TRUST FUND SPENDING PLANS BE APPROVED AS PROPOSED BELOW:

<u>FUND ACCOUNT:</u>	<u>AMOUNT \$</u>
<u>MCC OPERATIONAL ACCOUNT</u>	
INSTITUTIONAL SUPPORT	\$16,615,000
ADMINISTRATIVE & FACILITY USE	\$205,000
SAFETY NET SCHOLARSHIP	\$400,000
GRADUATION	<u>\$30,000</u>
SUBTOTAL OPERATIONAL ACCOUNTS	\$17,250,000
<u>HEFA TRUST ACCOUNT</u>	
FACILITIES DEVELOPMENT	\$670,490
TOTAL MCC ACCOUNTS	<u>\$17,920,490</u>
COMMUNITY COLLEGES TRUST ACCOUNT	
PROFESSIONAL SERVICES	\$875,536

James F. Linnehan, Jr. Vice President for Administration & Finance	FINAL DISPOSITION
EXECUTIVE RESPONSIBLE FOR RECOMMENDATION	
BOARD APPROVAL DATE	
EFFECTIVE DATE	

MIDDLESEX COMMUNITY COLLEGE TRUST FUNDS

ACCOUNT SUMMARY CLASSIFICATION & ITEMS BUDGETED

FISCAL YEAR 2005

INSTITUTIONAL SUPPORT

TRUST FUND ACCOUNT:	AMOUNT \$
AA- REGULAR EMPLOYEE COMPENSATION	\$2,650,000
BB- REGULAR EMPLOYEE EXPENSES	\$240,000
CC- SPECIAL EMPLOYEES	\$7,400,000
DD- PENSION/INSURANCE	\$975,000
EE- ADMINISTRATIVE EXPENSE	\$995,000
FF- FACILITY OPERATIONS	\$715,000
GG- SPACE RENT AND UTILITIES	\$1,250,000
HH- CONSULTANT SERVICES	\$750,000
JJ- OPERATIONAL SERVICES	\$950,000
KK- EQUIPMENT PURCHASE	\$140,000
LL- EQUIPMENT LEASE/PURCHASE	\$550,000
RR-BENEFIT PROGRAMS	\$0
TOTAL:	<u>\$16,615,000</u>

MIDDLESEX COMMUNITY COLLEGE TRUST FUNDS

ACCOUNT SUMMARY CLASSIFICATION & ITEMS BUDGETED

FISCAL YEAR 2005

ADMN. & FACILITY USE

TRUST FUND ACCOUNT:	AMOUNT \$
AA- REGULAR EMPLOYEE COMPENSATION	\$ 0
BB- REGULAR EMPLOYEE EXPENSES	\$ 0
CC- SPECIAL EMPLOYEES	\$ 0
DD- PENSION/INSURANCE	\$ 0
EE- ADMINISTRATIVE EXPENSE	\$2,600
FF- FACILITY OPERATIONS	\$10,000
GG- SPACE RENT AND UTILITIES	\$4,600
HH- CONSULTANT SERVICES	\$ 0
JJ- OPERATIONAL SERVICES	\$108,200
KK- EQUIPMENT PURCHASE	\$75,000
LL- EQUIPMENT LEASE/PURCHASE	\$4,600
RR- BENEFIT PROGRAMS	<u>\$ 0</u>
TOTAL:	<u><u>\$205,000</u></u>

MIDDLESEX COMMUNITY COLLEGE TRUST FUNDS

ACCOUNT SUMMARY CLASSIFICATION & ITEMS BUDGETED

FISCAL YEAR 2005

SAFETY NET SCHOLARSHIP

TRUST FUND ACCOUNT:	AMOUNT \$
AA- REGULAR EMPLOYEE COMPENSATION	\$ 0
BB- REGULAR EMPLOYEE EXPENSES	\$ 0
CC- SPECIAL EMPLOYEES	\$ 0
DD- PENSION/INSURANCE	\$ 0
EE- ADMINISTRATIVE EXPENSE	\$ 0
FF- FACILITY OPERATIONS	\$ 0
GG- SPACE RENT AND UTILITIES	\$ 0
HH- CONSULTANT SERVICES	\$ 0
JJ- OPERATIONAL SERVICES	\$ 0
KK- EQUIPMENT PURCHASE	\$ 0
LL- EQUIPMENT LEASE/PURCHASE	\$ 0
RR- BENEFIT PROGRAMS	<u>\$400,000</u>
TOTAL:	<u><u>\$400,000</u></u>

MIDDLESEX COMMUNITY COLLEGE TRUST FUNDS

ACCOUNT SUMMARY CLASSIFICATION & ITEMS BUDGETED

FISCAL YEAR 2005

GRADUATION

TRUST FUND ACCOUNT:	AMOUNT \$
AA- REGULAR EMPLOYEE COMPENSATION	\$ 0
BB- REGULAR EMPLOYEE EXPENSES	\$ 0
CC- SPECIAL EMPLOYEES	\$ 0
DD- PENSION/INSURANCE	\$ 0
EE- ADMINISTRATIVE EXPENSE	\$7,000
FF- FACILITY OPERATIONS	\$17,000
GG- SPACE RENT AND UTILITIES	\$4,000
HH- CONSULTANT SERVICES	\$ 0
JJ- OPERATIONAL SERVICES	\$1,500
KK- EQUIPMENT PURCHASE	\$ 0
LL- EQUIPMENT LEASE/PURCHASE	\$500
RR- BENEFIT PROGRAMS	\$ 0
SS- DEBT SERVICE	<u>\$ 0</u>
TOTAL:	<u><u>\$30,000</u></u>

MIDDLESEX COMMUNITY COLLEGE TRUST FUNDS

ACCOUNT SUMMARY CLASSIFICATION & ITEMS BUDGETED

FISCAL YEAR 2005

FACILITIES DEVELOPMENT (HEFA)

TRUST FUND ACCOUNT:	AMOUNT \$
AA- REGULAR EMPLOYEE COMPENSATION	\$0
BB- REGULAR EMPLOYEE EXPENSES	\$0
CC- SPECIAL EMPLOYEES	\$0
DD- PENSION/INSURANCE	\$0
EE- ADMINISTRATIVE EXPENSE	\$0
FF- FACILITY OPERATIONS	\$0
GG- SPACE RENT AND UTILITIES	\$0
HH- CONSULTANT SERVICES	\$0
JJ- OPERATIONAL SERVICES	\$0
KK- EQUIPMENT PURCHASE	\$0
LL- EQUIPMENT LEASE/PURCHASE	\$0
RR- BENEFIT PROGRAMS	\$0
SS- DEBT PAYMENT	<u>\$670,490</u>
TOTAL:	<u><u>\$670,490</u></u>

MIDDLESEX COMMUNITY COLLEGE

COMMUNITY COLLEGES TRUST FUND ACCOUNT

ACCOUNT SUMMARY CLASSIFICATION & ITEMS BUDGETED

FISCAL YEAR 2005

PROFESSIONAL SERVICES
Exec. Office for Community Colleges

	AMOUNT \$
AA-REGULAR EMPLOYEE COMP.	\$561,977
BB- REGULAR EMPLOYEE EXPENSES	\$24,743
CC- SPECIAL EMPLOYEES	\$3,000
DD- PENSION/INSURANCE	\$132,869
EE- ADMINISTRATIVE EXPENSE	\$43,788
FF- FACILITY OPERATIONS	\$2,866
GG- SPACE RENT AND UTILITIES	\$40,593
HH- CONSULTANT SERVICES	\$10,000
JJ- OPERATIONAL SERVICES	\$300
KK- EQUIPMENT PURCHASE	\$3,500
LL- EQUIPMENT LEASE/PURCHASE	\$16,900
RR- BENEFIT PROGRAMS	<u>\$35,000</u>
TOTAL:	<u><u>\$875,536</u></u>



Appendix I





Appendix D – Insurance Coverages

Statement of Insurance Coverage

State Institutional Self-Insurance

The Commonwealth of Massachusetts is self-insured. Middlesex Community College is a public institution of higher education created by an act of the Massachusetts State Legislature and, as such, is self-insured.

Additional Insurance Coverages

The college does carry insurance, however, for several purposes beyond the self-insurance umbrella:

Directors and Officers Liability Insurance

Health/Accident Insurance – for students in the health related majors.

Health/Accident Insurance - for all student taking greater than nine credits unless evidence of comparable insurance can be proven. The college is required to act as an agent for this purpose.

Building, Casualty, and Liability Insurance – for the Health, Science, and Technology Center. These building are not owned by the Commonwealth, but are instead owned by the Health and Educational Facilities Authority.

Building, Casualty and Liability Insurance – for the Nesmith House and the Middlesex Meetinghouse. These buildings are not owned by the Commonwealth, but are instead owed by the Middlesex Community College Foundation.

